LCAP Educational Partner Engagement

New School of San Francisco
June 2023

Agenda

1. Overview of Requirements

2. Budget Overview for Parents

1. 22-23 LCAP Annual Update
   A. Goal Outcomes
   B. Action Implementation

1. 2023-24 LCAP
   A. Goals, Outcomes, and Actions
   B. Increased/Improved Services

1. Educational Partner Input

What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

Focus Area

Explaining how additional funds for higher need student groups (Low Income, English Learner, and Foster Youth) are utilized.

- Budget Overview for Parents
- Plan Summary
  - General Information
  - Reflections: Successes
  - Reflections: Identified Need
  - LCAP Highlights
  - Comprehensive Support and Improvement
- Engaging Educational Partners
- Goals and Actions
  - Goal
  - Measuring and Reporting Results
  - Actions (Description & Funds)
  - Goal Analysis
- Increased or Improved Services
- Action Tables
  - 22-23 Annual Update Tables
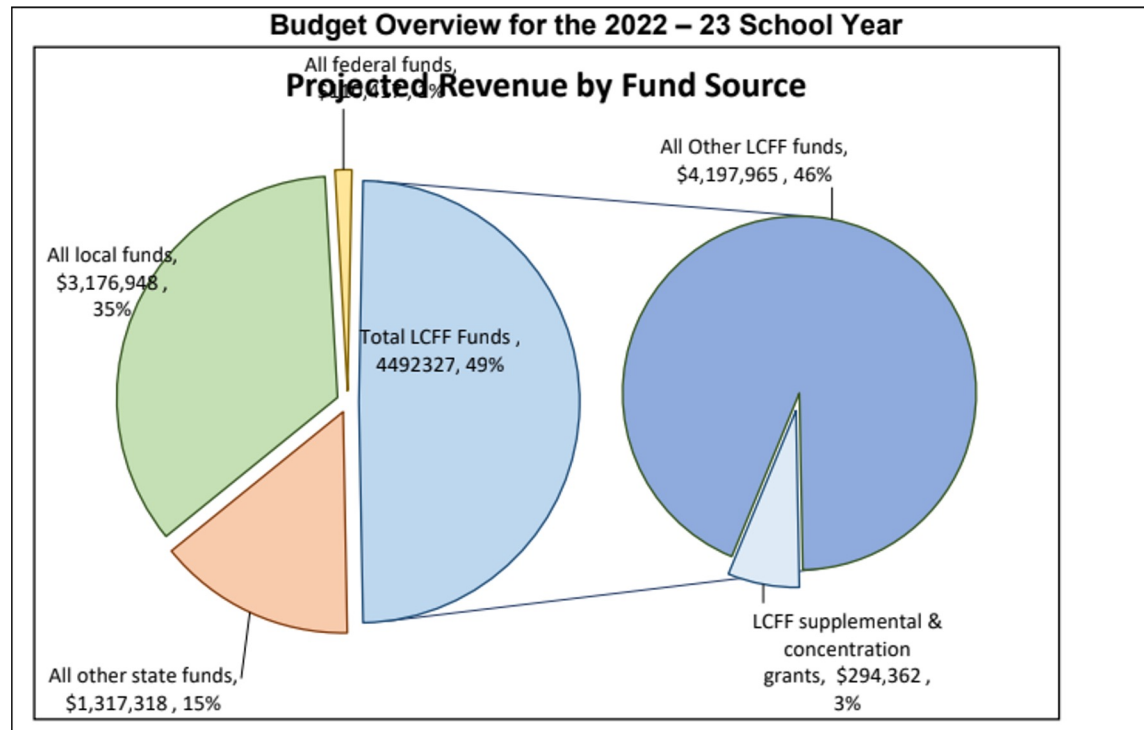 - 23-24 Action Tables

