2016-2018 Balanced Score Card: A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Tenderloin Community Elementary School</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Anastasia Shattner</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

We are a community school which reflects the cultural and linguistic diversity of Tenderloin community, our neighborhood. 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 a blossoming 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 workshop 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. For this reason, our school team wrote a QTEA Grant to hire an Eradicate and Reduce Adverse Traumatic Experience (ERACE) Advocate to connect 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. TCS Compared to Other Tier 3 Schools 2015-16 - Of the 16 Tier 3 schools identified by the Superintendent's Office, TCS received a rating of “Somewhat Above Average.” While this rating is below the SFUSD average, the school is acknowledged for faring slightly better than schools with similar challenges, and similar supports. The next highest rating is “Above Average.” By implementing the high leverage strategies described above, and deepening Response to Instruction and Intervention supports (both academically and behaviorally), TCS is confident that we are on our way to receiving a rating of “Above Average.”

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:

- **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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
   - Vision 2025 Graduate Profile
   - SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
   - Site-Based Budget Guide
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 2016-2018 school years is intended to draw all schools into conversations about this vision.

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 2015-2016 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). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).</td>
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</table>

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.

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.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
1. **Balanced Score Card/ Single Plan for School Achievement**

- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

2. **School Site Council Roster*, Signatures, Bylaws & Agendas**

- SSC Roster that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.

- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note:** Signature from the principal and the SSC Chair are required, other members can sign but it is not required.

- SSC Bylaws

- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. **Budget**

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

- SIG Carryover Expenditures

- All 2016-2017 Title I funds should be accounted for in the BSC

- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. **Title I Parent Involvement Policy***

- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package

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*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
</table>
| **Mid-Year Performance Metrics** (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance) | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| SQII 2014-15 (SQII Performance, definitions, thresholds and targets) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas) | • Instructional Core: ELA, Math, Other Subject Areas  
• College and Career Readiness | Overall and sub-group grades – % A’s and % D&F’s for English Language Arts, Math, Science, Social Science and GPA Average |
| College Readiness School Profile** (Performance on college readiness indicators) | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

**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 students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
**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 2016-2018 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 (including Language Pathways)**

**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?**

**Analysis of Results Language Arts-All Students**

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

**Based on the analysis of the results, what are your targets/performance goals?**

**What instructional shifts will be required to achieve these goals?**

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**WASC Ch.2**

<table>
<thead>
<tr>
<th>Year</th>
<th>Measures</th>
<th>Targets</th>
<th>Instructional Shifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>% Meets or Exceeds - 24% Index - 6 Target Meets or Exceeds - 34% Target Index - 8 ELL Students % Meets or Exceeds - 23% Index - 5 Target Meets or Exceeds - 34% Target Index - 8 ELL Students % Meets or Exceeds - 23% Index - 5</td>
<td>% Meets or Exceeds - 34%</td>
<td>ELA SQII Data/SBAC Testing/2015 All Students</td>
</tr>
</tbody>
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**WASC Ch.5**

