2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Tenderloin Community Elementary School</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Barbara Berman</td>
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</table>

SCHOOL VISION & CONTEXT

We are a community school which reflects the cultural and linguistic diversity of the 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 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. For this reason, our school team submitted an application for a QTEA Impact Grant to Family Advocate Project 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. Tenderloin Community School was previously classified as a Tier 3 school. Due to the improvement the students have made at Tenderloin, the school is now classified as a Tier 2 school.
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 Budgeting and Central Services 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. 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 2016-2017 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).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and 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>
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<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>
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<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 a single section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
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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 24, 2017.

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 2017 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

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
SECTION II: School Data Profile

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.sfsud.edu/dep/roa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLl_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
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<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
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<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
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Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D & F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

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<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
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<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
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- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

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<tr>
<th>CORE SQLl Reports for 15-16</th>
<th>Strategies in Action</th>
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</thead>
<tbody>
<tr>
<td>(SQLl Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
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<td></td>
<td>Student-Centered Learning Climate</td>
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<tr>
<td></td>
<td>College and Career Readiness</td>
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- Overall and sub-group SQLll domain and metric data, and change in index level from previous year.
- Metric definitions.
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

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 to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- 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?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-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>
</table>
| 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.5 | Fall 2017 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 (RI) TC has been monitoring school-wide RI performance and saw increased performance between the 2015/16 school year compared to the 2016/17 school year. These increases were from 6.5 to 8% for grades 4 and 5, showing that our school-wide Balanced Literacy Initiative is working. **ELA - Reading Inventory 2015/16 - 3rd/28% - 4th/16% - 5th/26% 2016/17 - 3rd/23.1% - 4th/24% - 5th/32.5% Increase - 4th/8% - 5th/6.5% Decrease - 3rd/4.9% 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 Levelled Literacy Intervention system. Because of this support, our students have shown significant growth toward district level expectations in reading benchmark proficiency. During the 2016/17 school year we saw meeting or exceeding the district benchmark increases between 3 to 46% in grades K, 1, 2, 3, and 4. Spring Cycle 3 F & P results show the following increases for Meets or Exceeds Benchmark K - 54% - increase of 46% from Cycle 1 window 1st - 74% - increase of 3% from Cycle 1 window 2nd --88% - increase of 6% from Cycle 1 window 3rd --61% - increase of 6% from Cycle 2 window 4th --67% - increase of 9% from Cycle 2 window 5th --69% - Decrease of 5% from Cycle 2 window As collaboration continues between our .5FT Literacy Coach and our classroom teachers we ELA SGII Dab/SMAC Testing/2018 All Students % Meets or Exceeds - 24% Index - 6 Target Meets or Exceeds - 34% Target Index - ELL Students % Meets or Exceeds - 23% Index - Target Meets or Exceeds - 34% Target Index - 5 SED Students % Meets or Exceeds - 23% Index - 5 Target Meets or Exceeds - 34% Target Index - 5th F & P Performance Summary data comparing data from each cycle to the next, we analyze results and adjust our practice, as needed. Based on the Cycle 1 and Cycle 2 data, we have found that many students made the expected progress in grades K through 4th grade; however, the proficiency rate of students in 5th grade decreased when comparing