



**2018-2020 Balanced Score Card:**  
A Two-Year Single Plan for Student Achievement

<b>School</b>	<b>Tenderloin Community Elementary School</b>
<b>Principal</b>	Barbara Berman

**SCHOOL VISION & CONTEXT**

We are a community school which reflects the cultural and linguistic diversity of the Tenderloin community, our neighborhood. 55.17% of our students are English Learners. Our student population is comprised of the following ethnic and racial groups: 40.13% Hispanic/Latino; 14.73% Asian, the majority of which is Vietnamese; approximately 12% Middle Eastern; approximately 11% African American; and 3.76% Filipino. A combination of highly-trained veteran teachers and early-career teachers comprise our staff, who are committed to a united vision of what it means to educate and nurture the whole child. Our staff is cohesive and hard-working, and we are building capacity by utilizing trained on-site experts to develop model classroom practices for Readers' and Writers' Workshop. Our key strategies are: - The full implementation of Readers and Writers Workshop, including targeted Guided Reading and Guided Writing components, - Continued development of Academic and Behavioral Response to Intervention practices, including trauma informed practices - The implementation of the SFUSD Common Core for Mathematics Curriculum Our partnership with the Bay Area Women's and Children's Center makes our school unique and supports our shared vision with resources and services that are traditionally funded by the PTA at other schools; however, BAWCC's work on behalf of Tenderloin Community School goes much deeper. Beyond the expected student support programs, which include an established mentor program, and highly effective Student Success Team, BAWCC provides additional resources to help the school better meet students' and families' needs, by providing additional programs such as the daily structured activity time, a dental clinic, a technology program, parenting workshops and other programs. TCS families are highly impacted by the environmental challenges of our inner city location, and the socio-emotional needs of our students. Many of our students show symptoms of ongoing trauma, which directly impacts their learning. Our school team was awarded a QTEA Impact Grant, which funds our Family Advocate Project; this project connects our students and families with needed intervention services. Because we are a close-knit school community, in partnership with a strong CBO, we have the unique ability to leverage both SFUSD and community resources to benefit our students, parents, faculty, staff and partners. Tenderloin is a high need school. As a staff, we are continuously looking at ways to differentiate instruction and meet the needs of all of our students. A Positive Behavioral Intervention and Support Professional Learning Community is in place to support new teachers at Tenderloin in gaining understanding about PBIS, PAX, Restorative Practices, and Community Building. We also have a Leading for Equity Professional Learning Community, which is focusing on becoming literate in Culturally Responsive Teaching, is reading the book Culturally Responsive Teaching and the Brain by Zaretta Hammond, and reflecting on ways to apply the concepts and ideas in that book to our instructional practices.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

## SECTION I: Overview and Key Components

### Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

**Transform Learning, Transform Lives** is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

### Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001* as well as for the Local Control Accountability Plan (LCAP).

#### These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [School Site Council must have parity](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

## SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###\_Mid-Year\_Summary\_2017-18". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
<b>Mid-Year Performance Metrics K-8 only</b> (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
<b>F&amp;P Growth and RI Growth K-8 only</b> (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> <li>Instructional Core: ELA</li> </ul>	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
<b>Fall 2017 Acceleration K-8 only</b> (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> </ul>	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
<b>Chronic Absenteeism</b> (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> <li>Student-Centered Learning Climate</li> </ul>	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
<b>CA Dashboard Report</b> (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> <li>College and Career Readiness</li> </ul>	The California School Dashboard ( <a href="http://www.caschooldashboard.org">http://www.caschooldashboard.org</a> ) is designed to help communities across the state access important information about K-12 schools and districts.
<b>Fall 2017 Grades Summary Gr 6-12</b> (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> <li>Instructional Core: ELA, Math, Other Subject Areas</li> <li>College and Career Readiness</li> </ul>	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
<b>College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10</b>	<ul style="list-style-type: none"> <li>College and Career Readiness</li> </ul>	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
<b>Illuminate Report Lists for Fall and Spring</b>	<ul style="list-style-type: none"> <li>Instructional Core: ELA, ELD and Math</li> <li>Student-Centered Learning Climate</li> </ul>	Direct links to summary and list reports at the student level to take a deeper dive into your results

### NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

## SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

### Strategies in Action: Classrooms

#### School Plan

#### Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

**\*Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

### LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

**Define your Focal Group:** For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

#### Identify Focal Group(s):

Our identified Focal Groups are: African American Students English Learners Students with Special Needs Students Identified as SAFEH (Students and Families Experiencing Homelessness) Socio-Economically Disadvantaged Students

**Academic Tier One** - Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<b>Analysis of Results Language Arts-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional practices are required to ensure all student reach mastery?</b>	<b>What instructional shifts will be required to achieve these goals?</b> WASC Ch.5
On the Fall 2017 Reading Inventory, 21.4% of our 3rd, 4th and 5th grade students performed at or above proficient, which was an increase of 3.4% compared with Fall 2016 data. On the Spring 2018 Reading Inventory, 29.3% of our 3rd, 4th and 5th grade students performed at or above proficient, which was an increase of 8.1%, compared with the Fall 2017 Administration. 20% of African American students in 3rd, 4th and 5th grade performed at or above proficient on the Spring 2018 Reading Inventory; this shows an achievement gap of 9.3% when comparing the performance of African American students compared with all students in 3rd, 4th and 5th grade. On the Fall 2017 administration of the Fountas and Pinnell Reading assessment for students in Grades K-5, 58.8% of students in grades K-5 met or exceeded benchmarks, which was an increase of 6.7%, compared with Fall 2016 data. On the Spring 2018 administration of the Fountas and Pinnell Reading assessment for students in Grades K-5, 48.3% of students in Grades K-5 met or			

exceeded benchmarks, which was a decrease of 10.5% compared with the Fall 2017 data. 50% of African American students in Grades K-5 met or exceeded benchmarks on the Spring 2018 Fountas and Pinnell; African American students had a rate of meeting or exceeding benchmarks that was 1.7% higher than the schoolwide performance. While SFUSD requires all schools to administer the Fountas and Pinnell assessment to students in grades K-2, Tenderloin Community School administers this assessment to all students in grades K-5. We only have comparison data for students in grades K-2. The difference between school-wide performance and the average district performance are as follows: - Kindergarten: 26.3% points below the district average. The 3-year trend has been 15.3% points below the district average. -1st Grade: 33.2% below the district average. The 3-year trend has been 14.7% points below the district. 2nd Grade: 2.6% points below the district average. The 3-year trend has been 11.2% points below the district. For SBAC English Language Arts in 2017-2018, the performance for the 3rd, 4th and 5th grade students at Tenderloin Community School was as follows: --Schoolwide: 27.2% of students met/exceeded standards, and the 3-year trend has been mixed. -- English Learners: 1.6% of this group of students met/exceeded standards, and the 3-year trend has been mixed. In terms of the Achievement Gap, the difference between the Highest Performing Racial Group and the Lowest-Performing Racial Group for 2017-2018 was as follows: --Highest Performing Racial Group (Asian) achieved a 40% proficiency rate on SBAC ELA, which was a decrease in 15.6% from the previous year. -- Lowest Performing Racial Group (White, which includes Middle Eastern students) achieved a 22.7% proficiency rate on SBAC ELA, which was a decrease in 18.4% from the previous year. When comparing the performance of Tenderloin Community School students in 3rd, 4th and 5th grade on the SBAC ELA in Spring 2018 with the performance of SFUSD 3rd, 4th and 5th grade students, the schoolwide performance at Tenderloin Community School is 26.1% below the district average. The 3-year trend has been 21.5% points below the district.

Based on the analysis of the results, our targets/performance goals are as follow: --On the 2018-2019 administration of the Reading Inventory to 3rd, 4th, and 5th grade students, at least 30% of the students will perform at or above proficient, which would be an increase of .7% compared with the Spring 2018 performance of students. At least 25% of African American students in 3rd, 4th and 5th grade will perform at or above proficient, which would be an increase of 5% compared with the Spring 2018 performance of that group of students. --On the 2018-2019 administration of the Fountas and Pinnell Reading assessment for students in Grades K-5, at least 64% of students will meet or exceed benchmarks. This would be an increase of 15.7%, compared with the Spring 2018 administration. 64% of African American will meet or exceed benchmarks. This would be an increase of 14% compared with the Spring 2018 data. --On the 2018-2019 administration of the SBAC English Arts assessment to students in grades 3, 4, and 5, at least 31.2% of students will meet or exceed standards. This would be an increase of 4% on the SBAC English Language Arts. At least 5.6% of English Learners will meet or exceed standards on the SBAC ELA. The Highest Performing Racial Group (Asian) will have at least a 41% proficiency rate and the Lowest Performing Racial Group (White, including Middle Eastern students) will have at least a 31% proficiency rate.