Budget Overview for Parents

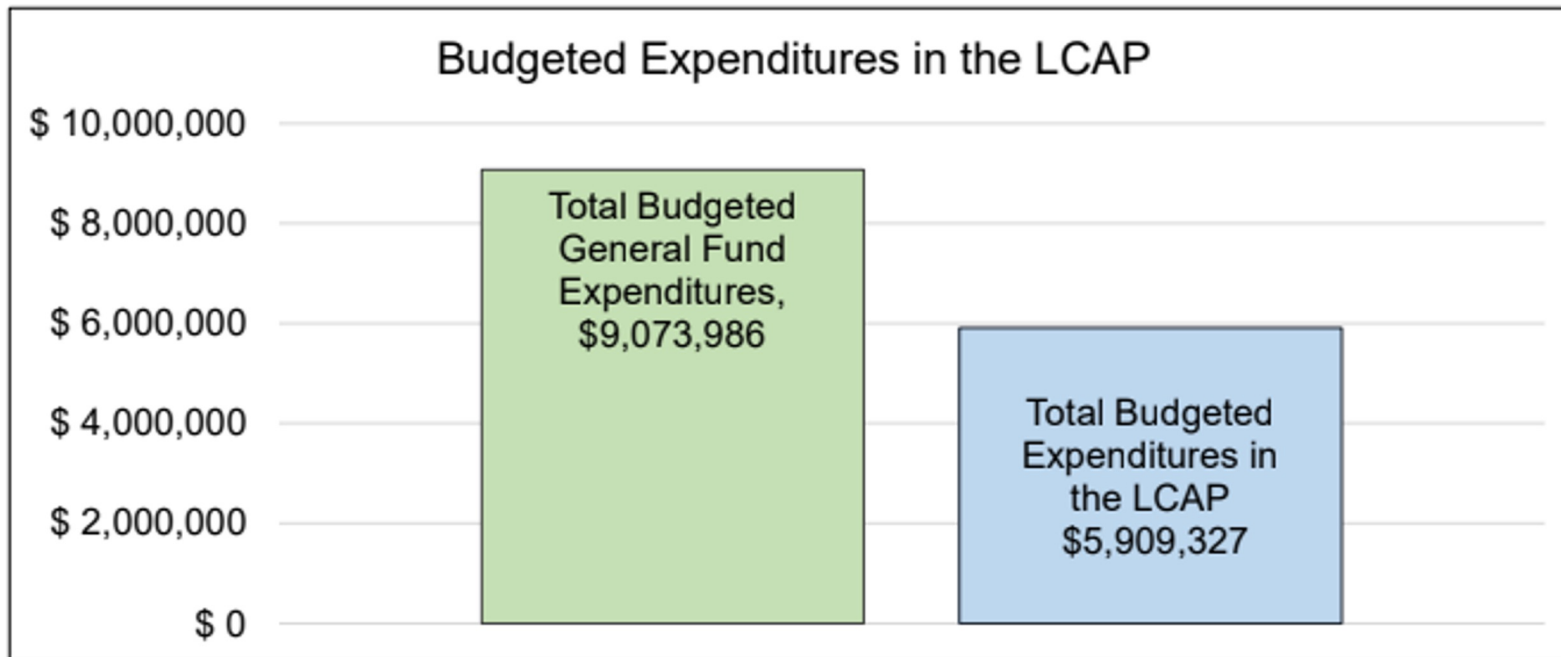A concise summary of revenues and expenditures for this year.

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $318,678, 4%

All Other LCFF funds, $4,197,965 , 46%

All local funds, $3,176,948 , 35%

Total LCFF Funds , 4492327, 49%

All other state funds, $1,317,318 , 15%

LCFF supplemental & concentration grants, $294,362 , 3%

This chart shows the total general purpose revenue New School San Francisco expects to receive in the coming year from all sources.

Note: This graphic shows the projected revenue for the 2022-23 school year because we do not yet have the projected revenue for the 2023-24 school year.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $9,073,986

Total Budgeted Expenditures in the LCAP $5,909,327

This chart provides a quick summary of how much New School San Francisco plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

Note: This graphic shows the projected budget expenditures for the 2022-23 school year because we do not yet have the projected budget expenditures for the 2023-24 school year.

