(Rev 3-07)
California Department of Education
School and District Accountability Division

(CDE use only)

Application #	

No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY PLAN

mail original* and two copies to: **California Department of Education**
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

LEA Plan Information:

Name of Local Educational Agency (LEA): The New School of San Francisco

County/District Code: 38-76927-0132183

Dates of Plan Duration (should be five-year plan): 2015/16-2019/20

Date of Local Governing Board Approval: 6/29/15

District Superintendent: Ryan Chapman

Address: 2929 19th St.

City: San Francisco Zip code: 94115

Phone: 415-866-8399 Fax:

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Ryan Chapman	01/12/16	
Printed or typed name of Superintendent	Date	Signature of Superintendent
Derek Mitchell	1/12/16	
Printed or typed name of Board President	Date	Signature of Board President

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Part I
Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the Single School District Plan

Single School District Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The *No Child Left Behind (NCLB) Act of 2001* embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- enhanced parental choice for parents of children from disadvantaged backgrounds; and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at http://www.cde.ca.gov/nclb/fr/.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
3. **By 2005-06, all students will be taught by highly qualified teachers.**
4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
5. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single **plan for student achievement**, **local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law**.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The ConApp is the ***fiscal*** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain ***programmatic*** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. ***The Plan should be periodically reviewed and updated as needed, but at least once each year.***

This LEA Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct-funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at http://www.cde.ca.gov/nclb/sr/le/singleplan.asp. The complete guide and template for the LEA Plan can be found at http://www.cde.ca.gov/nclb/sr/le/.

In developing the LEA Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the LEA**

(which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.

The LEA Plan can be completed through the use of a single template following the six steps outlined below. Because the LEA Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the LEA Plan to the local governing board for approval.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - http://www.cde.ca.gov/ta/ac/ap
- Standardized Testing and Reporting (STAR) data - http://www.cde.ca.gov/ta/tg/sr
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp
- Adequate Yearly Progress (AYP) Reports – http://www.cde.ca.gov/ta/ac/ay

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment – examines educational practices for students with disabilities

- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

These tools can be found under Improvement Tools in the Virtual Library on the CDE web site at http://www.cde.ca.gov/ta/lp/vl/improvtools.asp.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at http://www.cde.ca.gov. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The LEA Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		$5,200	$5,200	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		$1,000	$1,000	$1,000
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
School and Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL				

Part II
The Plan

Needs Assessments
- *Academic Achievement*
- *Professional Development and Hiring*
- *School Safety*

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the LEA Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, California Basic Educational Data System (CBEDS), DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

The Sample School and Student Performance Data Forms provided with the suggested template for the SPSA are also attached to this document in Appendix F. These forms are provided for convenience only; their use is not required. The forms simply provide a suggested format for arraying the data that needs to be reviewed.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). *California's Healthy Kids Survey* may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment**. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

The mission of The New School San Francisco is to demonstrate a holistic 21st century education that instills a love of learning now and prepares students and families for success in the future.

The New School San Francisco is a public charter school in its inaugural 2015-2016 school year. We have 4 guiding principles – we believe every child is unique, we learn by doing, we celebrate diversity and practice equity, and we build community through partnerships. We opened our doors with 2 kindergarten and 2 first grade classes, and will continue to add one grade per year (2 kindergarten classes) until we are a K-12 school at full build out.

We are a citywide school, committed to having a student body that reflects the rich diversity of San Francisco. We know that to have a balanced student body in terms of race, ethnicity, language, income, gender identification, family life, and many other attributes will make our school unique and truly diverse, and we are committed to recruiting with this purpose in mind. The demographics of our current student population are: American Indian/Alaska Native, 1%; Black/African American, 4%; Chinese 5%; Latino, 16%; Mixed Race, 21%; Caucasian, 46%; Other, 6%. Our unduplicated count of students eligible for free or reduced meals, English learners, or foster youth is 22%.