The instructional practices required to ensure that all students reach mastery are as follows: --Focus on students who have yet to achieve the district ELA benchmarks, strategically assessing students' foundational skill levels and providing additional real time intervention to address gaps. 1) Continue to focus on and support Guided Reading in all classrooms. - Interventionists push into classrooms to support the implementation of Guided Reading at targeted grade levels. 2) Focus on organized word study scope and sequence, by grade level, as well as implementation of the same for instruction, using Word Work. 3) Develop benchmarks for mastery month-by-month to ensure student readiness for the next cycle of work, with early attention to the detection of students needing reteaching or intervention. 4) Adhere to and regularly revisit school-wide agreements around take home books and book bags, reading logs, and expectations around home reading time by grade level. 5) Purchase, use, and modify differentiated instructional materials to address the diverse needs of our students at the various grade levels. 6) Meaningfully engage students in the work of interacting authentically within the workshop model. 7) Implement Guided Writing Intervention during independent writing time, 8) To improve the learning and engagement of African American students, the instructional practices required to ensure that all students reach mastery are as follows: (a) adopt the mindset that they can help these students become better readers, (b) adopt the mindset that it is their professional responsibility to do their best to bring all students as close to grade-level standards as possible, (c) form alliances with parents, and (d) use effective and culturally relevant teaching strategies.

The instructional shifts required to achieve these goals are as follows: 1) Move from school-wide PD and lab rounds, to 1:1 coaching cycles, and regular instructional rounds. 2) Regularly look at student work to determine whether or not students are progressing and what skills need to be re-taught or re-focused on. This would be done during Grade Level Team meetings. 3) Develop and deliver high-quality Family Literacy Nights to empower families with the tools and strategies needed to support their reader in the home. 4) Re-establish a Home-School Task Force with representatives at each grade level, with the goal of creating out of school routines and structures to support the literacy needs of all of our students through afterschool programs, and working with their families at home (Some examples might include, high frequency word routines, journaling, reading and responding to the text). Ensure translations in our school's 3 major languages (Spanish, Arabic, and Vietnamese) of core literacy routines and structures. 5) Consider providing professional development to staff in SIIPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). 6) Revisit utilizing Handwriting without Tears schoolwide. 7) Strengthen systems of accountability for students in Writer's Workshop. 8) Use data to drive instruction; this would be done in a total of three release days per grade level team (one time per trimester) during which time teachers would spend one half of the day reviewing and analyzing data and the second half of the day utilizing that data to inform instructional planning. In addition, we will develop a data wall to enable us to track and monitor the progress of students on assessment performance. 9) Establish a Leading for Equity Professional Learning Community to provide leadership to the faculty on how Culturally Responsive Teaching can be implemented at the school site. 7) Data for English Learners will be tracked on a data wall. Each grade level team will have a release day per trimester, during which time they will analyze data, examine growth areas for that group of students, and determine priorities for instructional practice. - 8) K-3 Teachers will implement the Fountas and Pinnell Word Study program to support students in learning phonics, which will help them in their reading skills. 9) TCS will use a consultant to provide professional development, coaching, and facilitate peer observation with a focus on the systems and structures of Reader's Workshop. This will support teachers in improving their practices in this area and will have a positive impact on student learning.

**Academic Tier Two** - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
<p>As we continue to refine our Tier 2 reading support program, we are determined to serve as many students as we are able with the goal being "pushing students back" to Tier 1. We have identified that building the capacity of our Tier 2 intervention teachers is a refinement of the program that will accelerate that push. In addition to the Tier 2 intervention work, we have identified the need to better monitor foundational skills gaps and are developing new protocols and practices to measure student progress at all grade levels. In addition, solidifying and strengthening structures and routines in Reader's Workshop is the current school-wide focus for classroom level instruction and intervention. Analysis of student work, collaboration and the continued implementation of lab rounds will enable teachers to focus on deepening practices around Reader's Workshop in every classroom. The goal is to support students and provide them with the tools and skills to be Workshop Ready, and build their skills as independent learners. Fall 2018 After a careful analysis of the numbers of children that showed no to low growth on F&amp;P from the previous year, we developed our Tier 2 Reading support program. We determined that high-priority students would be served by a highly trained intervention teacher, in 5-week cycles. A student would remain in Tier 2, only if they continued not to show growth on F&amp;P. Our goal is to provide layered supports to push students back to Tier 1, if possible, or monitor interventions so that we are assured that student interventions are being monitored for success. For the 2017-2018 school year, we had a full-time interventionist, a .5 Literacy Coach / .5 Literacy Interventionist, and a 1.0 IRF. During this school year, students were formally assessed every 8 weeks and showed marked growth in F&amp;P levels. The average student growth was 3 levels as measured by F&amp;P. During Trimesters 1 and 2 of the 2017-2018 school year, approximately 60 students were served by the Tier 2 intervention teachers. When we formed the Tier 2 small group instruction schedule, we deliberately identified students impacted by trauma and high socio-emotional needs that impacted their academics in order to improve their chances of acceleration. Our full-time interventionist, .5 Literacy Interventionist, .4 Interventionist supporting students in grades 4 and 5 and our .5 Interventionist serving students in grades K-3 were able to address and strengthen the foundational skills of students, and fill in the gaps to ensure acceleration during Cycle 3. We have seen marked improvements that will continue to narrow the gap between where students are and meeting grade level expectations going forward.</p>	<p>Continue to strengthen and streamline our intervention program to further accelerate the progress of students needing Tier 2 supports, including early identification of students struggling and matched interventions. The 1.0 FTE TSA /General Interventionist and the TSA Literacy Specialist / Literacy Coach will participate in ongoing professional development to refine their skills in order to more effectively accelerate students receiving Tier 2 intervention. Work with teachers to determine focal students in Grade Level Meetings at the start of the 2018-2019 school year, and create Smart Goals for them to achieve grade level proficiency. After each data cycle, revisit goals, measure progress, and adjust instruction, and perhaps focal students identified. Identify students affected by trauma, and socio-emotional needs early, so that the impact on their academic needs can be addressed within the Tier 2 and Tier 3 intervention structure. Prioritize those students for Tier 2 intervention supports.</p>	<p>Our Intervention Team will need to monitor foundational skills gaps and provide targeted intervention to students in need as an early intervention before a significant gap begins to interfere with students' progress. Our .5 Literacy Coach will develop a protocol to guide teachers in their analysis of the foundational skills gaps. After reviewing the protocol with our Literacy Team, teachers will come together to collaborate and provide the best practices to fill the foundation skills gaps and ensure that all students reach mastery. During Grade Level Collaboration and Lab Rounds, Grade Level Teams will set clear cycle schedules, with protocols for assessing, admitting and exiting students from Tier 2 Literacy support. Keep, deliver, and regularly discuss attendance and progress monitoring of Tier 2 students with all stakeholders, including maintaining records of progress electronically. Use the ROCI/PDSA cycle in Grade Level Collaboration and during faculty Professional Development sessions throughout the school year with teachers and support staff to regularly consider and act upon information regarding students showing signs of greater, more strategic intervention needed. Implement more guided reading, shared reading, academic conversations, and talk moves in the classroom. Tier 2 will include students receiving support for 30 minutes, 3-5 days per week, in groups of 5-8 students. The duration of the intervention would be 5 weeks, and would be provided by the general education teacher or the intervention specialist. There would be a group diagnostic assessment on either a biweekly or monthly basis. The instructional factors that would be incorporated would be as follows: Ensure at least 6-8 opportunities to respond per minute; ensure that the group is at least 80% successful on new material and 90% successful in review material; the instructional focus would be on the use of core and supplemental programs with support of reteaching and review and group-level needs; the behavioral expectations would be to provide more structured systems to reinforce and correct challenging behavior; group pre-correction would be utilized; group sessions would incorporate the review and practice of core concepts taught in Tier 1; students would be prompted to correct errors (i.e. "Look at the word again..."); and scaffold by Utilizing "I do, we do, you do together, you do alone" framework. Tier 3 will include students receiving support for 45-120 minutes, 5 days/week, in groups of 1-3 students. The duration of the intervention would be a minimum of 20 weeks, and would be provided by the Resource Specialist, the Special Day Class Teacher, or a Special Education paraprofessional. Individual diagnostic assessments would be given either twice a week or on a weekly basis. The instructional factors that would be incorporated would be as follows: Ensure at least 8-12 opportunities to respond per minute; ensure that individual students are at least 80% successful on new material and 90% successful in review material; the instructional focus would include more strategically structured, remediation intervention programs based on individual-level needs; the behavioral expectations would be to use a functional behavioral assessment to plan an individualized intervention; individual pre-correction would be utilized; intervention</p>

sessions would incorporate more intensive practice of core and remediation content and considerably more time would be spent on reviewing concepts and allowing practice; direct error correction procedures would be provided (i.e. "That word is \_\_\_\_\_. What word?"); and scaffold by providing more intensive guided practice during "we do."