Goal Analysis

An analysis of how the 22-23 goals have been carried out during this current year.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
CAASPP % meeting/exceeding ELA and Math standard for all students and all numerically significant subgroups	Data Year: 2018-19 ELA All students: 80.4% English Learners 41.7% SED: 60% Asian: 100% Hispanic/Latinx: 60.9% White: 88% Math All students: 70.7% English Learners 16.7% SED: 26.7% Asian: 90.9% Hispanic/Latinx: 39.1% White: 84%	Data Year: 2020-21 Projected Proficiency ELA All students: 75% EL: 46% SED: 50% Asian: 89% Hisp: 63% White: 86% Math All students: 50% EL: 8% SED: 14% Asian: 95% Hisp: 25% White: 58% Data Source: MAP Spring 2021 Administration	Data Year: 2021-22 ELA All students: 73.1% English Learners 36.7% SED: 48.7% Asian: 95.2% Black: 50.0% Hispanic/Latinx: 59.3% White: 80.2% Two or More Races: 88.2% Math All students: 52.8% English Learners 6.5% SED: 15.6% Asian: 85.7% Black: 41.7% Hispanic/Latinx: 28.7% White: 66.0% Two or More Races: 64.7%	ELA All students: 80% English Learners: 50% SED: 68% Asian: 85% Hispanic/Latinx: 69% White: 80% Math All students: 79% English Learners: 25% SED: 35% Asian: 85% Hispanic/Latinx: 47% White: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
% of total and EL teachers credentialed and properly assigned	97% fully credentialed 0 teachers misassigned	Data Year: 2021-22 83%	Data Year: 2022-23 88%	100% fully credentialed 0 teachers misassigned
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%	Data Year: 2021-22 100%	Data Year: 2022-23 100%	Data Year: 2023-24 100%
% of all adopted state content standards are implemented, including ELD standards.	100%	Data Year: 2021-22 100%	Data Year: 2022-23 100%	Data Year: 2023-24 100%
EL Reclassification Rates	0%	Data Year: 2020-21 4%	Data Release Delayed by CDE Data Year: 2021-22 Data Source: DataQuest Reclassification	Data Year: 2022-23 10%
English Learner Progress Indicator: % of English Learners improving	No CA Dashboard Data provided	No CA Dashboard Data provided	Data Year: 2021-22 50%	Medium Progress 45%-55% Data Year: 2022-23

Successes	Challenges
Professional development has been better aligned to priorities and departmentalized. Teachers get targeted support aligned to their needs and interests.	It has been difficult researching a selecting a new literacy curriculum that is both aligned to the Science of Reading and is anti-racist.
EL students are receiving better support than before through a combination of curricular and PD supports, as well as 30 daily minutes of designated instructional time.	Teacher turnover last year was very high. Approximately 50% of teachers were new to NSSF this year and many of them were new to working in an intentionally diverse school and/or with inquiry instructional techniques.