Fall 2016 Update - As we continue to implement our school-wide Balanced Literacy Initiative and to deepen our practices of the Reader’s and Writer’s Workshop model we have seen growth in our ELA proficiency rates. Grades 3/4/5 Reading Inventory Performance (SRI) TCS has been monitoring school-wide RTI performance and saw increased performance between the 2014/15 school year compared to the 2015/16 school year. These increases were from 7 to 12%, showing that our school-wide Balanced Literacy Initiative is working. ELA – Reading Inventory 2014/15 - 3rd/16% - 4th/9% - 5th/19% 2015/16 - 3rd/28% - 4th/16% - 5th/26% Increase - 3rd/12% - 4th/7% - 5th/7% As we continue our intervention support for our students, Tier 1 classroom teachers and Tier 2 intervention teachers reach a large number of at-risk students through guided reading and use of the Leveled Literacy Intervention system for ARTIF students. Because of this support our students have shown significant growth toward district level expectations in reading benchmark proficiency. During the 2015/16 school year we saw meeting or exceeding the district benchmark increases between 6 to 13% in grades 2, 4, and 5. Spring results show the following increases for Meets or Exceeds Benchmark 2nd – 58% - increase 6% from Cycle 1 window 4th – 62% - increase 13% from Cycle 1 window 5th – 61% - increase 13% from Cycle 1 window As collaboration continues between our full-time Literacy Coach and our classroom teachers we have seen substantial growth in out teachers capacity to strengthen their Tier 1 instruction during the Readers and Writers Workshop because of our professional development.
The intervention schedule will include a component of having EOs push into classrooms to support the implementation of Guided Reading at targeted grade levels. Refine our practices regarding our school-wide equity agreements, including a focus on an organized word study scope and sequence, by grade level, as well as implementation of the same for instruction. Further 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. Establish, 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. Develop and deliver high-quality Family Literacy Nights to empower families with the tools and strategies needed to support their reader in the home. 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 4 major languages (Spanish, Arabic, Vietnamese & Cantonese) of core literacy routines and structures. Purchase, use, and modify, differentiated instructional materials to address the diverse needs of our students at the various grade levels. These tools would take the place of the scripted programs and workbooks of the past, as students are meaningfully engaged in the work of interacting authentically within the workshop model. These tools and scaffolds support the access to the core curriculum. Some programs under review are: Words Their Way, SIIPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), and Handwriting without Tears. It was agreed that the school will implement a Guided Writing Intervention during the 4th writing time, and our instructional rounds will focus on this intervention strategy. With veteran teachers there is coherence around the implementation of Writers Workshop, and newer staff have been fast studies. However, the need for additional student level accountability within the writing hour is clear, and our findings have informed our focused plan, that includes organization and sentence structure.

Comprehensive professional development around writing through GLM’s and instructional round structures. Areas of focus will be guided writing and strengthening our focus of accountability for students in Writer's Workshop.
Based on the analysis of the results, what are the interventions required to ensure all students reach mastery?

**Analysis of Results for Language Arts Intervention**

<table>
<thead>
<tr>
<th>Fall 2016 Update</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
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<tbody>
<tr>
<td>As we continue to refine our Tier 2 reading support program, we have determined that the capacity of our Tier 2 intervention teachers is a refinement of the program that will ensure acceleration. In addition to the Tier 2 intervention work with the Leveled Literacy Intervention program, 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, Guided Writing is the current school-wide focus for classroom-level instruction and intervention. Analysis of student work, collaboration and lab rounds focus on deepening practices around Guided Writing Instruction in every classroom. Spring 2016 - After 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 LLI teacher, in 8-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. We began the year with 2 full-time Academic RTI Facilitators who completed two cycles of Leveled Learning Intervention (LLI) instruction. We are now in our third cycle and have added a third full-time Academic RTI Facilitator to the roster of intervention teachers. Over the 2015-2016 school year, 95 students have been served. 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, approximately 60 students were served by our 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 Academic Response to Intervention Facilitators were able to address and strengthen the foundational skills of students, and fill in the gaps to ensure acceleration during Cycle 3. As of Cycle 2, we’ve seen marked improvements that will continue to narrow the gap between where students are and meeting grade level expectations after Cycle 3.</td>
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<td>Continue to strengthen and streamline our ARTIF program to further accelerate the progress of students needing Tier 2 supports, including early identification of students struggling and matched interventions. ARTIFs 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 at the start of the 2016-2017 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.</td>
<td></td>
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</tr>
<tr>
<td>Fall 2016 Update</td>
<td>In addition to our Tier 2 Leveled Literacy Intervention program our Literacy Team has identified the 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 Literacy Coach has developed 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. Spring 2016 - Set clear cycle schedules, with protocols for assessing, admitting and exiting students from the ARTIF program. 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 cycle in GLMs and Super GLMs with teachers and support staff to regularly consider and act upon information regarding students showing signs of greater, more strategic intervention needed. Implement supportive writing structures such as guided writing, interactive writing and shared writing to support students needing additional, explicit writing instruction in the classroom.</td>
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**Focal Group**