## MATHEMATICS CORE CURRICULUM

**Define your Focal Group:** For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

**Identify Focal Group(s):**

Our identified Focal Groups are: African American Students English Learners Students with Special Needs Students Identified as SAFEH (Students and Families Experiencing Homelessness) Socio-Economically Disadvantaged Students

**Academic Tier One**—Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<p><b>Analysis of Results Mathematics-All Students</b> In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i></p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional practices are required to ensure all students reach mastery?</b></p>	<p><b>What instructional shifts and supports will be required specifically for your focal students to achieve these goals?</b> <i>WASC Ch.5</i></p>
	<p>Based on the analysis of the results, our targets/performance goals are as follows: --27% of 3rd, 4th and 5th grade Tenderloin students will meet or exceed standards on the SBAC Math Assessment. At least 10% of English Learners will meet or exceed standards on the SBAC Math Assessment. --The highest performing racial group (Asian) will maintain at least a 38% rate of meeting or exceeding standards and the lowest performing racial group (Hispanic/Latino) will achieve at least 27% rate of meeting or exceeding standards --At least 25% of Tenderloin students who take the Math Benchmark / IAB will meet or exceed standards during the 2018-2019 school year. At least 18% of African American students will meet or exceed standards. --70% of Tenderloin students who take the Math Task will meet or exceed standards during the 2018-2019 administration. 70% of African American students who take the Math Task will meet or exceed standards.</p>	<p>As we develop and foster differentiated instruction in math within the Tier 1 classroom, we have found that the use of online intervention programs such as Dreambox, a program that develops intelligent, adaptive learning experiences for students, is a way for our students to gain differentiated access to the Math Core Curriculum and lower the incidence of off-task behavior and discipline related issues during the Tier 1 math block. While the school has implemented PAX school-wide, it is evident to us that we must leverage the use of our school's available technology to implement online math intervention programs to allow for a higher level of differentiation and targeted support during math instruction. Provide structured and ongoing monthly unit planning time for grade level teams to collaboratively plan during grade level collaboration to include: clear outcomes aligned with standards, diagnostic assessments, checks for understanding along the way, summative assessments, and differentiation to address the various levels, EL proficiency levels, and provide rigor. This thoughtful planning will result in high quality teaching and learning for all our students, closing the achievement gap. Implement Dreambox computer based program for all students to access during math time, and after-school in their homes.</p>	

For SBAC Math in 2017-2018, student performance at Tenderloin Community School was as follows: --23.3% of students in grades 3, 4, and 5 met or exceeded standards; the 3-year trend has been mixed. - -5.0% of English Learners in grades 3, 4 and 5 met or exceeded standards, and the 3-year trend has been downward. The difference between the highest performing racial group (Asian) and the lowest-performing racial group (Hispanic/Latino) at Tenderloin Community School on the SBAC Math was as follows: -- Highest performing racial group (Asian) had a 37.9% proficiency rate; this was a decrease of 17.6% compared with the previous year. - -Lowest performing racial group (Hispanic/Latino) had a 16.4% proficiency rate; this was a decrease of 5.2%, compared with the previous year. When comparing the performance of Tenderloin Community School 3rd, 4th and 5th grade students with the performance of all SFUSD 3rd, 4th and 5th graders, the Tenderloin performance is 28.2% points below the district average. The 3-year trend has been 24.4% points below the district. In the 2017-2018 Window 1 Administration of the Math Benchmark / IAB in Fall 2017, 17.9% of students at Tenderloin met or exceeded standards. This was a decrease of 11.8% compared with student performance at Tenderloin in Fall 2016. In the 2017-2018 Math Benchmark / IAB, 6.7% of African American students met or exceeded standards; this is an achievement gap of 12.2% when compared with schoolwide performance. On Window 1 of the Math Task for 2017-2018 administered in Fall 2017, 52% of Tenderloin students met or exceeded standards. This was an increase of 7%, compared with student performance on the Math Tasks in Fall 2016. On Window 2 of the Math Task for 2017-2018, 68.2% of students met or exceeded standards. 66.7% of African American students met or exceeded standards, which is a slight gap of 1.5%.

Explore the use of the Illuminate test question bank, as a resource for teachers to provide quick grade-level, standards-based check-ins, quizzes, and/or exit tickets for formative assessments. Allocate time in Grade Level Collaboration to monitor and reflect on formative assessment data, and adjust instruction if needed. Develop and deliver Family Math Night to empower families with the tools and strategies to support the mathematician in their home, including inclusive math games that build solid number sense. Create a Home-School Learning Task Force of representatives at each grade level to create routines and structures to support the mathematical needs of our students that can be done through after-school programs and families in homes. (For example, mastery of math facts, along with problem solving tips and strategies.) Parent representation will be included to ensure the task force implements the recommendations from families at various gatherings (Principal Chats, ELAC, SSC, and Parent Workshops). Ensure translations in our school's 3 major languages (Spanish, Arabic, & Vietnamese) of all family letters introducing units from the SFUSD Math Curriculum. The instructional shifts and supports that will be required specifically for English Learners and Hispanic/Latino students to achieve these goals are as follows: 1) incorporate in classrooms contexts and pedagogy drawn from communities in which students live; 2) adopt holistic and integrated culturally responsive strategies 3) teachers will critically reflect on their own culturally responsive practices 4) monitor performance of English Learners and Hispanic/Latino students through the use of a data wall where progress can be tracked; in addition, each grade level team will have one half release day through the Math Department to analyze data and use that data to prioritize attention and focus on challenge / growth areas.

**Academic Tier Two**-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?



<p>As we have continued to focus on small group work to target focal students within the framework offered by the SFUSD Math Curriculum, we have found that an online intervention program, such as Dreambox, is helpful to students within the Tier 2 framework. Online math intervention programs have been proven to raise student achievement because these programs differentiate learning by adapting to each student's individual needs. TCS has implemented the use of Dreambox during Independent Math work and during ELD / English Only groups and has seen a dramatic reduction in the amount of off-task and disruptive behaviors during independent work. Grades K-2 have access to an IPAD cart and grades 3-5 have access to a Chromebook cart; the technology instructor pushes into classrooms to work with small groups more effectively. Students are motivated to either complete their work, or complete their assignment using the online program. We know that our students respond well to technology enhanced curricula, and have data to support our assertion that an online intervention program can have a similar and powerful impact for our students in need of Tier 2 math intervention. Making sense of the new Common Core Math Standards is a priority for our students in need of intervention strategies in math. The small group work allows teachers to target focal students in need of math intervention within the framework offered by the SFUSD Math Curriculum. This small group work is targeted and guided by the teacher.</p>	<p>Improve math understanding for intervention students as evidenced by Milestone tasks, IAB, and SBAC. Accelerate math learning as well as address gaps in understanding for intervention students during small group guided work with their teacher. Teachers are carefully monitoring progress as we implement SFUSD's Common Core Mathematics Curriculum, and layer in additional Tier 2 supports for the 2018-2019 school year. With an ongoing focus on unit planning for mathematics, including clear outcomes, assessments and differentiation, we expect to see an increase in students meeting or exceeding standards due to the clarity that collaborative unit planning brings about. We are tracking our Average % Correct data closely on short-cycle assessments, as well as monitoring gaps in understanding of specific standards. Use the adopted SFUSD Common Core Math Curriculum, as well as Universal and Challenge extensions.</p>	<p>As we continue to identify intervention students and provide guided math groups for Tier 2 students within the Tier 1 framework, teachers will also gather data from online math intervention programs to reach students with foundational number sense gaps in their math knowledge and meet the intervention needs of these students during small group work for ELL and EO students and the Power ½ Hour math intervention block for EO students. During small group work, identify intervention students and provide a guided math group with a teacher leader as the other student groups in the class work simultaneously on curriculum (such as the Entry, Apprentice, or Expert Tasks from the SFUSD Math Curriculum). Prioritize a Math/Coding/STEM focus for Power Half Hour. Ensure translations in our school's 3 major languages (Spanish, Arabic, &amp; Vietnamese) of math routines and activities that families can do at home to strengthen their child's mathematical thinking. Strategic use of volunteers for math intervention groups during small group work.</p>
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## SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