Goal 2

Provide all students and staff with a safe, supportive and joyful learning environment that will increase student engagement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
Retention rate (student and staff)	90% staff 98.6% students Data Year: 2020-21	77% staff 97% students Data Year: 2021-22	60% staff 90% students Data Year: 2022-23	85% staff 97% students Data Year: 2023-24
Attendance rate	96.6% Data Year: 2020-21	93.45% Data Year: 2021-22	92.2% Data Year: 2022-23	95% Data Year: 2023-24
Suspension rate for all students and all numerically significant subgroups	0% Data Year: 2019-20	0% for all students and numerically significant subgroups Data Year: 2020-21	All students: 1% EL: 0% SED: 1.6% SWD: 1.9% Asian: 0% Black/Af Am: 0% Hispanic/Latino: 0.7% Two or More Races: 0% White: 1.2% Data Year: 2021-22	< 1% Data Year: 2022-23
Expulsion rate for all students and all numerically significant subgroups	0% Data Year: 2019-20	0% for all students and numerically significant subgroups Data Year: 2020-21	0% for all students and numerically significant subgroups Data Year: 2021-22	0% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
Family survey: % who feel safe and connected at school	Safe: I feel like a valued and welcomed member of the New School SF community: 88% My concerns and comments are heard by educators and staff at New School SF: 83.5% Connected: New School SF reflects my culture and beliefs: 90.3% The school provides opportunities for my family to engage with the school community: 81.4% Data Year: 2020-21	Safe: I feel like a valued and welcomed member of the New School SF community: 81% My concerns and comments are heard by educators and staff at New School SF: 76.8% Connected: New School SF reflects my culture and beliefs: 79.1% The school provides opportunities for my family to engage with the school community: 66.8% Data Year: 2021-22	Safe: I feel like a valued and welcomed member of the New School SF community: 79.11% My concerns and comments are heard by educators and staff at New School SF: 74.8% Connected: New School SF reflects my culture and beliefs: 78.2% The school provides opportunities for my family to engage with the school community: 75.6% Data Year: 2022-23	80% on all questions Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
Staff survey: % who feel safe and connected at school	Safe: My supervisor, or someone at work, seems to care about me as a person: 4.57 out of 5 At work, my opinions seem to count: 3.93 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.35 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 3.69 out of 5 Data Year: 2020-21	Safe: My supervisor, or someone at work, seems to care about me as a person: 4.66 out of 5 At work, my opinions seem to count: 3.87 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.4 out of 5 I feel like the organization cares about my health and safety: 3.81 out of 5 Data Year: 2021-22	Safe: My supervisor, or someone at work, seems to care about me as a person: 4.55 out of 5 At work, my opinions seem to count: 3.937 out of 5 Connected: The mission or purpose of my organization makes me feel my job is important: 4.38 out of 5 On a scale of 1 to 5, please rate your sense of belonging at New School: 3.58 out of 5 Data Year: 2022-23	3.5 out of 5 on all questions Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
Student survey: % who feel safe and connected at school	Safe & Connected The 3rd dimension of the survey focused on 'Student Interactions' and provides data from staff regarding our students' sense of safety and connectedness: 3.93 The 5th dimension of the survey focused on 'Discipline,' and staff indicated that NSSF students are building a strong sense of classroom community: 4.27 The 7th dimension of the survey focused on 'Attitude and Culture' and indicated that NSSF students feel supported at their school: 3.93 Data Year: 2018-19	School safety: 70% Sense of belonging: 68% Student-teacher relationships: 74% Rigorous expectations: 78% Fairness: 77% Diversity and inclusion: 87% Cultural awareness and action: 70% Data Year: 2021-22	To be filled in when the data is available Data Year: 2022-23	3.5 out of 5 on all questions Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate for all students and all numerically significant subgroups	0.7% Data Year: 2019-20	All Students: 18.9% SED: 32.1% EL: 23.1% SWD: 43.3% Hispanic/Latinx: 30.1% Data Year: 2020-21	All Students: 17.4% EL: 44.7% SED: 36.5% SWD: 21.6% Asian: 8.1% Black/Af Am: 42.9% Hispanic/Latino: 29.2% Two or More Races: 12.1% White: 7.5% Data Year: 2021-22	< 2% Data Year: 2022-23
% of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health	100%	100% Data Year: 2020-21	100% Data Year: 2022-23	100% Data Year: 2023-24
Facilities in "good repair"	Fair Data Year: 2019-20	Fair Data Year: 2020-21	Fair Data Year: 2021-22	Met Data Year: 2023-24

Successes	Challenges
The school has focused more resources on 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.	Student socioemotional needs remain very high.
	Attendance has been a challenge because students are missing a lot of school days and the school's systems have been stretched beyond capacity as the school tracks and stays in contact with families of absent students.