Cycle 2 to Cycle 3. To address this need, our goal is to continue to strengthen Tier 1 and Tier 2 Guided Reading instruction and identify students at risk for becoming Long Term English Learners with close progress monitoring. K-5 Growth Between Cycle 1 and 2 during the 2016-2017 school year K - +1-2 Levels - 48% - 3 Levels-50% 1st - +1-2 Levels-48% + 3 Levels-50% 2nd - +1-2 Levels-60% + 3 Levels-64% +3 Levels-20% 4th - +1-2 Levels-66% +3 Levels-21% 5th - +1-2 Levels-54% +3 Levels-38% We are still in the process of understanding our students' F&P levels and find that tracking progress on the most granular level is the most informative. To us this means looking at exactly what F&P level our students started at, and measuring their growth based on instruction and intervention (Rit2.) Using this method, we found that between Cycle 1 and Cycle 2, 57% of our FPs and 10% of our AI 4th graders moved Fall 2017 Update - Due to continued focus on students who have yet to achieve the district ELA benchmarks, we are strategically assessing students' foundational skill levels and providing additional real time intervention to address gaps. 2017-2018 school year- As implementers of our school-wide Balanced Literacy initiative, and to deepen practices of the Readers and Writers Workshop model, our faculty, staff, and administration will continue to focus on and support Guided Reading in all classrooms. We will do so by moving from school-wide PD and lab rounds, to 1:1 coaching cycles, and regular instructional rounds. The intervention schedule will include a component of having the General Interventionist and Literacy Interventionist 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 at home. Establish a |}
We have seen substantial growth in students’ capacity to strengthen their Tier 1 instruction through the Readers and Writers Workshop because of our professional development, observing cycles, and coaching cycles. Our work continues to be deeply grounded in the practice of identifying focal students and setting clear goals with actionable steps to reach them. In our 5th year of Writer’s Workshop implementation, we are still finding that 3rd grade IWA results are lower than the district’s average. While students are writing much more content, the high numbers of students in each class require targeted assistance during writing time. We have implemented school-wide writing prompt cycles to monitor growth and develop the instructional plan for differentiating writing instruction in our K-6 classrooms. As last year, 3rd grade IWA results reflected slight gains from .1 to .3 in the subgroups of ELL and SPED students, and a slight decrease from .1 to .4 for AA and Latino students, with an overall decrease of .1 from the 2015-16 school year to the 2016-17 school year. 2016-16 - ELL/2.0 – SPED/4.1 – AA/1.9 - Latino/1.9 2016-17 - ELL/2.1 - SPED/1.6 - AA/1.4 - Latino/1.8 Spring 2016 - ELA SOL 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 similar and resulted in Index Levels of 6 and 5 respectively. Also, due to the high percentage of ELs, this third data point is also within the same range at an Index Point of 5. Our Tier 1 strategies address the needs of these student subgroups, and serve as the foundation for supports for students requiring additional supports. Grades 3-5 Reading Inventory Performance (RI) 2016-17 – TCS has been monitoring school-wide RI performance, and saw an increased performance between Window 1 and Window 2, from 18% to 26.1%, a gain of 8.1%. School-wide growth exceeded the District-wide growth of 4.9%. The increased support of our IRF and Literacy Coach has had a positive effect on student data. During the 2016-17 school year, Tier 1 classroom teachers and Tier 2 intervention teachers reached a large number of at-risk students who showed growth in reading proficiency by F & P level, but did not always show enough growth to reach a higher district benchmark band. Because of our close progress monitoring, we documented that over 50% of our students made 1 to 2 levels of growth between Cycle 1 and Cycle 2, and approximately 32% of our students made growth of 3 levels or more between Cycle 1 and Cycle 2. The collaboration between our.5 Literacy Coach/ .5 Literacy Interventionist and our classroom teachers enable teachers to strengthen their Tier 1 instruction through the Readers and Writers Workshop through professional development, observations, and coaching cycles. Our school-wide focus was building capacity of our Tier 1 implementation of Guided Reading in the classroom with fidelity. Many structures have been put into place in a short time including: Professional Development, Grade Level Meetings, Super Grade Level Meeting’s, Instructional Rounds, and Lab Rounds. Our work is now deeply grounded in the practice of identifying focal students and setting clear goals with actionable steps to reach them. We currently in our 4th year of Writers Workshop implementation, 3rd grade IWA results are lower than the district’s average. Previously, the principal, in consultation with the ILT, the Literacy Coach, our IRF, and in consultation with grade-level team meetings, discussed the strengths of the Workshop Model, as well as the needs of our students. While students are writing much more content, the high numbers of students in each
class require targeted assistance during writing time. Last year’s 3rd grade IWA results showed that 53 students that took the exam scored an Average Holistic Score of 2. Subgroup data was as follows: 36 ELs average score was 2.1 - 20
Latino students average score was 1.8 - 6 AA students average score was 1.4 - 9 SPED students average score was 1.6