<p><b>Analysis of Results Science-All Students</b> In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?</b> WASC Ch.5</p>
<p>Students are currently being provided access to science instruction at Tenderloin Community School. Students are receiving hands-on science instruction on a daily basis. At the beginning of the school year, all teachers participated in a full day of Professional Development training in the Next Generation Science Standards and the Amplify Science curriculum. As a district, teachers will implement the physical science component of the Amplify curriculum this year.</p>	<p>Our target is for all classrooms at Tenderloin, grades K-5 to implement the new NGSS physical science modules during the 2018-2019 school year.</p>	<p>In August, 2018, SFUSD provided a full day of NGSS Professional Development to our teachers to include the following topics: --Introduction to NGSS and the Science &amp; Engineering Practices &amp; the New K-5 Report Card --Academic Language Development in the NGSS -- Developing and Using Models --Using Science Notebooks to Enhance Literacy Skills -- Engineering 101 --Amplify Science Curriculum</p>

## ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

<p><b>Analysis of results (including ELPAC (formerly CELDT), F&amp;P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</b></p> <p>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)?</p> <p style="text-align: center;">WASC Ch.2</p>	<p><b>Based on the analysis of the results, what are your targets/performance goals?</b></p>	<p><b>What instructional practices, strategies &amp; scaffolds will be provided for your ELs to attain mastery?</b></p> <p style="text-align: center;">WASC Ch.5</p>
	<p>Reclassify students at a rate equal to or beyond the district average. All EL's to move up one level yearly as evidenced by ELPAC assessment. Students who are at the same level for more than 1 year will receive a school proficiency tag alert on their ELD class schedule. Students will receive supplemental intervention during their regular ELD class based on their proficiency alert when their ELD teacher strategically plans for them with interventions such as proximity to the teacher and # of times they are called on during the ELD lesson. At least 5% of English Learners will meet or exceed standards on the SBAC ELA in Spring 2018. At least 50% of English Learners will meet or exceed standards on the 2018-2019 administration of the Fountas and Pinnell assessment. At least 5% of English Learners will be at or above proficient during the Window 1 administration of the Reading Inventory assessment in Fall 2018. At least 5% of English Learners will meet or exceed standards on the 2018-2019 administration of the IWA. At least 10% of English Learners will meet or exceed standards on the Spring 2019 administration of the SBAC Math. At least 10% of English Learners will meet or exceed standards on the Math Benchmark IAB for the 2018-2019 school year. English Learners will continue to show growth in meeting or exceeding standards on the Math Task during the 2018-2019 school year. Increase the reclassification rate of English Learners to at least 13% during the 2018-2019 school year. For 2018-2019, at least 52% of our English Learners will demonstrate well developed speaking skills on the ELPAC. At least 45% of our English Learners will demonstrate well developed listening skills on the ELPAC. At least 22% of our English Learners will demonstrate well developed writing and reading skills on the ELPAC</p>	<p>We began the 2017-2018 school year using the Launching Designated ELD lessons to ensure that students' learning time would be maximized by ensuring structures, routines for conversations, and reading and writing were in place. During the 2018-2019 school year, we will engage in a rigorous ELPAC data analysis from the spring 2018 administration of the new English Learner assessment to better understand the complexities of our ELs and their levels of proficiency in each domain. Analysis will lead to refinement of practices and ELD agreements around best practices. We will carefully identify our Long-Term English Learners (LTEL's) and students at risk of becoming LTELs and will analyze their proficiency domains, engagement levels in class and follow up with professional development around best practices for these students. We are committed to better understanding their needs and putting into practice strategies that support their English language development. We will continue to strengthen both integrated and designated ELD instruction, including how to use CA ELD standards to align with the CCSS through professional development delivered on-site using our ELD site coordinator. Continue to offer Designated ELD for Kindergarten from 9:50 to 10:20, for Grade 1 from 1:50 to 2:20 and for Grades 2-5 from 2:10 to 2:40 for more optimal learning. Track and monitor EL reclassification students. Identify and monitor LTEL and students at risk of becoming LTEL. Identify and deliver PD around best practices for LTEL's to ensure acceleration of the their language and literacy skills. The professional development would focus on the following best practices: (1) teacher modeling, strategy instruction, and using multiple forms of assessment; (2) emphasis on reading and writing; (3) emphasis on speaking and listening/viewing; (4) emphasis on thinking; (5) creating a learner-centered classroom; (6) recognizing and analyzing content -area discourse features; (7) understanding text structures within the content areas; and (8) vocabulary development. Work with our partner organization, Bay Area Women's &amp; Children's Center, to consider the possibility of delivering English classes for our parent community. Create and closely monitor IEP goals for students with dual designation of SPED &amp; EL. Ensure that there are linguistically appropriate goals and appropriate interventions and assessments in place. Utilize site funds for a Spanish Bilingual Family Liaison to further engage Spanish speaking families. Continue to empower all families to understand the best ways to support L2 acquisition while honoring L1.</p>

1.6% of our English Learners met or exceeded standards on the SBAC English Language Arts assessment administered in Spring 2018. The 3-year trend has been mixed. When we look at a comparison of the performance of English Learners on the F & P between Window 1 in Fall 2017 and Window 2 in Spring 2018, there was a growth in the percentage of students meeting or exceeding standards of 6.2%. On the Reading Inventory during Window 1 in Fall of 2017, 9% of English Learners were at or above proficient. For Window 2 of the Reading Inventory administered in Spring 2018, 0% of English Learners were at or above proficient. This was a decrease of 9%. On the IWA, which is a writing assessment only administered in the spring, 0% of English Learners who took the test in 2017-2018 met or exceeded standards. On the SBAC Math assessment administered in Spring 2018, 5.0% of English Learners met or exceeded standards. The 3-year trend has been downward. On the Math Benchmark IAB, 16.2% of English Learners met or exceeded standards in Window 1 of 2016-2017. In Window 1 of 2017-2018 for the Math Benchmark IAB, 5.9% of English Learners met or exceeded standards. This was a decrease of 10.3%. When we compare the percentage of English Learners meeting or exceeding standards on the Math Task in 2016-17 with the percentage of English Learners meeting or exceeding standards on the Math Task in 2017-2018, there was a growth of 20.6%. Tenderloin began a designated ELD focus and made commitments to designated and integrated ELD and best practices within the ELD lesson framework five years ago. The school has continued to build on these practices during the 2017-2018 school year and will need to continue to work on these practices during the 2018-2019 school year. Despite relatively high reclassification rates and a small number of Long Term English Learners (LTELs), we have a group of students "at risk" of becoming LTEL, who are not reaching grade level targets in literacy. We recognize this is a social justice issue and are working diligently to address the gap that it creates. We are strategically monitoring their progress, and prioritizing interventions for for this focal group of students. In Spring 2018, English Learners took the ELPAC assessment, a new assessment for English Learners. This assessment has provided us with baseline data for this particular assessment, and will inform us on the strengths and growth areas of our current population of English Learners. As per the ELPAC results, 42% of our English Learners have well developed listening skills; this is 3% below the district average of 45%. 51% of our English Learners have well developed speaking skills, which is 4% above the district average. 17% of our English Learners have well developed reading skills, which is 8% below the district average. 17% of our English Learners have well developed writing skills, which is 10% below the district average. During the 2017-2018 school year, 12.8% of English Learners were reclassified, and the 3-year trend has been mixed. The difference between the highest-performing racial group (Asian) and the lowest-performing racial group (White, including Middle Eastern students) was as follows: -Highest performing racial group (Asian) achieved a 20% reclassification rate, which was an increase of 2% -Lowest performing racial group (White, including Middle Eastern students) achieved an 8% reclassification rate; this was an increase of 8%. When comparing the schoolwide reclassification rate with the district reclassification rate, the schoolwide reclassification rate for Tenderloin is .4% points below the district average. The 3-year trend has been .7% points above the district average.