Goal 3

Develop a welcoming environment to encourage family participation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Desired Outcome for 2023–24
% of parents involved in schoolwide programs/events	100% Data Year: 2020-21	100% Data Year: 2021-22	100% Data Year: 2022-23	100% Data Year: 2023-24
# of opportunities for decision-making input in the school's programs	15 Data Year: 2020-21	20 Data Year: 2021-22	2 back to school nights 2 middle school family conferences 3 K-5 family conferences 4 ELAC meetings 2 AAPAC meetings 5 Family Communications meetings 5 Family Fundraising meetings 5 Home and School Council Meetings 7- coffee chats with themes e.g.- SPED, Teaching and learning, culture and climate, program specific. Total- 35 Data Year: 2022-23	7 Data Year: 2023-24
% of families responding to family surveys	85% Data Year: 2020-21	80% Data Year: 2021-22	65% Data Year: 2022-23	75% Data Year: 2023-24

Successes	Challenges
The school has fully resumed on-campus activities which have allowed for more volunteering, school-wide events, parent and student groups, and the return of important traditions like Field Day and Maker's Halloween.	The school's relocation to the north portion of the city has been a challenge for attendance, parent volunteerism, and student sports.
The middle school sports program opened up this year for volleyball and basketball.	

23-24 Goals, outcomes, and actions

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.

24

Goal 1 Actions

- Instructional Model

- Professional Development

- Special Education

- Curriculum and Instructional Materials

- Assessment and Progress Monitoring

- English Language Development

Goal 1 Outcomes

- CAASPP % meeting/exceeding ELA and Math standard for all students and all numerically significant subgroups
- % of total and EL teachers credentialed and properly assigned
- % of students with access to their own copies of standards-aligned instructional materials for use at school and at home
- % of all adopted state content standards are implemented, including ELD standards.
- EL Reclassification Rates
- English Learner Progress Indicator: % of English Learners improving

Goal 2: Provide all students and staff with a safe, supportive and joyful learning environment that will increase student engagement.

25

Goal 2 Actions

- Positive School Culture

- Social Emotional Learning

- Inquiry Arcs

- Broad Course of Study

- Attendance Initiatives

- Safe and Clean Facilities

Goal 2 Outcomes

- Retention rate (student and staff)

- Attendance rate

- Suspension rate for all students and all numerically significant subgroups

- Expulsion rate for all students and all numerically significant subgroups

- Family survey: % who feel safe and connected at school

- Staff survey: % who feel safe and connected at school

- Student survey: % who feel safe and connected at school

- Chronic Absenteeism Rate for all students and all numerically significant subgroups

- % of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health

- Facilities in "good repair"

- Middle School Dropout Rate

Goal 2: Provide all students and staff with a safe, supportive and joyful learning environment that will increase student engagement.

26

Goal 2 Actions

- Positive School Culture

- Social Emotional Learning

- Inquiry Arcs

- Broad Course of Study

- Attendance Initiatives

- Safe and Clean Facilities

Goal 2 Outcomes

- Retention rate (student and staff)

- Attendance rate

- Suspension rate for all students and all numerically significant subgroups

- Expulsion rate for all students and all numerically significant subgroups

- Family survey: % who feel safe and connected at school

- Staff survey: % who feel safe and connected at school

- Student survey: % who feel safe and connected at school

- Chronic Absenteeism Rate for all students and all numerically significant subgroups

- % of students with access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health

- Facilities in "good repair"

- Middle School Dropout Rate

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

27

Goal 3 Actions

- Family Activities
- Director of Community
- Family Communication

Goal 3 Outcomes

- % of parents involved in schoolwide programs/events
- # of opportunities for decision-making input in the school's programs
- % of families responding to family surveys

Increased/Improved Services

Plans to support our Foster Youth, Low Income students, and English Learners.

Instructional Model

Assessment and Progress Monitoring

English Language Development

Strengths	
Needs	
Suggestions	
Feedback on Use of Funding	

Thank you for working together to review our progress and provide input as we develop our LCAP!