For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?
Fall 2016 Update- The Fall 2016/17 SBAC data brought exciting news that our achievement gap for our African American population is closing and our interventions put in place during the 2015/16 and 2014/15 school years are working. Our 2015/16 SBAC data showed an 11% in proficiency in both ELA and mathematics for our 3rd, 4th and 5th grade African American students on campus. As our prioritization of our African American students continues we ensure access to socio-emotional supports such as the SFUSD program Mentoring for Success and Tier 2 intervention services from our Academic Response to Intervention Facilitators. Spring 2016- Based on our 2014-2015 SBAC, IWA, recent F & P, and attendance data, we see a significant achievement gap for our African American (AA) population at Tenderloin Community School. Our efforts to ensure that our African American students are College and Career Ready is at the forefront of our concerns and in our planning. While SBAC English Language Arts performance is average for grades 3-5 with 25% of students scoring either met or exceeded the standard, and 23% of our Socio-Economically Disadvantaged Students scoring similarly, only 8% of our African American students scored in this range. While school-wide we have 19% of students identified as chronically absent, 38% of our African American students are identified as chronically absent.

ELA SQII Data/SBAC Testing/2015 AA Students % Meets or Exceeds - 10% Index - 1 Target Meets or Exceeds -19% Target Index - 4 There were also disparities in SRI subgroup performance: 18 AA Students (7 identified as SPED) scored at 11% Meets or Exceeds the Standards for both Windows. ELA SQII Data/SBAC Testing/2015 SWD Students % Meets or Exceeds - 10% Index - 1 Target Meets or Exceeds -19% Target Index - 4 26 SPED Students, 13 of them dual-identified as ELs, took the SRI and grew from 4.2% Meets or Exceeds the Standards to 7.7%, an increase of 3.5%. Academic – Improve AA reading achievement. Currently 8% of AA students are performing at grade level for the ELA SBAC. Our goal is to at reach at least 19% grade-level proficiency and to move students up to the next highest performance level on the ELA SBAC. Social Emotional/Culture & Climate – We want to improve the chronic absenteeism among our AA students, currently 38% of our AA students are chronically absent. We plan to reduce chronic absenteeism to 13%.

Prioritize focal students for ARTIF intervention cycles. Set goals and closely monitor their progress through an electronic progress monitoring program such as Basis. Deliberately reach out to focal group families to ensure complete information is known regarding accessing myON (online reading program) and its benefits. In addition, introduce these families to additional home supports, such as Dream Box. Conduct a survey to address Digital Divide issues in our focal students’ homes. Explore grant opportunities to provide home use devices, and internet connectivity. Use the ROCI cycle in GLMs and Super GLMs to reevaluate student progress using data from the Milestone Task and IAB to form focal groups of students showing signs of needing greater, more strategic intervention in the Tier 1 classroom. Chronically absent focal students are receiving additional support through the attendance process which includes incentives to be on-time and present daily. SAP, SST, SART and SARB meetings, as appropriate, to increase student attendance. Targeted behavioral support is available for focal students through a variety of school-based and/or community-based opportunities. Continue our 3 Tiers of Communities of Practice interventions through the California Office to Reform Education (CORE) project for identified African American students at on our school campus.

