California Department of Education

Charter Schools Division

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Attachment 27

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from The New School of San Francisco (Charter #1742). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## The New School of San Francisco2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | New School San Francisco |
| School Address | 940 Filbert Street |
| City | San Francisco |
| ZIP Code | 94133 |
| Located in District | San Francisco |
| County | San Francisco |
| Website Address | www.newschoolsf.org |
| County District School (CDS) Code | 38-76927-0132183 |
| Charter Number | 1742 |
| Current Charter Term Start Date | 7/1/2020 |
| Current Charter Term End Date | 6/30/2028 |
| Grade Levels Served | K-8 |
| 2023–24 Enrollment | 444 |
| Instruction Type | Classroom-based |

**School Description:**

New School San Francisco is a K-8 public charter school that applies an inquiry-based approach to teaching and learning. The school is intentionally diverse with a lottery preference for families eligible for free or reduced-price meals. As you can see from our student demographics, there is no one racial majority. Our curriculum prioritizes social-emotional learning with a explicit focus on equity. Inquiry helps foster deeper learning skills as well, such as critical thinking and problem-solving. We have a low adult to student ratio to ensure learning is highly personalized and differentiated to meet student needs. We engage families through our committees, volunteer opportunities and in the formation of each child's individualized learning plans. We know that students outcomes improve when families are partners in the learning and creation of the culture of our school.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 12.6 |
| Foster Youth | 0.2 |
| Homeless | 0 |
| Socioeconomically Disadvantaged | 36.7 |
| Students with Disabilities | 11.9 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 5.2 |
| American Indian | 0 |
| Asian | 10.6 |
| Filipino | 1.6 |
| Hispanic | 36.5 |
| Pacific Islander | 0.5 |
| Two or More Races | 9.7 |
| White | 33.8 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 18.6 | Yellow |
| Suspension Rate | 1.1 | Orange |
| English Learner Progress | 65.4 | Blue |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Blue | Above standard | 47.6 |
| Mathematics | Green | Above standard | 33.8 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 72 |
| Mathematics | 68 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter school’s areas of greatest progress.

Greatest areas of progress continue to be improvement in student outcomes in both ELA and in math in terms of the percentage of students on or above grade level. In the aggregate, our scores continue to improve, but there is also improvement for each sub-group. We are proud of the intentional work being done to see scores for English Learners improve, along with African-American students, Latinx students and students with IEPs. For each sub-group, New School San Francisco outperforms both the local district (San Francisco Unified) and the state averages. This has earned the school the designation of 'High-Performing' by the State Board of Education.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

NWEA MAP is on the list of approved internal assessments and we implement MAP three times per year to assess student growth and progress.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

The greatest areas of need include: 1) decreasing student truancy, 2) improving student outcomes for African-American students, Latinx students, English Learners and students with IEPs.

1. How is the charter school addressing these areas of need? Include references to student groups.

1) For truancy, we have rescoped a role to now have two full-time Directors of Culture & Climate to lead family engagement work, which directly impacts attendance. These roles work with families who struggle to get their student to school and provide strategies and supports (i.e. carpools). They communicate out to the whole community the importance of attendance. Teachers also play an important role in working with families and ensuring students WANT to come to school. We are also celebrating strong attendance with awards and special events this year. 2) For focal student outcomes, we are focused on a number of different instructional strategies. We invested time before schools starts training staff that are new to EL Education, which is a science-backed reading curriculum we adopted last year. We are seeing strong results when teachers feel confident and skilled in using this curriculum. We have intervention blocks in place throughout the school to ensure there is time for tier two instruction for students who need additional support. This might look like small groups or 1:1 support. In several grades, we are doing co-teaching to better differentiate and provide scaffolds for students who struggle to access the learning. We continue to look at data regularly and disaggregate our data by sub-group to understand what might be unique or different for different students. We use various student work protocols in PD time to analyze student work and in that, we practice 'discourse II' to ensure the focus is on adult actions and next steps.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