**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?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</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>
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<tbody>
<tr>
<td>Fall 2017 Update- 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, 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 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 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. For the 2017-2018 school year, we have a full-time interventionist, a .5 Literacy Coach / .5 Literacy Interventionist, and a 1.0 IRF. During 2016-2017, 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 2016-2017 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 Academic Response to Intervention Facilitators (both positions were eliminated) 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.</td>
<td>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. General Interventionist and Literacy Interventionist 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 2017-2018 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>Fall 2017 Update- 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 .5 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. 2017-2018 school year: 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 ROI 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 did you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts</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>
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<tbody>
<tr>
<td>Focal Group</td>
<td>your targets/performance goals?</td>
<td>all students reach mastery?</td>
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<td>Fall 2017 Update- The Spring 2017 SBAC data showed that African American students have a proficiency rate of 14.3% in the area of English Language Arts; this was a decrease of 4.76%, compared with the proficiency rate for African American students on the Spring 2016 SBAC. 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 Literacy Interventionist and General Interventionist. Spring 2017- Based on our 2016-2017 SBAC, IWA, recent F &amp; P, and attendance data, we see a significant achievement gap for our African American (AA) population at Tendertown 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 33.1% of students scoring either met or exceeded the standard, and 31% of our Socio-Economically Disadvantaged Students scoring similarly, only 14.3% of our African American students scored in this range. While school-wide we have 17% of students identified as chronically absent, 43% of our African American students are identified as chronically absent. ELA SQII Data/SBAC Testing/2016 AA Students % Meets or Exceeds - 18% Index - 3 Target Meets or Exceeds - 19% Target Index - 4 There were also disparities in RI subgroup performance: 15 AA Students scored at 13.3% Meets or Exceeds the Standards for both Windows. ELA SQII Data/SBAC Testing/2016 SWD Students % Meets or Exceeds - 6% Index - 1 Target Meets or Exceeds -19% Target Index - 4 15 SPED Students, took the RI and decreased from 7.7% Meets or Exceeds the Standards to 6.7%, an decrease of 1.0%. Academic - Improve AA reading achievement. Currently 14% of AA students are performing at grade level for the 2017 ELA SBAC. Our goal is to at least reach at least 15% grade-level proficiency and to move students up to the next highest performance level on the ELA SBAC. Social Emotional/Culture &amp; Climate – We want to decrease the chronic absenteeism among our AA students; for 2016-2017, 43% of our AA students were chronically absent. We plan to reduce chronic absenteeism to 13%. Prioritize focal students for 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 for identified African American students on our school campus.</td>
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### 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?

**Analysis of Results Mathematics - 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?**

2016 SQII Mathematics/ SBAC Testing All Students % Meets or Exceeds - 25% Index - 7 Target Meets or Exceeds - 33% Target Index - 9 ELL Students % Meets or Exceeds - 25% Index - 7 Target Meets or Exceeds - 33% Target Index - 9 SED Students % Meets or Exceeds - 24% Index - 7 Target Meets or Exceeds - 33% Target Index - 9 Cycle 1 and 2 Math Task: % of Students Meeting or Exceeding Standards for 2016-2017: 1st Grade from 45.3% to 62.7% 2nd Grade from 35.3% to 33.3% 3rd Grade from 46.2% to 57.4% 4th Grade from 36.7% to 55.8% 5th Grade from 47.5% to 35.0% Should this measure strongly correlate with the SBAC, TOS may see an increase in performance for grades 3 and 4. Teachers are carefully monitoring progress as we implement SFUSD’s Core Mathematics Curriculum. Improve and accelerate math performance as evidenced by Milestone tasks, IBA and SBAC.

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

[WASC Ch.5]
Fall 2017 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 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. 2016 SOQI Data - Math SOQI data has been closely analyzed by stakeholders. Due to the 97% poverty rate of the school, school-wide performance (23% proficiency) and Socio-Economically Disadvantaged (26%) performance are close and resulted in index levels of 7 and 6 respectively. We also have a high percentage of ELs; this group of students had a proficiency rate of 31%, which is an Index Level of 7. 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 20% lower than the district mean on the 2017 Math SBAC. Our students scored slightly higher on the ELA SBAC (33.1%) than the Math SBAC (32%). 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 third 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.

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?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics Intervention</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>
</table>

Fall 2017 Update - 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 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 target support during math instruction. 2017-2018 - 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. Pilot an online computer, standards-based Math intervention program (McGraw Hill My Math) 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 3 major languages (Spanish, Arabic, & Vietnamese) of all family letters introducing units from the SFUSD Math Curriculum.
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

**Fall 2017 Update** - The 2016/17 Math SBAC data indicates that 14.3% of our African American students are meeting or exceeding standards. This indicates a decline of 4.76% 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 year, 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 1/2 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. 2017-2018 - After a careful analysis of the numbers of children that showed no to low growth on district benchmarks, we plan to develop our Tier 2 math support program. By determining which high-priority students will receive Power 1/2 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 the analysis of the results, what are your targets/performance goals?