The educational model of The New School of San Francisco's operates under our four guiding principles of teaching and learning seen above. In service of this, The New School of San Francisco aims to meet each child's social, emotional, physical, and academic needs in preparation for an increasingly complex and globalized world. The New School of San Francisco utilizes a rigorous, inquiry-based instructional model in service of deeper learning, that is also aligned with the Common Core State Standards. The use of an Individualized Learning Plan (ILP) informs each student their unique goals and the differentiated strategies the student, educators and families will pursue to reach them. The New School of San Francisco puts equity at the forefront of our practice, meaning that every child has what they need to thrive personally and academically, and identity development is a critical component of the school's commitment to diversity and equity.

Local Measures of Student Performance
(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to:</u>

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

<u>Educational Model</u>:

The New School of San Francisco's (NSSF) educational model is an integrated, 'hands on, minds on' curriculum where all assessments are fully aligned to Common Core standards. Our academic calendar is divided into three learning Arcs (units) that cover grade level standards and integrate those standards such that literacy, math, science, social students and social emotional learning build upon one another. Our assessment timeline mirrors these Arcs, with initial diagnostic assessments given and benchmark data collected on each student in September. This data then informs the student's Individual Learning Plan (ILP) so that the strategies, scaffolds and supports for each student ensure growth towards their yearly academic and social emotional goals. For kindergarten and first grade (students served in 2015-16), we

set goals, collect ongoing data and assess students in the following areas: reading, writing, math, inquiry (science) and social emotional skills.

Literacy:

NSSF utilizes the Benchmark Literacy Assessments (based on Fountas & Pannell) and the Teacher College Reading and Writing Project (TCRWP) common-core aligned writing assessment tools to assess in great detail how every child is performing. We follow the Readers & Writers Workshop model to target student needs and work in smaller groups. Reading instruction include intentional development of decoding, fluency, comprehension strategies and analytic skills – all of which contribute to robust literacy skills for all children. Additionally, students are exposed to a variety of genres and increasingly complex text over the course of their academic trajectories. We utilize multiple diagnostic measures to understand each student's strengths and areas for growth, and this data enables teachers to personalize learning for each student. Additionally, our co-teaching model further allows us greater precision in working directly with one student or a small group of students to focus on a specific skill or strategy.

For writing, our approach is complimented by programs like 'Handwriting Without Tears' and The TCRWP Writers' Workshop to build muscle in learning how to write. Teachers will guide students through the writing process of pre-writing, drafting, editing and publication as well as word work focused on phonemic awareness, phonics, spelling, grammar, and vocabulary. We support students to write – both for communicating academic content and learning, as well for personal expression and reflection.

We diagnose students at the outset of the year to assess reading levels, fluency and writing skills. This gives us the ability to target instruction with specific strategies based on each child's needs. We meet with parents of all students in October to review the results of the diagnostic assessments and any information from the year prior, learn more about how a child best learns and craft the Individualized Learning Plan. Teachers come together to review the results of the data both initially and on an ongoing basis to continually refine the curriculum and share best practices. Teachers write detailed narrative progress reports for each child that parents receive at the end of the first Arc in early January, which ensures parents receive specific information about how their child is progressing in all areas and how best they can support them at home. Similarly, we meet with parents at the end of the second and third Arc to review progress. At the final conference in June, we determine overall

reading and writing growth the child has made against their yearly goals and identify strategies and supports parents can work on over the summer with their children.

Numeracy:
Our math curriculum follows CGI (which is Common Core aligned) and also takes a balanced approach that focuses both on ensuring students gain mastery of math facts as well as cultivating a deep conceptual understanding of math through an inquiry-based, hands-on approach utilizing real world problems, investigations, and manipulatives. Our program incorporates all areas of mathematical proficiency such as fluency, conceptual understanding, adaptive reasoning, strategic competence and most importantly, a positive attitude and a mathematical identity.