Mathematics Core Curriculum

**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?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>SQII Mathematics/ SBAC Testing Spring 2015 All Students % Meets or Exceeds - 31% Index - 8 Target Meets or Exceeds - 33% Target Index - 9 ELL Students % Meets or Exceeds - 32% Index - 8 Target Meets or Exceeds - 33% Target Index - 9 SED Students % Meets or Exceeds - 30% Index - 8 Target Meets or Exceeds - 33% Target Index - 9 Cycle 1 and 2 Math Milestone: Average % Correct: 1st Grade from 69.3% to 65.2% 2nd Grade from 44.6% to 45.8% 3rd Grade from 52.6% to 57.8% 4th Grade from 44.6% to 59.7% 5th Grade from 44.6% to 48.4%</td>
<td>Prioritize focal students for ARTIF intervention cycles. Set goals and closely monitor their progress through an electronic progress monitoring program such as Basis. Deliberately reach out to focal group families to ensure complete information is known regarding accessing myON (online reading program) and its benefits. In addition, introduce these families to additional home supports, such as Dream Box. Conduct a survey to address Digital Divide issues in our focal students’ homes. Explore grant opportunities to provide home use devices, and internet connectivity. Use the ROCI cycle in GLMs and Super GLMs to reevaluate student progress using data from the Milestone Task and IAB to form focal groups of students showing signs of needing greater, more strategic intervention in the Tier 1 classroom. Chronically absent focal students are receiving additional support through the attendance process which includes incentives to be on-time and present daily. SAP, SST, SART and SARB meetings, as appropriate, to increase student attendance. Targeted behavioral support is available for focal students through a variety of school-based and/or community-based opportunities. Continue our 3 Tiers of Communities of Practice interventions through the California Office to Reform Education (CORE) project for identified African American students at on our school campus.</td>
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WASC Ch.2

WASC Ch.5
Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

### 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?

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**Fall 2016 Update** - The school’s math leadership team has re-dedicated itself to fully implementing the SFUSD Math Curriculum and has attended focal sessions to further prepare staff. The team has made several presentations to staff and curricular improvements have been appreciated and warmly received by staff. School-wide Tier 1 instruction has improved as a result. In addition, the Power Half Hour has been dedicated to math instruction, which for all intents and purposes functions as a second mathematics learning opportunity for all of our English Only students. The school has investigated online programming to support both Tier 1 and Tier 2 instruction, and due to the drastic decrease in site funding, SFUSD departments are attempting to fund this purchase.

The implementation of online technology programs will allow for a higher level of differentiation and target support during math instruction through intelligent and adaptive formats that will develop our students’ critical thinking at all levels. Spring 2016- Math SQII data has been closely analyzed by stakeholders. Due to the 97% poverty rate of the school, school-wide performance and Socio-Economically Disadvantaged performance are identical and resulted in index levels of 8. Also, due to the high percentage of ELs, this third data point is also the same Index Point of 8. Our Tier 1 strategies address the needs of these student subgroups, and serve as the foundation of supports for students requiring additional supports.

TCS scored 16% lower than the district mean, showing that our students scored higher on the Math SBAC than the ELA. We realize the gap in math achievement is a social justice issue, and are deeply committed to accelerating achievement by developing capable students who can make sense of the new Common Core Math Standards, in ways that are creative, interactive, and relevant. We have focused the new learning on gathering information about what students know and are able to do through the use of the Entry, Apprentice, and Expert Tasks from the SFUSD Math Curriculum. We also allow students time for collaboration during Math Talks and small group work. This is our second year implementing the new math curriculum and we have seen promising results being within 20% of the district mean for our Mid-Year Summary Report.

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**Spring 2016** - Math SQII data has been utilized to determine what Tier 2 supports are needed for all Key Students. This year 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. Spring 2016- Provide structured and ongoing monthly unit planning time for grade level teams to collaboratively plan for SFUSD Math units 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 online computer, standards-based program (Study Island) to be accessed within the school-day and at home. Implement Dreambox computer based program for all students to access during math time, and after-school in their homes. 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 GLM’s 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 afterschool 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 4 major languages (Spanish, Arabic, Vietnamese & Cantonese) of all family letters introducing units from the SFUSD Math Curriculum.

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What interventions are required to ensure all you set to ensure access to the core curriculum and academic success?

Focal Group*:

For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

### Analysis of results for Mathematics-Focal Group

**WASC Ch.2**

- SQII Mathematics/ SBAC Testing Spring 2015
  - AA Students % Meets or Exceeds - 10% Index - 1 Target Meets or Exceeds - 16% Target Index
  - 4 SWD Students % Meets or Exceeds - 10% Index - 1 Target Meets or Exceeds - 16% Target Index

Based on the analysis of the results, what are your targets/performance goals?