**HEALTH EDUCATION CORE CURRICULUM**

<p><b>Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data</b> In a narrative, describe what your analysis of the data says about your school.</p>	<p><b>Based on analysis, describe site's goals for a balanced, comprehensive health education program.</b> What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?</p>	<p><b>What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?</b></p>
<p>On the Tiered Fidelity Index for Tier 1 in 2017-2018, Tenderloin Community School achieved 100% in all areas, with the exception of Discipline Policies. On the 2017-2018 SFUSD Culture Climate Survey, 4th and 5th grade students demonstrated the following: -54% of respondents indicated a Growth Mindset, which was a decrease of 16% compared with the previous year --52% of respondents indicated Self-Efficacy, which was a decrease of 14% compared with the previous year --62% of respondents indicated Self-Management, which was a decrease of 6% compared with the previous year --66% of respondents indicated Social Awareness, which was an increase of 2% compared with the previous year. In terms of School Culture and Climate, the data from the 2017-2018 school year indicated the following: -71% of students were favorable about the school; this was a decrease of 1% compared with results from the previous year --71% of staff were favorable about the school; this was a decrease of 15% compared with the previous year. --95% of families were favorable about the school; this was a decrease of 1%, compared with the previous year.</p>	<p>The site's goals for a balanced, comprehensive health education program are as follows: --Continue to implement Second Step on a schoolwide basis --Continue to implement PAX on a schoolwide basis -- Continue to implement Positive Behavioral Interventions and Supports on a schoolwide basis --Implement 20 Health Education lessons per class per year-- 5 lessons on mental emotional and social health; 5 lessons on growth and development; 3 lessons on alcohol, tobacco and other drugs; 2 lessons on family diversity; 3 lessons on other health content areas</p>	<p>The shifts that will be required to achieve these school-wide goals will be to: --look into possible participation in the Project Secure research grant to improve social and emotional skills and address trauma and stress in students. --implement Second Step consistently with fidelity in all classrooms -- look into the possibility of receiving coaching and curriculum materials to implement the Bounce Back group intervention The resources and support required to achieve these goals will be: --being selected as a participating school in Project Secure -- providing the School Social Worker time to receive the appropriate training connected to participation in the research project</p>

**VISUAL AND PERFORMING ARTS**

<p><b>Narrative describing site's vision for a balanced, comprehensive arts program.</b> Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.</p>	<p><b>What are your targets/ goals? (Elementary, Middle, High)</b> Refer to the VAPA section in the Central Services Supports Guide</p>	<p><b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b></p>
<p>Tenderloin Community School's vision for a balanced, comprehensive arts program is that all students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their curiosity and unique identities. We provide opportunities for our students to be creative and at the center of solutions. The SFUSD Arts Education Master Plan (AEMP) specifies goals and provides strategies on how to achieve them in the areas of Administrative Leadership, Professional Development, Resources and Staffing, Curriculum and Instruction, Partnerships and Collaborations, and Assessment. The Children and Families First Initiative is a measure approved by San Francisco voters that ensures a sustained investment in our students and guarantees funding for the Public Education Enrichment Fund (PEEF). Additional arts funding is received through the Children and Youth Fund (DCYF) through 2041.</p>	<p>Our targets / goals are as follows: --Continue to designate a teacher as the school Arts Coordinator --Establish a school Arts Resource Team that includes representatives from all stakeholder groups, to lead the implementation of AEMP goals and align to school priorities. --Teachers may use Prop. A hours to participate in VAPA Professional Development opportunities that incorporate arts-based teaching methods, in-depth arts content area strategies for student access, and teacher collaboration. --School Site Council will set priorities for Tenderloin's PEEF Arts Designated funding, as well as other funds dedicated to the arts as determined by the site. --Tenderloin will use a minimum of 90% of our Elementary Arts Program (EAP) funding for Artists in Residence. ---School site administration and teachers will collaborate with VAPA teachers and arts providers for direction and planning on a regular basis throughout the year. -- Principal, Assistant Principal and teachers will ensure that contracts with arts providers include adequate paid time to plan with classroom teachers. --Classroom teachers and VAPA teachers will plan students' learning outcomes according to the State of California Visual and Performing Arts Framework. -- Students will participate in school sponsored and VAPA sponsored arts and music events, festivals, and performances. --We will reinforce respect for cultural traditions by offering curriculum and programs that represent and honor San Francisco's demographic cultural, intellectual, social and spiritual diversity.</p>	<p>The shifts required to achieve these goals are as follows: --Elementary students will be assessed using the rubrics that accompany the standards on the Standards Based Report Card in the arts. --VAPA Itinerant Teachers and Classroom teachers will collaborate, and classroom teachers will enter the appropriate SBRC Mark. --Teachers of all levels will collaborate to analyze student work, including visual arts and performance. --Teachers will use rubrics aligned to the California State Visual and Performing Arts Framework. The resources / support required to achieve these goals are: -- PEEF funding --EAP funding for Artists in Residence --Partnership with S.F. Ballet -- Partnership with S.F. Opera --Partnership with Magic Theater</p>

## PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

<b>Narrative describing site's vision for a balanced, comprehensive Physical Education program.</b>  Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	<b>What are your targets/ goals? (Elementary, Middle, High)</b>  Refer to the Physical Education section in the Central Services Supports Guide.  How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	<b>What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b>
The vision of Tenderloin Community School for a balanced, comprehensive Physical Education program is to help students in starting life-long habits of regular physical activity. All students at Tenderloin Community school have access to Physical Education, and the required minutes are provided to all students. Each grade level receives 30 minutes of Structured Activity Time on a daily basis. During this time the Bay Area Women's and Children's Center Structured Activity Time instructors lead and facilitate games and activities that engage the students in physical play. On Tuesdays, the focus is on the development and practice of skills that are assessed through the FITNESSGRAM testing for 5th grade students. The areas of focus include the following: aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength and flexibility, and flexibility. On the 2017-2018 California Physical Fitness Test, 12% of Tenderloin Community School students achieved all 6 standards, 22% of the students achieved 5 out of the 6 standards, 22% of the students achieved 4 out of the 6 standards, 18% of the students achieved 3 out of the 6 standards, 14% achieved 2 out of the 6 standards, and 12% of our students 1 out of the 6 standards.	Our targets/ goals are as follows: --100% of all students, including students with IEP's, English Language Learners, foster youth, and students in poverty, will have equal access to physical education classes. --100% of Tenderloin Community School students will receive physical education instruction from Bay Area Women's and Children's Center Structured Activity Time instructors --Students will work toward mastering the California Physical Education Standards -- Students will have multiple opportunities to participate in inclusive physical activities. --Staff will learn how to use the ePortfolio with students to monitor, track and assess their cardiovascular fitness, social emotional well-being and overall health	To achieve these goals, the following shifts will be required: --Training / professional development will be provided on how to use the PE ePortfolio with students -- Collaboration will take place between the Bay Area Women's and Children's Center Structured Activity Time instructors and school personnel to ensure that the instructors have access to the Physical Education Handbook, Core Subject Implementation, and curriculum guides for Pre-K through 12.

## OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

<b>Analysis of Results - All Students</b> For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	<b>Based on the analysis of the results, what are your targets/performance goals?</b>	<b>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</b> WASC Ch.5
N/A	N/A	N/A

## COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators:** On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

**Middle Schools Indicators:** AVID, High School Readiness, College visits, college and career plans

<b>Narrative describing college going culture</b> (using indicators suggested above) WASC Ch.2	<b>What are your targets/ goals?</b>	<b>What shifts will be required to achieve these goals?</b> WASC Ch.5
N/A	N/A	N/A

## Elementary Schools

**What is your plan for promoting college and career readiness?**

**For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?**

Tenderloin Community School's plan for is letting students know that the city (school, community, family) believes and encourages them to continue learning now, and beyond high school. Preparing all students for college and career will continue to be a top priority on our campus through the continued and intentional exposure of students to the 21st Century Skills: creativity, critical thinking, communication and collaboration. This will be accomplished through a variety of practices including, but not limited to: non-fiction reading and writing, hands-on experiences in science and math, and the use of technology as a tool for students to express themselves to impact their environment as a productive member of our school community and beyond. College and career readiness will regularly be discussed at school meetings (SSC, ELAC and the Principal's Chat) engaging all stakeholders for input and feedback. Tenderloin Community School would like to harness the technology resources offered by the Bay Area Women's and Children's Center (i-Pad carts, a 1.0FTE technology instructor, and a .2FTE technology support person) along with district devices (Chromebook carts) in order to maximize engagement and learning for ALL our students. For our Newcomers, we use Imagine Learning to supplement their English instruction. We use myON (online reading program) and Dreambox (online math program) during the instructional day to support learning and outside of the school day to address gaps in learning. We will hold in awards for technology at monthly awards assemblies for students fully engaged in using technology tools for learning. The Technology Instructor will be teaching the fourth grade classes how to use tools such as Google Slides, Forms, and Calendar. He has used their Drive's to share work/template. Students should be able to pick up the concept of using Google Drive because they need to use it to retrieve their work. We will begin exploratory work in partnership with internet/tech providers and families to ensure online learning can continue at home using site-selected programs/licenses. Reach out to SFUSD Fund Development Team for additional support and guidance and possible access to one of their "Spark" programs that promotes strong partnerships with business and philanthropic leaders to pilot initiatives and programs to ensure our families have the tools they need to fully support their child academically in the home. Expand the use of technology to track all interventions for Tier 2 and Tier 3 students and fully implement behavioral and academic RtI2. We have been promoting and encouraging families to participate in the Kindergarten 2 College Program. The Tenderloin Community School Saver Rate is 11.1%. We would like to increase this to at least 17.4%. So far, our participating families have saved \$18,156. The average amount saved by Tenderloin families is \$478. Tenderloin Community School will consider activities that the school can participate in to increase our savers rate, such as bank field trips, presentations, workshops, etc.