All core academic classes taught by fully credentialed, appropriately assigned teachers: 1 teacher mis-aligned 100% of students have access to standards-aligned content and projects: Goal met NSSF passes its lunch audit and fire inspections. School is maintained in good repair: Goal met 100% of curriculum implemented in core subjects are based in Common Core Standards: Goal met EL subgroup performance on CAASPP assessments exceeds the average performance levels of EL students in the District and State: Goal met Families respond positively to “I feel like a valued member of the community” on the Climate Survey; 75% or higher: Goal met, 81.82% Families respond positively to “I believe in the vision, direction and leadership of the school” on the Family Climate Survey; 75% or higher: Goal met, 82.6% Families respond positively to “I receive timely and relevant communications from the school” on Family Climate Survey; 75% or higher: Goal met, 82.4% Families respond positively to “The school provides adequate opportunities for my family to engage” on Family Climate Survey; 75% or higher: Goal met, 78.6% Families respond positively to “My concerns and comments are heard” on Family Climate Survey; 75% or higher: Goal met, 75.4% 100% of families attend at least one conference per year: Goal met 100% of families attend at least one school-wide event: Beyond conferences, we need a better way to track this information; our best estimate is that 80% of families attended at least one event outside of a family conference 90% of families contribute to the classroom or school community: 60% of families gave back in terms of time or money to the school. Students will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments: Goal met Students are reclassified as English Proficient within 2 years on average: We are implementing better data systems to track this carefully. ADA is at or above 95% of enrollment: ADA was approximately 93.4%, just shy of goal Less than 10% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year): chronic absenteeism was 18.6% 0% drop out rate for grades 7 & 8: Goal met Annually, 2% or fewer of all enrolled students suspended: Goal met Annually, 1% or fewer of all enrolled students expelled: Goal met 75% or more of staff report feeling valued and welcomed in the school community: Goal met, 91.3% 75% or more of staff report feeling like their opinions matter: Goal nearly met with 62.3% At minimum, 75% or more of all students will meet or exceed proficiency for English Language Arts on California Assessment of Student Performance and Progress: Goal nearly met with 72% At minimum, 75% or more of all students will meet or exceed proficiency for Mathematics on California Assessment of Student Performance & Progress: Room for continued growth with 68%

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

Goal 1. ALL members of the New School of San Francisco community know how race has been constructed in the United States, are highly aware of their own racial socialization, and possess the literacy, computation, and analytic skills needed to engage in productive conversations about race and racism. We will prioritize our black/brown students, ELLs, and students with IEPs by working toward closing the existing opportunity gap. Progress made: - Overall increase in student academic outcomes (ELA proficiency increased from 69% to 72%; Math proficiency increased from 61 to 68% proficiency) - Established a more robust ELD program for the 2024-25 school year - Adopted a new ELA curriculum that prioritizes English Learners and aligns to the science of reading - Continued to implement Pollyanna racial literacy curriculum Goal 2. Provide all students and staff with a safe, supportive and joyful learning environment that will increase student engagement. Increased counseling support, therapeutic support, and family engagement. Those additional supports have allowed the school to start addressing the academic and socio-emotional challenges the pandemic brought. - Attendance increased from 92.11% in 2022-23 to 93.4% in 2023-24 school year - Chronic absenteeism dropped from 25% in 2022-23 to 18% in 2023-24 - We held family meetings and offered support to families with students who were chronically absent Goal 3. Develop a welcoming environment to encourage family participation. - We hired a Family Liaison to support with family engagement - We expanded the number of family events we held in 2023-24

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

We survey our families and staff annually to gain insights into our school’s priorities, culture and climate. We also survey our students annually to gain insights into our school’s culture and climate. Alongside academic and social-emotional data, we use the survey results to carry out a three-part LCAP planning process with families and staff to analyze data, define trends, reassess priorities, and inform budget decisions. We also take feedback from families in family-education evenings, family conferences, leadership coffee chats, advisory councils (like AAPAC) and content specific surveys (like transportation).

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

EK

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

EK

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
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