- **What interventions are required to ensure all students reach mastery?**

- Fall 2016 Update- 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. Spring 2016-

- 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 4 major languages (Spanish, Arabic, Vietnamese & Cantonese) 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.

- Fall 2016 Update- As we continue 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 the next step in the development of our Mathematics without Tears program within the Tier 2 framework. Online math intervention programs have been proven to raise student achievement because it differentiates learning by adapting to the student’s individual needs.

- Last year, we implemented the use of MyOn during Independent Reading and saw a dramatic reduction in the amount of off-task and disruptive behaviors during independent work. Once we added a technology center the teacher was able to work with small groups more effectively, and students were 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 will have a similar and powerful impact for our students in need of Tier 2 math intervention. Spring 2016-

- 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.

- During small group work, identify intervention students as evidenced by Milestone tasks, IBA, 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 Core Mathematics Curriculum, and layer in additional Tier 2 supports for next year. With a stronger and more supportive focus on unit planning for mathematics next year, 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.

- Deliberately reach out to focal group families to ensure information is known regarding accessing DreamBox and Study Island (online mathematics programs) and its benefits. Strategic use of volunteers for math focal groups during small group work. Communities of Practice interventions through the California Office to Reform Education (CORE) project for identified African American students on our school campus.
Fall 2016 Update - The Fall 2016/17 SBAC data brought exciting news that our achievement gap for our African American population is closing and our interventions put in place during the 2015/16 and 2014/15 school years are starting to work. Our 2015/16 SBAC data showed an 11% gain in proficiency in mathematics for our 3rd, 4th and 5th grade African American students on campus. As our prioritization of our African American students continues we ensure access to socio-emotional supports and Tier 2 intervention services during small group math instruction within the Tier 1 framework. This Fall we are organizing to focus on math when our ELL students are in ELD and our EO students have a class we call the “Power ½ Hour”. This math focused class will address the number sense foundational skills and math facts gaps we have found to be one of the major barriers to achieving mastery within the Math Core Curriculum. Spring 2016 - After a careful analysis of the numbers of children that showed no to low growth on district benchmarks, we plan to developed our Tier 2 math support program. By determining which high-priority students will receive Power ½ Hour Instruction, DreamBox and Study Island, and/or school-home connection support. 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. Based on our Spring 2015 math SBAC scores, we see a significant achievement gap for our African American (AA) population at Tenderloin Community Elementary School. Our efforts to ensure that our African American students can make sense of the new Common Core Math Standards in ways that are creative, interactive, and relevant is at the forefront of our planning.

English Language Development (ELD)

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELS, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
Fall 2016 Update: While we achieved slight gains of 4% for the ELA SBAC in grades 3, 4, and 5 for our ELL students, there is still work to do. We have identified a group of students who are now 5th graders who showed significant gains in CELDT proficiency (for both less than and more than 5 years) and whose SBAC ELA proficiency also rose approximately 16%. This group of students were 2nd graders when we began our designated ELD focus and made commitments to designated and integrated ELD and best practices within the ELD lesson framework three years ago. This shows that these instructional practices have been effective and as we build on them during the 2016/17 school year we anticipate that we will see additional positive growth in the Fall 2016 CELDT results.

Spring 2016: Despite relatively high reclassification rates and a small number of Long Term English Learners (LTEls) 4, we have a group of students “at risk” of becoming LTEl (16) who are not making adequate yearly progress on the CELDT and 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. ELLs comprise 60% of our student body and the school has seen approximately a 10% increase in this population over the past five years. Reflecting on our 2015/2016 CELDT data 26.3% or our students met the CELDT criteria expectation. When we reviewed the percentage of students who met the CELDT criteria by home language, we realized that it was critical to create a stronger home-school connection with all families, but especially our Spanish Speaking families. Home Language Spanish Number of Students,98 17.3% Met CELDT Criteria in 2015-16 Home Language Arabic Number of Students,38 23.7% Met CELDT Criteria in 2015-16 Home Language Vietnamese Number of Students,30 40% Met CELDT Criteria in 2015-16