**Strategies in Action: Schools**

In *Transform Learning, Transform Lives*, the "Strategies in Action: Schools" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to "Strategies in Action: Schools" as you consider plans for the coming school year.

**LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT**

Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

**How will you structure site-based and district professional development/learning?**

We will continue our practice of providing professional development at extended faculty meetings resourced through Prop G hours. We also have funding through the SFUSD Math Department and site supplemental professional development funds to provide planning time for teachers to meet and plan the SFUSD core curriculum, aligned with Common Core Standards.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
<p>We will address professional development and learning through a deliberate and multi-tiered approach. Some learning will be provided at a whole-school level through professional development days and extended faculty meetings. For more targeted and nuanced areas, learning will occur through grade level meetings (GLMs) and grade level collaboration (GLCs). Bi-weekly ILT meetings allow teacher leaders to work closely with the principal, IRF and Literacy Coach to evaluate and revise instructional decisions around targeted foci. Teachers dive deep into their data through data conferences facilitated by the IRF and Literacy Coach during the year to make instructional plans, group and identify targeted students and reflect on growth targets. The Literacy Coach and the Instructional Reform Facilitator will co-facilitate site-based Instructional Rounds as well as Lab Rounds to deepen our practice in ELA with an emphasis on writing and word work. Both the IRF and Literacy Coach will provide 1:1 coaching through six-week coaching cycles. By the end of the 2018-2019 school year, all teachers will have participated in a coaching cycle. Coaching work might include co-planning, modeling, co-teaching, and general coaching protocols. Teachers are invited and encouraged to participate in district-wide professional development offerings through the Humanities Department, Math Department and Multilingual Pathways Department. Before the 2018-2019 school year started, teachers had the opportunity to return to school one day early in order to participate in a full day retreat of planning and problem solving.</p>	<p>The 1.0 FTE IRF is funded through MTSS for the 2018-2019 school year; the .5FTE Literacy Coach is site funded for the 2018-2019 school year. Resources for professional development, extended faculty meetings, and teacher release days will be partially site funded and partially funded by the Math Department; these are described in other areas of this document. Funding will be provided for extended hours and/or substitutes to relieve teachers. In addition, Prop. G hours will be used for professional development and collaboration beyond the contract day. The majority of the school-wide action steps such as Instructional Rounds and Lab Rounds will be resourced during the school day by staff on campus. Teachers have access to SFUSD professional development through Oasis and are encouraged to sign-up for the wide range of offerings during the school year and over the summer break. Teachers will receive stipends funded by the Weighted Student Formula General Fund to support the time that they spend engaging in planning and problem solving before the 2018-2019 school year begins.</p>

**STUDENT-CENTERED LEARNING CLIMATE**

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all

students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

### Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
<b>Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)</b>	We are a campus that implements inclusive practices because we understand that children with disabilities develop through their social interaction with their peers. We ensure that students with disabilities participate with peers through educational and community experiences such as, mainstreaming students with disabilities into general education classrooms, participation in school assemblies and field trips, and any school functions that occur on campus.	All students feel valued and respected throughout the day in all of their interactions with staff and students. We equip students with the tools to navigate the challenges and opportunities of living in a diverse environment. We equip them with the tools to advocate for themselves and others to ensure a successful learning environment for all. We practice non-intrusive methods and create common goals for students with disabilities in the general education classroom during mainstreaming. We will ensure that students develop play and leisure skills with all peers during daily physical activities, after school, and during the school day. We will assist students in developing early work skills such as time management and organization. We will provide students with the opportunities to incorporate peer modeling of social expectations and positive behaviors.	All classrooms will deliver Second Step lessons through an agreed upon teaching calendar. School Social Worker will coordinate child safety presentations and other targeted presentations as needed for our school community. Encourage students with disabilities to participate with their peers in academic and nonacademic settings. Begin exploratory work around programs to address needs for improved impulse control (mindfulness, GoNoodle and others). Identify pilot classrooms to experiment with program and practices. Replenish cool-down kits in each classroom and deliver targeted PD around their successful usage. School Social Worker will partner with Americorps Mentor Program to coordinate 1:1 mentors for focal students. Increase access to community based programs supporting socio-emotional needs.
<b>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</b>	Approximately 15% of our students are classified as FYIT. This is an increase of 3% from the beginning of the 2017-2018 school year. Tenderloin has qualified to receive funding to support these students. Approximately 5% of our students are foster youth. We have close communication with their families. We have provided guest speakers for families on "Know Your Rights" so that undocumented families that are part of our school community are aware of procedures, protocols, and processes that follow when they encounter problems or challenges.	Vulnerable student populations will have access to all enrichment and extended day programs or activities, including the 5th grade overnight camping trip and after-school programs. Parents or guardians of vulnerable student populations will be informed of educational and related opportunities available to their children, including special education services, school nutrition programs, language assistance for English learners, and summer and online learning. Parents and Guardians of vulnerable student populations will be provided with meaningful and convenient opportunities to participate in the education of their children with regular communication from teachers / support staff in regards to their progress and educational needs.	School personnel will receive specific instruction, guidance, information, and professional development focused on homeless student/family indicators, needs and strategic support. School Social Worker will be the point of contact for offering support and resources to vulnerable student populations. Work with district office of Research, Planning and Accountability and Information Technology to support ongoing student and family data management, systems development and access needs and process for vulnerable student populations. Have regular visits to Hamilton shelter to provide information about Tenderloin Community School, build relationships, and interact with families of vulnerable student populations.
<b>Student Engagement/ Attendance</b>			

	<p>For 2017-2018: 26.4% of students were chronically absent, and the three-year trend has been upward. 58.1% of African American students were chronically absent, and the 3-year trend has been upward. 15.5% of English Learners were chronically absent, and the 3-year trend has been upward. The highest performing racial group (Asian) had an 8.9% rate of chronic absenteeism; this was an increase of 2.8%. The lowest performing racial group (African American) had a 58.1% rate of chronic absenteeism; this was an increase of 15.3% In 2017-2018, the school-wide rate of chronic absenteeism was 14.2% points above the district average. The 3-year trend has been 7.1% above the district average. To move towards closing the achievement gap and ensure that students thrive within our community we approach each student as an individual by providing an integrated system of academic and behavioral services that promote their social and emotional well-being and their academic achievement. We deliberately move to make social justice a reality for our intervention and AA focal students as they are provided with a suite of services on our campus to promote their engagement in our school community.</p>	<p>Chronic Absences 2018-2019 School Year Targets All students--10% AA --13% SWD--13% SED--10% ELL-- 6% Ensure high quality and engaging instruction is planned for all students. Decrease the number of students that are chronically absent or tardy through a variety of targeted interventions. Using data, we select intervention and focal students within an 8-week cycle to accelerate their behavioral and academic outcomes. The Attendance Team meets weekly to review the data and connects with families to improve attendance outcomes for focal students.</p>	<p>Continue our monthly awards certificates and incentives to promote good attendance behaviors and improved attendance. Students needing greater attendance support receive targeted phone calls and home visits from our Attendance Team. The school closely monitors the attendance of focus students and next year will expand the use of an online system (Class Dojo) to give appreciations and reminders to parents regarding their child's attendance.</p>
<p><b>School Culture/Climate</b></p>	<p>For 2017-2018, our ES Culture and Climate Report indicated the following results: Schoolwide Favorability: Students--72% (this was a decrease of 1%) Staff--71% (this was a decrease of 15%) Families--95% (this was a decrease of 1%) In terms of our highest performing group of students (Asian), responded with 75% favorability, which was the same as it had been the previous year. Our lowest performing group of students (Hispanic/Latino) responded with 68% favorability, which was a decrease of 1.0%. The difference between the school-wide favorability and the average district favorability are as follows: Students: 2.0% points below the district average Staff: 3.0% points below the district average Families: 1.0% points above the district average. In addition, we will build upon our Behavioral Response to Intervention (BRTI) expectations and expand upon our support systems, including our Social Worker and the support we have received from BAWCC and the Impact Award Grant program to support the Family Advocate Project, to continue to create a positive student-centered learning climate. Additionally, our Behavior Leadership Team had a very successful year in 2017-2018 implementing school-wide behavior expectations. We have continued to expand practices and procedures to support access and equity at the classroom level.</p>	<p>Faculty, staff, partners and administration work together to ensure that the school environment and individual classroom environment is warm and welcoming and reflects the culture and background of our students and families. Additionally, we will continue to purchase culturally relevant books and ensure that the work displayed on our school and classroom walls reflect and celebrate our entire school community. Provide individualized attention to the behavioral needs of students through the Student Assistance Program (SAP) process, and Student Success Team process. Undoubtedly due to the 30 minutes of Physical Fitness every student receives daily during Structured Activity Time (SAT), funded by the Bay Area Women's and Children's Center, and under the supervision of grade level teachers, 56% of our 5th graders in Spring 2018 met 4 or more standards on the PE Fitness Test. SAT is a best practice, and we plan on improving our performance each year.</p>	



