California Department of Education
Charter Schools Division
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memo-lacb-csd-jun24item02
Attachment 29

# New School of San Francisco Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 940 Filbert Street, San Francisco, California 94133-2727
2. **Located in District:** San Francisco Unified School District
3. **Website Address:** [www.newschoolsf.org](http://www.newschoolsf.org/)
4. **County-District-School (CDS) Code:** 38.76927.0132183
5. **Charter Number:** 1742
6. **Current Charter Term Start Date:** 08/17/2015.
7. **Current Charter Term End Date:** 06/30/2028
8. **School Description**: The New School of San Francisco (NSSF) is a tuition-free public school designed in partnership with local educators, parents, and community leaders. Inquiry, equity, and personalized learning are at the heart of how their students learn, grow, and thrive. They are a Kindergarten through grade twelve school currently serving Kindergarten through grade seven.
9. **Grade Levels Served:** K-7
10. **2022–23 Enrollment:** 439
11. **Instruction Type:** Classroom Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 12.3% | 28% |
| Foster Youth | 0.2% | 0.5% |
| Homeless | 0% | 4.3% |
| Socioeconomically Disadvantaged | 33.9% | 53.2% |
| Students with Disabilities | 11.6% | 13.3% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 5.7% | 6% |
| American Indian | 0.2% | 0.2% |
| Asian | 9.6% | 32.9% |
| Filipino | 1.6% | 3.9% |
| Hispanic | 37.6% | 31% |
| Pacific Islander | 0.2% | 0.7% |
| Two or More Races | 9.1% | 7.6% |
| White | 35.3% | 13.7% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | **Red**25% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | **Green**0.7% suspended at least one day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | **No Performance Color**25.7% making progress | **Yellow**48.7% making progress |
| **Graduation Rate** | **NA** | **Orange**86.4% graduated |
| **College/Career** | **NA** | **Medium**43.9% prepared |
| **English Language Arts** | **Green**35.9 points above standard | **Orange**13.6 points below standard |
| **Mathematics** | **Blue**0.6 points above standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at [www.caschooldashboard.org/reports/38769270000000/2023](http://www.caschooldashboard.org/reports/38769270000000/2023)

## Section 3. Areas of Greatest Progress and Need

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

Mathematics: Based on the CA School Dashboard, mathematics performance increased 22.3 points. This included increases for almost all subgroups, including 20+ point increases for students with disabilities, English learners, Hispanic students, and socioeconomically disadvantaged students.

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

NSSF administers MAP Growth by NWEA–which is on the approved verified data list–in grades kindergarten through eighth grade, two to three times a year. In addition, kindergarten through fifth grade administers unit assessments from Eureka, our adopted math curriculum; and sixth through eighth grade administers unit assessments from Open Up Resources’ math curriculum.

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

Chronic absenteeism: 25% of students were chronically absent in 2023. This includes 34.8% of students with disabilities, 37.3% of Hispanic students, and 40% of socioeconomically disadvantaged students.

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

We added an additional bus route offering to our families for the 2023-2024 school year in response to data and feedback from the previous school year identifying barriers to students’ attendance. This prioritizes students who qualify for free and reduced priced meals, many of whom live in the area now serviced by our additional bus route. We have also instituted new data monitoring systems in order to actively analyze attendance data on a weekly basis and respond accordingly. This includes tiered support based on student and family needs, engaging teachers in more frequent and proactive outreach around attendance and identifying individualized plans for students who have many absences before they become truant.

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

1. **Identify the Measurable Pupil Outcomes in Element 2 of the 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 on 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.*
* On average, 75% of English Learners will meet their specific ELD goal as specified in their Individualized Learning Plan: *We must ensure every student has an ELD-aligned goal.*
* Families respond positively to “I feel like a valued member of the community” on the Climate Survey; 75% or higher: *Goal met, 79.1%.*
* 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, 75.1%.*
* Families respond positively to “The school provides adequate opportunities for my family to engage” on Family Climate Survey; 75% or higher: *Goal met, 75.6%.*
* Families respond positively to “My concerns and comments are heard” on Family Climate Survey; 75% or higher: *Nearly met this goal with 73.8% of families responding positively.*
* 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%*
* 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 25%.*
* 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, 93.8%.*
* 75% or more of staff report feeling like their opinions matter: *Goal nearly met with 68.8%.*
* 75% or more of students’ report feeling valued and welcomed in the school community: *Room for growth with 66% of students responding positively.*
* 75% or more of students’ report feeling like their opinions matter: *We need to change our survey questions to ask this directly.*
* 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 69.1%.*
* 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 60.7%.*

## Section 5. Local Control and Accountability Plan Progress

1. **Provide a summary of progress made in meeting the school’s 2022–23 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.

1. Alignment of professional development with team need, inclusive of diversity, equity and inclusion, data analysis, targeted interventions.
2. Reassessment of curriculum and associated PD to target student need.
3. Increased support for ELL students, inclusive of increased designated instructional time.
4. Increased staff retention.

Goal 2. Provide all students and staff with a safe, supportive and joyful learning

environment that will increase student engagement.

1. Increased counseling support, therapeutic support, and family engagement. Those additional supports have allowed the school to start addressing the academic and socioemotional challenges the pandemic brought.
2. Increase in attendance with greater use of SARB and family communication and partnership.

Goal 3. Develop a welcoming environment to encourage family participation.

1. Resumption of all-school and grade specific traditions, events, and activities
2. Increased family volunteer opportunities throughout the year
3. 3x family conferences to partner with families to design and assess student learning goals.
4. Launch of our sports program and family involvement in all seasons.
5. **Provide a summary of the school’s 2023–24 LCAP mid-year update that describes what the school is doing to increase community input.**

We survey our families and staff twice 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-to-four-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, leadership coffee chats, and content specific surveys (like transportation).