CELDT, Annual Measurable Achievement Objectives (AMAO) Fall 2015 – AMAO 1, Annual Growth on CELDT – 56.7% of TCS’s English Learners achieved Annual Growth on the CELDT in 2014-15, compared to 63.7% in 2015-16, demonstrating a gain of 6.9%. AMAO 2, Less than 5 years – 14.4% of TCS’s students in US schools less than 5 years Attained English Proficiency in 2014-15, compared to 25.1% in 2015-16, demonstrating a gain of 10.7%. AMAO 2. More than 5 years – 48.5% of TCS’s students in US schools more than 5 years Attained English Proficiency in 2014-15 compared to 32.3% in 2015-16, demonstrating a loss of 16.2%. Continue to reclassify students at rate equal or beyond the district average. SOII Redesignation Rates: All ELLs% Meets or Exceeds the Standard 45% Index 4 Target % Meets or Exceeds the Standards 54% Target Index 6 All EL’s to move up one CELDT level yearly as evidenced by CELDT assessment. Students who are at the same level for more than 1 year will receive a school proficiency tag alert on their CELDT 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.

Fall 2016 Update: We began the year using new 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. This year we will engage in a more rigorous CELDT data analysis 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 have carefully identified our LTEls and students at risk of becoming LTEls and are analyzing their proficiency domains, engagement levels in class and following 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. Spring 2016: Continue to strengthen both integrated and designated ELD instruction, including how to use CA ELD standards to align with their CCSS through professional development delivered on-site using ELD lead teachers. Move school-wide Designated ELD to agreed upon time for more optimal learning, after-lunch. 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 to ensure acceleration of the their language and literacy skills. Working with partner organization, Bay Area Women & Children’s Center, deliver English classes for our parent community. Create and closely monitor IEP goals for students with dual designation of SPED & EL. Ensure there are linguistically appropriate goals and appropriate interventions and assessments in place. Hire a .8 Spanish Bilingual Family Liaison to further engage Spanish speaking families. Continue the work started with families who attended the Parent Institute for Quality Education (PIQE) to empower all families to understand the best ways to support L2 acquisition while honoring L1.
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, ELA and the Principal’s Chat) engaging all stakeholders for input and feedback. Harness the technology resources offered by BAWCC (iPad carts and tech coordinator) along with district devices (Chromebook carts) in order to maximize engagement and learning for all our students. For our Newcomers, use Imagine Learning to supplement their English instruction. Use myON (online reading program) and possibly Dreambox (online math program) during the instructional day to support learning and outside of the school day to address gaps in learning. Fold in awards for technology at monthly awards assemblies for students fully engaged in using technology tools for learning. Pilot use of Google Drive with students in the upper grades to address engagement and collaboration of core curriculum. Area of focus could be research spiral within the ELA Core Curriculum. 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.

### 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 extended 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 CCSS.

**School-Wide Action Step(s)**

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 weekly grade level meetings (GLMs) and monthly “super” grade level meetings (Super GLMs). 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 will 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 coaching cycles with enrolled teachers/grades in the focus areas. 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.

**How will you resource this?**

The IRF and Literacy Coach positions will be funded through MTSS for 2016-17 so resources for professional development, extended faculty meetings, and teacher release days will be site funded and are described in other areas of this document. Funding will be provided for extended hours and/or substitutes to relieve teachers. 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 Cornerstone and are encouraged to sign-up for the wide range of offerings during the school year and over the summer break.