2016 SSIQ Mathematics/ SBAC Testing AA Students % Meets or Exceeds - 16% Index - 4 Target Meets or Exceeds - 24% Target Index - 7 SWD Students % Meets or Exceeds - 24% Index - 7 Target Meets or Exceeds - 27% Target Index - 8 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 focal group students during small group guided work with their classroom teacher.

### What interventions are required to ensure all students reach mastery?

Fall 2017 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 1/2 Hour math intervention block for EO students. 2017-2018 - 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, & 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.

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**Fall 2017 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 1/2 Hour math intervention block for EO students. 2017-2018 - 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. Deliberately reach out to focal group families to ensure information is known regarding accessing DreamBox and McGraw Hill My Math Intervention (online mathematics programs) and their benefits. Strategic use of volunteers for math focal groups during small group work. Communities of Practice interventions for identified African American students on our school campus.
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)?

Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified)

In a narrative, describe what your analysis of the data says about your school.

WASC Ch.2

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

CELDT, Annual Measurable Achievement Objectives (AMAO) for 2016-2017 AMAO 1, Annual Growth on CELDT- 48.6% of TCS’s English Learners achieved Annual Growth on the CELDT in 2016-2017, compared to 63.7% in 2015-16, demonstrating a decrease of 15%. AMAO 2, Less than 5 years – 21.3% of TCS’s students in US schools less than 5 years Attained English Proficiency in 2016-2017, compared to 25.1% in 2015-16, demonstrating a decrease of 3.8%. AMAO 2, More than 5 years – 52.2% of TCS’s students in US schools more than 5 years Attained English Proficiency in 2016-2017 compared to 32.35% in 2015-16, demonstrating a gain of 19.85%. Continue to reclassify students at rate equal or beyond the district average. 2016 SQLI Redesignation Rates: All ELs % Meets or Exceeds the Standard 33% Index 1 Target % Meets or Exceeds the Standards 54% Target Index 6 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.

What interventions are required to ensure all students reach mastery?

WASC Ch.5

Fall 2017 Update- While we achieved slight gains of 7.64% for the ELA SBAC in grades 3, 4, and 5 for our ELL students, there is still work to do. During the 2016-2017 school year, we identified a group of 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 in 2014-2015, when we began our designated ELD focus and made commitments to designated and integrated ELD and best practices within the ELD lesson framework four years ago. This shows that these instructional practices have been effective and as we build on them during the 2017-2018 school year, we anticipate that we will see additional positive growth in the 2017-2018 ELPAC (English Language Proficiency Assessments for California). Fall 2017- Despite relatively high reclassification rates and a small number of Long Term English Learners (LTEs), we have a group of students “at risk” of becoming LTE, 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 this focal group of students. ELs comprise 60% of our student body and the school has seen approximately a 10% increase in this population over the past six years. Reflecting on our 2016/2017 CELDT data 29.5% of English Learners grew at least one level and the three year trend has been mixed. 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. CELDT growth is 19% points below the district average. The three year trend has been 7% points below the district.

Fall 2017 Update- We began the 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. 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 LTEs and students at risk of becoming LTEs 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. 2017-2018- 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 ELD lead teachers. Continue to offer Designated ELD for grades 1-5 from 2:10-2:40 PM daily to a more optimal learning. Track and monitor EL reclassification students. Identify and monitor LTE and students at risk of becoming LTE. Identify and deliver PD materials and best practices for LTE to ensure acceleration of the their language and literacy skills. Working with partner organization, Bay Area Women’s & 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 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 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.