As with literacy, we conduct the math assessments (curriculum based) throughout the year, including the beginning of the year to get diagnostic baseline data for where each child is achieving and then each subsequent Arc to track progress and intervene as needed. Our assessments are largely based on teacher observations of student problem solving skills and work – sitting alongside a child as he/she counts, adds or constructs a diagram, for example.

Social Studies & Science:
The Civic, Career and College (C3) Framework and CA Social Studies Grade level Standards provide the foundation for student learning. The curriculum includes four main social science disciplines, including 1) History, 2) Geography, 3) Civics, and 4) Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives. Our Social Studies curriculum builds students' understanding of themselves and the world around them.

Our science curriculum is guided by the Next Generation Science Standards: A Framework for K-12 Science Education: Practices, Crosscutting Concepts, as well as additional science and engineering resources such as Full Option Science System (FOSS) kits – an interactive science program. Our program emphasizes inquiry, curiosity, collaboration, and scientific literacy. Students engage deeply in scientific practice, developing a complex understanding of core ideas, familiarity with cross-cutting concepts, and vital critical thinking skills.

Throughout the social studies and science curriculum, students move through the inquiry process by asking questions, using tools, developing models, carrying out investigations, analyzing and interpreting data, developing evidence-based arguments and using skills such as reading, writing, and math to explore science concepts. These units integrate all content (social studies, science and math and

English Language Arts) and emphasize depth over breadth, hands-on project-based learning and offering students a variety of ways both to access information and to demonstrate understanding. It's a powerful approach with a thematically integrated hands-on curriculum that facilitates deep learning for kids and an ability to master sophisticated concepts and apply that learning in a variety of ways.

This model works incredibly well and enables all students to meet challenging state student academic achievement standards because it is based on the standards, ensures mastery of the fundamentals and is highly differentiated and individualized ensuring teachers know exactly how each student is doing at all times and allowing for constant refining of the instructional approach. The thematic and hands-on aspects of the curriculum ensure students are going beyond sheer memorization or rote skill mastery to a deeper level of learning.

Diverse Learners:

Our model supports students with special needs, whether it is a learning disability or a gift in a specific area like math or reading – this is because the degree of differentiation in the inquiry and workshop approach. Additionally, each student's ILP ensures each child has personalized and appropriate academic goals so that he/she is optimally challenged and supported. Our model is also effective with English Learners and with students of varied learning styles precisely because it is hands on in nature, students are moving, using different modalities and constructing meaning throughout the day rather than simply listening to a teacher lecture or having to read a textbook in isolation. Smaller class size and our co-teaching model further facilitate the effectiveness of this approach and the degree of personalization we're able to provide.

Assessing Student Growth & Needs:

For Kindergarten and First grade, there are no state standardized tests. Yet, we have ambitious goals of ensuring that 75% of students 'meet or exceed' their reading, writing, math, science and social emotional goals specified in their individualized learning plans. In short, we expect all students to be making significant progress – which is defined as the right distance to challenge their learning but not frustrate them by having unattainable goals that are not developmentally appropriate. We have also set a goal that 100% of students with IEPs meet their yearly goals (if it is an annual goal).

Student data is critical information to being able to serve each child appropriately. As such, we utilize a variety of formative periodic assessments throughout the year -- including TCRWP literacy assessments and pre & post unit math assessments– to

capture rich and essential information about how students are progressing academically. As mentioned above, assessments are administered at the beginning of the year as diagnostics to set year-end goals and then again at the end of each Arc to closely track progress for each student, class, grade and subgroups. Student data is reviewed first by the co-teaching pair to develop hypotheses around growth or lack of growth. This analysis leads to constructing appropriate strategies and supports for each learner. From there, plans are shared with the Director of Curriculum & Instruction and, in many cases, our Learning Specialist, to review and provide feedback. Parents are also important partners in developing student plans, which is why we have conferences for each learning Arc. Finally, our grade level and full teaching team come together once a week to share strategies, brainstorm and plan together – this further enriches student plans and allows for greater depth of thinking.