#### 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 schoolwide (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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
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<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>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 to general education classrooms, participation in school assemblies and field trips, and any school functions that occur on campus.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>SQII Data Chronic Absences Spring 2015 Data %/Index All students—19%/1 AA -38%/1 SWD—20%/1 SED—20%/1 ELL—13%/4</td>
<td>SQII Data Chronic Absences Spring 2016 Targets %/Index All students -13%/4 AA —13%/4 SWD—13%/4 SED—13%/4 ELL—10%/6</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
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</table>
Last year our ES Social-Emotional Culture and Climate Report indicated favorable results. Support for Academic Learning: Family–91% Students–90% Staff–83% Knowledge and Fairness: Family–91% Students–80% Staff–84% Safety: Family–85% Students–69% Staff–56% Sense of Belonging: Family–93% Students–81% Staff–66% We scored significantly higher than the district in five areas, and within the district’s average on four areas. Only one area, Staff Safety, fell 15% below the district average. This is a combination of our urban location and the interruptions to the academic program and sense of school safety as a result of the issues that occurred during the 2013-14 school year. In addition, we will build upon our Behavioral Response to Intervention (BRTI) expectations and expand upon our support systems, including our Social Worker and a ERACE Advocate, to continue to create a positive student-centered learning climate. Additionally, our Behavior Leadership Team had a very successful year implementing school-wide behavior expectations and next year we plan to expand the practices and procedures to support access and equity at the classroom level.

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, 53.6% of our 5th graders last year met 5 or more standards on the PE Fitness Test. SAT is a best practice, and we plan on improving our performance each year.

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 pilot the adoption of PAX/Good Behavior Game. Professional development will be provided to ensure its fidelity and success. Expand Lion Ticket Incentive Program towards Lion Bucks incentive program with school store. 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, and school-wide announcements. Continue and refine our Structured Activity Time (SAT) for physical activity, character development and inclusive practices. Continue and refine Golden Tray lunchtime award for outstanding lunchtime targeted Lion Leader behaviors. In addition, continue and refine use of Kaylee Koupens incentive program for stellar cafeteria behavior following established TCS behavior expectations posted throughout the school.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.

Family Engagement: Your school’s family engagement strengths and challenges (And how you know…)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
<td></td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
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</tbody>
</table>
To ensure that students thrive within our community, we approach each student as an individual by providing an integrated system of services that promote their social and emotional well-being and their academic achievement. As a community school in its 18th year, our goal has always been to create joyful learners who are supported to reach their full potential by engaging the larger community including students, families, faculty and staff. For our families we implemented the Parent Empowerment Institute (PIQE) in 2015/16 to increase the knowledge level of Tenderloin Community School’s programs, as well as the whole educational system, and to empower parents to be proactive advocates and partners in their children’s education. Building on this year’s Principal Chats success, we will continue to expand this diverse group of parents/guardians to have an even more active voice in school programs and governance. BAWCC will continue to build on their regularly scheduled parenting workshops bringing in supportive community resources. We find that there is an increased sense of connectedness on our campus due to attendance at SSC, ELAC, Principals’ Chats, school events since PIQE. Parents appreciate that the school has provided MyOn for students, and in its second year is positively reviewed by teachers and parents.

Empower families to actively participate in ensuring successful outcomes related to their child’s education. Equip parents with the tools, resources, and strategies to support both their students academic work and social-emotional development. This overarching goal is achieved through a variety of strategies. Families are encouraged to actively participate in the daily routines of our campus. Families have a voice through Principal Chats, BAWCC Parent Workshops, targeted family programs, School Site Council (SSC), and the English Language Advisory Committee (ELAC). Continue and enlist new families for the Kindergarten to College (K2C) program to promote financial literacy across the grade levels. We are concerned that due to high trauma, poverty, homelessness, mental health issues, substance abuse issues and other stressors facing our parents and students, that the families that need to be fully a part of our thriving school community, are often the hardest to engage. For instance, we find in SSTs that the children who could most benefit from myON are not using it at home for various reasons. In addition, although we invited the parents of focal students to PIQE, they were not the ones to sign up or make it through the 9-week session. We are monitoring our Tier 3 level of services to engage the families who need us the most, and need to be connected to school and community services, and will adapt our plans as needed to continue to engage them into our school family.

Pilot 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. Expand the use of 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 4 main languages, Spanish, Cantonese, Vietnamese, and Arabic, 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.

Deliver monthly newsletter to our school community from our principal related to school-wide focus areas and timely announcements. Letters to be translated into 4 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.
**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 = 4,300**

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.

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 = 73,043**

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 ARTIF 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 .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?