Other Subject Areas (Secondary Schools, optional for Elementary)

Analysis of Results - All Students
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

WASC Ch.2

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

n/a

What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

n/a

WASC Ch.5

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

### Narrative describing college going culture
(Using indicators suggested above)

**What are your targets/goals?**

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

<table>
<thead>
<tr>
<th>Elementary Schools</th>
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<tbody>
<tr>
<td>What is your plan for promoting college and career readiness?</td>
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</table>

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, collaboration, and communication. 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. 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 Dreambox (online math program) during the instructional day to support learning 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 they 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)

<table>
<thead>
<tr>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 1.0 FTE IRF is funded through MTSS for 2017-2018; the .5 FTE Literacy Coach is site funded for the 2017-2018 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 and the Dyslexia Pilot Project; 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. A 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.</td>
</tr>
</tbody>
</table>
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.

**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 (RTI) 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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
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</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
</tr>
</tbody>
</table>
Student Engagement/Attendance

2016 SQII Data Chronic Absences %/Index All students--11%/5 AA--30%/1
SWD--19%/1 SED--12%/5 ELL--7%/8 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.

2018 Targets %/Index All students--10%/6 AA--13%/4 SWD--13%/4 SED--10%/6 ELL--6%/9 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 daily to review the data and connects with families to improve attendance outcomes for focal students.

Continue our monthly awards assemblies to promote good attendance behaviors and improved attendance. As part of that monthly recognition is our partnership with K2C (Kindergarten to College) for scholarships to college savings accounts. 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.

School Climate

For 2016-2017, our ES Social-Emotional Culture and Climate Report indicated favorable results. Support for Academic Learning: Family--94% Students--82% Staff--95% Knowledge and Fairness: Family--98% Students--97% Safety: Family--95% Students--98% Sense of Belonging: Family--98% Students--73% Staff--90% We scored significantly higher than the district in six areas, and within the district's average in ten areas. Our lowest rating is in the area of School Safety. This may reflect our urban location. In addition, we will build upon our Behavioral Response to Intervention (BRII) expectations and expand upon our support systems, including our Social Worker and the support we have received from BAWCG 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 2016-2017 implementing school-wide behavior expectations. During the 2017-2018 school year, we plan to expand 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 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 Golden tickets for demonstrating PAX leadership during lunch, with weekly privileges. In addition, continue and refine use of Kaylee Koupon 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>
</table>
| Who you are reaching/missing (And how you know...)
Impact of the strategy on instructional, culture/limate, and social emotional goals (And how you know...)
| | What is the strategy & how will you know you were successful? |
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 19th 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. The Family Advocate Project will offer monthly parent workshops to engage families as partners in their children’s education. Building on last 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 was implemented two years ago. Parents appreciate that the school has provided MyOn for students, and in its third 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 in the past, school staff have 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.

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. 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.
## 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 = $2,150  
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 = $67,347  
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 = N/A  
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 = $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 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 .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 .2 Interventionist will afford TCS students the opportunity to benefit from Tier 2 intervention to enhance differentiation, and provide rigorous instruction based on student need. TIIBG 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 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)
### 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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>$96,800 (31500)</th>
</tr>
</thead>
</table>

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

1) Title 1 funds will be used to support .5 of the Interventionist 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 sets of guided reading books for each grade level, and 4) Substitute Days for teachers to engage in learning rounds. Here at TCS, we have a high concentration of ELs, poverty, trauma, and local 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 text 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. We would also like to use these funds to purchase relevant, engaging, and culturally diverse books for our 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)

**1% Title I Parent Set Aside = $968**

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 =**

Referencing your plan, 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)

**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 =** (as applicable 16-17)

Identify Sub-group & specific actions
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?

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*

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

1. The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. 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.
3. 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
4. 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.
5. 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.
6. 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 24, 2017.
7. 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: 9/21/2017
8. 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.
9. 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.
10. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
11. This school plan was adopted by the SSC on: 9/21/2017
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midge Wilson</td>
<td>Chairperson/Community</td>
<td></td>
</tr>
<tr>
<td>Barbara Berman</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Christina Huizar</td>
<td>Member / Teacher</td>
<td></td>
</tr>
<tr>
<td>Diana Ba</td>
<td>Member/Parent</td>
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<tr>
<td>Sharon Piansay</td>
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<tr>
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<tr>
<td>Mary Jane DeCastro</td>
<td>Member/Parent</td>
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<tr>
<td>Scott Bravmann</td>
<td>Member/Parent</td>
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<tr>
<td>Bushra Aduais</td>
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<tr>
<td>Tanya Sanchez-Manu</td>
<td>Alternate / Staff</td>
<td></td>
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