			<p>The Behavior Leadership Team (BLT) will work with all classroom teachers to refine behavior management plans based on the school-wide PBIS plan that promotes positive outcomes for all students. Use appropriate and evidence based interventions for Tier 2 students (check in/check out, 10 frames, modified SOAR point sheets). The BLT will continue ongoing Professional Development around Proactive Management Strategies to ensure that students operate successfully within the PBIS classroom structure. Classroom teachers along with support staff and administration will continue to implement PAX/Good Behavior Game on a schoolwide basis. Professional development will be provided to ensure its fidelity and success. Expand Lion Ticket Incentive Program towards the incorporation of privileges and prizes. Continue and develop use of Pyramid of Success character program through targeted positive character traits on a monthly basis through our monthly assemblies, a monthly focus trait(s), and school-wide announcements. Continue and refine our Structured Activity Time (SAT) for physical activity, character development and inclusive practices. Continue and refine Bright Orange PAX Paw tickets for demonstrating PAX leadership during lunch, with privileges, such as "free sit" each time 20 orange PAX Paws are earned. In addition, continue and refine use of Kaylee Koupons incentive program for stellar cafeteria behavior following established TCS behavior expectations posted throughout the school.</p>
<p><b>Social Culture/Climate</b></p>	<p>Second Step is implemented schoolwide, in every classroom, to promote Social Emotional Learning. Each teacher has access to Second Step materials, and include 30 minutes of Second Step instruction on a regular basis. PAX is implemented schoolwide. Restorative Practices are implemented schoolwide. There is a disproportionate percentage of African American students who receive Office Discipline Referrals and who are suspended. On the Tiered Fidelity Index for Tier 1 for the 2017-2018 school year, Tenderloin received a rating of 100% in all areas, with the exception of Discipline Policies, for which Tenderloin received a rating of 50% and Data-Based Decision Making, which received a rating of 50%. Some classrooms have utilized Mindfulness techniques to promote and support self-regulation in students.</p>	<p>Implement Culturally Responsive Teaching with fidelity, consistently and school wide. Partner with SRI International to develop, implement, and evaluate Project SECURE to enhance the physical and emotional security of students by increasing their Safety, Equity, Caring, Understanding, and Resilience Achieve a rating of 70% in the area of Discipline Policies on the Tiered Fidelity Index for Tier I for the 2018-2019 school year Achieve a rating of 70% in the area of Data-Based Decision Making on the Tiered Fidelity Index for Tier 1 for the 2018-2019 school year Expand the number of classrooms that utilize Mindfulness strategies</p>	<p>Establish a Leading for Equity Culturally Responsive Teaching Professional Learning Community, which will read Zaretta Hammond's book Culturally Responsive Teaching and the Brain, and plan how to best implement culturally responsive practices on a schoolwide basis. If selected as a partner with SRI International to participate in Project SECURE, staff will receive training and coaching to enable new and continuing staff to implement with fidelity universal (Second Step Social Emotional Learning Curriculum) and targeted (Bounce Back) interventions aimed to improve social-emotional skills, reduce bullying, and ameliorate traumatic stress. School policies and procedures will describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. Behavior Leadership Team will review and use discipline data and academic outcome data in their monthly meetings for decision-making. Provide training to staff in utilizing Mindfulness techniques in the classroom.</p>
<p><b>Wellness Policy</b></p>			

	<p>Tenderloin Community School has a framework to actively promote the health and wellness of students, staff and families; it includes guidelines related to nutrition, nutrition education, food and beverage marketing, physical education physical activity, and staff wellness. The Wellness Policy is meant to inspire and empower a shift in culture that will increase healthy eating and physical activity among our students by creating environments that encourage and support healthy choices.</p>	<p>Our targets in the area of Wellness Policy are as follows:  Continue to maintain our Be Well Committee to help implement and evaluate adherence to the Policy  Create a 'school wellness report card' to detail progress.</p>	<p>Our strategies and interventions in the area of Wellness Policy are as follows: --Provide time at faculty meetings for the Health Education Coordinator to present topics related to Wellness --Continue to have Staff Wellness Breakfasts --Continue to participate in the Harvest of the Month program --Communicate and promote the Wellness Policy to families and community members through Back to School Night, Principal Chats, and family workshops --Send home flyers about the district Healthy Food Policy translated into Arabic, Spanish, and Vietnamese --Discuss making good choices in terms of healthy food with students in the cafeteria, on an individual basis.</p>
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**PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach**

**Family Partnerships: *The child's first and most influential teacher is the family.***  
 Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

<b>Based on your data choose at least one of the following <a href="#">SFUSD Standards</a> to work on.</b>	<b>Choose at least one of the following focal populations</b>
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

**What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:**

Expand the use of Class Dojo school-wide as a communication tool to inform parents and guardians of their child's daily academic and behavioral progress in the home language of the family. Continue to promote the importance for families and students to sign the TCS Home-School Compact and add additional agreements to improve attendance outcomes for all students. Continue and refine the weekly auto dialer phone message to all families in our 3 main languages, Spanish, Arabic, and Vietnamese, to ensure families are kept abreast of important reminders and information regarding school services. Continue and expand monthly Principal Chat and Parenting Workshops to address focus areas identified by our families and school community. Translation services are provided at all meetings to ensure clarity of information as well as to adequately engage and empower the families to be full partners with our school in their child's education. Continue to encourage families to participate in and take a leadership role in the School Site Council, English Language Advisory Committee, and African American Family Social Events. Deliver quarterly newsletter to our school community from our principal related to school-wide focus areas and timely announcements. Letters to be translated into 3 major languages of our families. Reach out to families to determine the preferred mode of communication (e-mail, phone, text). Streamline the process for collecting that information and use it to deliver news, announcements and updates about their child's academic and behavioral progress. Create and update an easily accessed family bulletin board in the main lobby of our school to keep parents up-to-date on school information and events. Provide Dental Clinic services through BAWCC, which includes ongoing treatments and related health and dental information to families.

**How will you measure your impact? Measures can include:** Culture & Climate Surveys, Academic Data, Attendance

We will measure our impact through the following three measures: Culture & Climate Surveys-- Support for Academic Learning: Families--at least a 95% favorable response Knowledge and Fairness--- Families---at least a 99% favorable response Safety--- Families--maintain at least a 96% favorable response Sense of Belonging: Families---maintain at least a 99% favorable response 2) Overall increase in student performance on academic assessments 3) Decrease in chronic absenteeism rate to 10%

**Community Partnerships**

**What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?**

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
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**List 1-3 current or potential community partner(s) who are address these needs.**

1. Bay Area Women's and Children's Center 2. Mental Health Service Providers, including Access Institute, OTP, Seneca, and Edgewood 3. YMCA

**What are your specific goals or objectives for these partnership?**

1. Continue to work in partnership with the Bay Area Women's and Children's Center to provide Structured Activity Time, Technology, Literacy Support, Dental access for our students, after-school clubs, and the maintenance of the school garden. 2. Provide mental health services to at-risk students and their families onsite 3. Coordinate with the YMCA After School Program to support the educational and social emotional regular day school programs beyond the school day

**What actions will you take to deepen your school's partnership with community organizations?**

To deepen the school's partnership with community organizations, the actions we will take will be to: 1. Communicate regularly with the community organizations 2. Look for ways to involve the community organizations at school during the school day 3. Communicate with families about the community organizations with whom TCS has a relationship and what services they provide

**How will you measure the impact? (Quantitative and/or qualitative data)**

We will measure the impact by student performance data. With stronger community partnerships, student performance data on academic assessments should increase.

## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$3,000

Supplemental and multi-sensory instructional materials that bridge the gap between adopted curriculum and reinforce alignment with CCSS for our diverse and multi-ethnic student population who have special needs. In addition, funds will be spent on rewards and incentives to motivate students.

#### Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$68,310

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

Supplemental EL funds will improve services for English Learners: 1) will support .5 of the Literacy TSA program to provide Tier 2 Guided Reading support and highly targeted ELD support to ensure that students are making annual progress on measures of English Language Acquisition through highly engaging small group intervention from a highly skilled teacher. 2) will support a .4 Spanish Bilingual Parent Liaison will be hired to serve as the hub of our Latino community with the purpose of engaging parents and helping to connect parents and students with community services that support learning, and 3) purchase supplemental instructional materials to support English language acquisition.

#### Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation =

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

N/A

#### Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### LCFF Concentration Grant (SCG-C) 07092

Allocation = \$60,000

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

Concentration funding will be used to mitigate the impacts of trauma in the lives of our high poverty students and families in six key ways: 1) a .4 Spanish Bilingual Parent Liaison will be hired to serve as the hub of our Latino community with the purpose of engaging parents and helping to connect parents and students with community services that support learning (\$26,958.26); 2) consultant fees to support coaching to provide professional development and growth in instructional practices in Reader's Workshop and Writer's Workshop (\$19,151.41); 3) other supplies that support our instructional program, such as chart paper, post-it notes, book bags, folders, paper, Sharpies, etc. (\$4,568.94); 4) highly engaging supplemental instructional supplies that provide additional access to CCSS (\$6,043.07), and 5) office equipment to support the work that staff members perform (\$1,778.32). 6) A contract with the San Francisco Coalition of Essential Schools to provide school site based coaching and facilitation (including all planning, preparation, communication and follow-up). We are using SCG-C funds to pay for consultant fees. The consultant is supporting coaching, professional development and growth opportunities in working with a team of certificated staff. While we are also focusing on Reader's and Writer's Workshop, we have discovered that unless we address equity and access for our students, we will not be completely successful in moving forward with Reader's and Writer's Workshop. The SF Coalition of Essential Schools is consulting with key members of our Instructional Leadership Team; ultimately, the Instructional Leadership Team will move this equity work forward with our entire staff. The consultant is helping us with following protocols that will support teachers in improving instruction. The work that we are doing with the San Francisco Coalition of Essential Schools is providing us with the tools that will better enable us to mitigate the impacts of trauma in the lives of our high poverty students. In developing skills through the lens of equity, the work we are doing with the San Francisco Coalition of Essential Schools will better equip us to meet the needs of our students and build stronger relationships with our families. (\$1,500)

#### Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

#### Targeted Instruction Improvement Grant (TIIG) 07940

Allocation = \$194,000

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

TCS is deeply committed to accelerating student achievement, to this end we are funding a .5 Literacy TSA, a 1.0 General Interventionist, and a .5 FTE Social Worker to ensure an equitable and socially just learning environment for all students. In addition, a .4 Interventionist will afford TCS students the opportunity to benefit from Tier 2 intervention to enhance differentiation, and provide rigorous instruction based on student need. TIIG will also support: Certificated extended hours and Consultants for supplemental curriculum planning for differentiation including Guided Reading, Guided Writing and implementing Trauma Informed Practices, differentiated instructional materials to support students who struggle with grade level literacy including handwriting. TIIBG funds will be used for materials that support trauma informed practices, including the methods for implementing research-based SEL and CC practices. Classified and Clerical extended hours will support increased home-school communication for attendance support and positive home school communication, including translation. Supplemental instructional supplies purchases will highly engaging supplemental instructional materials that provide additional access to CCSS.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (*LCAP Priorities: Implement Standards, Pupil Achievement, Course Access*)
- Professional Capacity (*LCAP Priorities: Basic*)
- Student-Centered Learning Climate (*LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes*)
- Parent-School-Community Ties (*LCAP Priorities: Parental Involvement*)

## CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

**Title I = \$114,416** (31500)

*How do you plan to use these funds?*

1) Title 1 funds will be used to support .6 of the 1.0 FTE Literacy Coach / Literacy Specialist position to provide Literacy coaching for teachers and support for the implementation of the Tier 2 Foundations program for students identified as exhibiting characteristics of Dyslexia (\$62,371.39), and .375 of the Elementary Advisor Program to support attendance and parent and student engagement (\$25,273.37), 2) Supplemental instructional supplies and materials for differentiation including leveled trade books and sets of guided reading books for each grade level, books for classroom libraries, and Zaretta Hammond books for new teachers(\$5,643.05), and 3) Substitute Days for teachers to engage in learning rounds (\$4,922.13); 4)Extended days, extended hours, and stipends for staff to engage in collaborative planning (\$11,001.06 5)Other Materials and Supplies (\$5,205.00): Here at TCS, we have a high concentration of ELs, poverty, trauma, and focal student groupings, so there is a large population of students for whom we need to provide differentiated instruction. We also are not using textbooks and workbooks, as our teachers are creating curriculum to meet the needs of our diverse student body using the SFUSD Spirals (Teachers' College Readers and Writers Workshop), Multilingual ELD Resources and the SFUSD Math CCSS curriculum. Our differentiated instructional materials are taken from the aforementioned sources directly, modified by teachers, or created by teachers, and we are heavily reliant on the Xerox machine to print the visuals, graphic organizers, reading passages at different lexile levels, and other scaffolded supports to provide additional access to the core curriculum. In addition, since we are not buying workbooks, we are purchasing composition books, journals, post-it notes, markers, highlighters, chart paper with lines, chart paper without lines, and other tools from Quill, to help students keep learning logs and notes so that they develop the scholarly and organizational skills needed in middle school. These essential tools enable our students to work on authentic writing and reading in their classrooms. These tools take the place of scripted programs and workbooks of the past as students are meaningfully engaged in work of the interacting authentically within the workshop model. In addition, we would like to use these funds to purchase supplies that promote Mindfulness.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**1% Title I Parent Set Aside = \$1,144**

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

Our parent community has requested that we focus on parent involvement around student learning. Parents have requested tools and strategies to support their student(s) learning at home. The school will be providing high quality family literacy and math nights centered around the concept that parents are our students first teachers. In addition, technology will be introduced that will help parents interact with and support grade-level CCSS instruction and learning in a highly engaging and differentiated manner to ensure that students are middle school ready, and on their way to post-secondary options. We will also offer a Bring Your Own Device Night, during which time families may bring their devices and staff can assist families in downloading applications such as Class Dojo, MyOn and Dreambox.

**Date your school's Parent Involvement Policy** was reviewed by your School Site Council: 5/17/2018

**Select the Bryk Essential that most aligns to the use of these funds:**

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards = \$31,701**

*Referencing your plan, how do you plan to use these funds?*

We plan to use these funds to support a Family Advocate who will assist families in accessing resources and services in the community. In addition, the Family Advocate will co-facilitate with our School Social Worker monthly workshops for families.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Principal's Innovation Fund =** (For Middle Schools and PK-8 Schools as applicable)

*How do you plan to use these funds?*

N/A

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Equity Grant =**

*Identify Sub-group & specific actions*

N/A

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)

- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Other (PTA, external sources, School Quality Pairing/CoP work) = \$3,150**

*How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)*

PEEF Arts & Music (90552) will be used to support visual and performing arts consultants and materials.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

## CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

**NOTE:** If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.5	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
			.875
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0	.4		
Other:	Other:	Other:	Other:
Assistant Principal 1.0	Interventionist .6	EED Coaching .20	EED Fam. Sup. Spec. .20

**Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.**

Centrally funded staff will assist Tenderloin Community School students and families by deeply implementing the following high leverage strategies: Working with the principal, site funded support staff and faculty the IRF, TSA, and Assistant Principal will deepen the implementation of the SFUSD Core Curriculum, including Readers and Writers Workshop, and use student data to make informed decisions and monitor our progress toward goals as the school implements targeted Academic Response to Instruction and Intervention. Working with the principal and the AP, site funded support staff and faculty, our Social Worker, Nurse, Family Liaison, and Security Guard will provide tiered levels of behavior support to all students by implementing Response to Instruction and Intervention, and will also address campus health and safety needs.



## SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input checked="" type="checkbox"/> Other <i>(list)</i> <b>Principal's Chat Group, Faculty Meeting, Instructional Leadership Team</b>
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> <li>1. One meeting to gather input from the school community including all advisory committees.</li> <li>2. One meeting to present plan upon its completion before <b>March 23, 2018</b>.</li> </ol>
<input checked="" type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: <b>9/20/2018</b>
<input checked="" type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: <b>9/20/2018</b>

## School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Midge Wilson	Chairperson / Community	
Barbara Berman	Principal	
George Saunders	Member / Teacher	
Diana Ba	Member / Parent	
Kara Whiston	Member / Teacher	
Patricia Bailey	Member / Staff	
Mary Jane De Castro	Member / Parent	
Scott Bravmann	Member / Parent	
Bushra Alduais	Member / Parent	
Kathleen Saba	Member / Teacher	