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 = 45,000**

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 four 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 2) substitute days to support F&P testing, lab rounds, instructional rounds, and progress monitoring 3) certificated extended hours for core curriculum planning, 4) highly engaging supplemental instructional materials that provide additional access to CCSS, and 5) to support engraving on positive recognition plaques.

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 (TIIBG) 07940
**Allocation = 194,000**

If your school site receives a TIIBG 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 .6 Assistant Principal (AP) to ensure an equitable and socially just learning environment for all students. In addition to the AP position, the 1.0 class size Reduction position will afford TCS students the opportunity to benefit from smaller class sizes to enhance differentiation, and provide rigorous instruction based on student need, and prevent the formation of a multi-graded class. 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, and PAXIS will provide training to all staff regarding 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)
# Categorical 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 | 78,331 | 31500 |

**How do you plan to use these funds?**

1) Title 1 funds will be used to support .5 of the ARTIF Program to provide Tier 2 Guided Reading instruction for students, and .375 of the Elementary Advisor Program to support attendance and parent and student engagement. 2) Clerical and classified extended hours to increase home-school communication 3) Supplemental instructional materials for differentiation including leveled trade books, and 4) Paxis training for all staff (Consultants). 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, 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.

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:** 721

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.

**Date your school’s Parent Involvement Policy was reviewed by your School Site Council:** 4/2/2013

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

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

**Impact & Innovation Awards = 29,999**

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

Last year’s QTEA grant funds are being used to pay for our Eradicate and Reduce Adverse Childhood Experience (ERACE) Advocate. Based upon the completion of the Adverse Childhood Experience Screening Tool and identification of families living in trauma, the ERACE Advocate is connecting families and children with intervention services, and coordinates these services. In addition, referrals for ERACE Advocate services will include students who have not responded to comprehensive Tier 2 interventions due to living with toxic trauma. We will also provide one additional professional development opportunity for all staff to increase awareness of trauma informed practices, and allow time for key staff to learn from programs providing school-based trauma services for students and families. Revisit the topic of school-wide trauma informed practices at all relevant meetings.

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?**

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 = (as applicable 16-17)**
## Identify Sub-group & specific actions

<table>
<thead>
<tr>
<th>Select the Bryk Essential that most aligns to the use of these funds:</th>
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<tr>
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<tr>
<td>- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
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### QEIA Carryover =

How do you plan to use these funds?

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</tbody>
</table>

### Other (PTA, external sources, School Quality Pairing/CoP work) = 15,000

How do you plan to use these funds to support your school-wide actions?

Community of Practice funds will be used to purchase the myON software reading program, instructional materials to support focal students, additional classified and clerical hours to support home-school communication. In its second year of myON implementation, the work will include a stronger parent engagement component that specifically addresses the use of technology to support home learning and to increase home-school communication.

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<td>- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)</td>
</tr>
</tbody>
</table>
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"

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>.5</td>
<td>.5</td>
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<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
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<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic Rtl Facilitator:</th>
<th>Hard To Staff:</th>
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<tbody>
<tr>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
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<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
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<tbody>
<tr>
<td></td>
<td>.4 AP</td>
<td>.6 Librarian</td>
<td>.4 VAPA</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

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, Literacy Coach, and ARTIF 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.
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:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list) Principal’s Chat Group, Faculty Meeting, Instructional Leadership Team
- 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.
- 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.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 25, 2016.
- 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: 2/25/2016
- 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.
- 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.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 3/18/2016
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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midge Wilson</td>
<td>Chairperson/Community Member</td>
<td></td>
</tr>
<tr>
<td>Anastasia Shattner</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Christina Huizar</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Stacy Joe</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Sharon Piansay</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Patricia Bailey</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Tanya Sanchez-Manu</td>
<td>Alternate/Staff</td>
<td></td>
</tr>
<tr>
<td>Scott Bravmann</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Parbati Dangol</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Mary Jane DeCastro</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Bushra Alduais</td>
<td>Alternate/Parent</td>
<td></td>
</tr>
<tr>
<td>Diana Ba</td>
<td>Member/Parent</td>
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