

School Accountability Report Card

School Year 2017-18

(Published during 2018-19)

Tenderloin Community Elementary School

0627 TURK ST, SAN FRANCISCO, CA 94102

Principal: Barbara Berman

Phone: 415-749-3567

Fax: 415-749-3643

SFUSD School ID # 859

Calif.School ID #: 6115901

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Vincent Matthews

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: www.sfusd.edu

SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP) which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners).

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Tenderloin Community School (TCS) is a unique K-5th Grade public elementary school with community resources located right on the school complex. The school is made up of a District Child Development Center for 3 and 4 year olds, the K-5 elementary school, and community resources including a dental clinic. The staff is committed to working with families and utilizing all available resources to provide students with the best integrated program possible. The mission of TCS is to create a learning community where teachers, staff, families, community members and children work collaboratively to foster academic excellence, encourage children to reach their full potential, create critical thinkers through an integrated hands-on curriculum and foster joyful learning in an environment that encourages child-centered experiences. With the generous support of the Bay Area Women's and Children Center (BAWCC) our school thrives with resources that make joyful learning come to life.

Student Enrollment By Grade Level (School Year 2017-18)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	58
1	56
2	58
3	62
4	45
5	48
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	327

Student Enrollment By Group (School Year 2017-18)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	13.1
American Indian or Alaska Native	
Asian	20.2
Filipino	2.8
Hispanic or Latino	36.7
Pacific Islander	0.3
White (Not Hispanic)	14.1
Two or More Races	3.4

Socioeconomically Disadvantaged	90.8
English Learners	55
Students with Disabilities	15.6
Foster Youth	2.8

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	28	29	26	3165
Without Full Credential	1	0	0	310
Teaching Outside Subject Area of Competence	1	0	0	91

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	1	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- Entrance/1st Floor Hallway: Several ceiling lights out in corridors and classrooms. - 2nd Floor Hallway: Several ceiling lights out in corridors and classrooms. - 3rd Floor Hallway: Several ceiling lights out in corridors and classrooms.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			- 2nd Floor Hallway: Exit Door holding magnet by Stair One out-of-order.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		
Inspection Date	Fall 2018			

Additional Comments: NOTE: Several ceiling lights out in corridors and classrooms

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

TCS is into its twentieth year of operation. The school building, restrooms and playgrounds are in outstanding condition. There are 18 classrooms on three floors, a multipurpose room, a library, a family room, a rooftop garden, a ground floor playground and a rooftop playground for the older students. On the lower level, there is a music room, a play therapy space, a Dental Clinic and mental health service areas and meeting rooms. In grades K-3, each grade level has an iPad cart and in grades 4-5, each grade level has a Chromebook cart. There is also an underground parking garage for staff and visitors.

The Tenderloin Child Development Center is located below the multipurpose room and is also in outstanding condition. In the afternoons, this space is used for the EXCEL After School Program in partnership with the Embarcadero YMCA.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results for All Students

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	33	27	55	55	48	50
Mathematics (grades 3-8 and 11)	32	23	50	50	37	38

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	153	151	98.69	27.15
Male	78	77	98.72	27.27
Female	75	74	98.67	27.03
African American	20	19	95	15.79
American Indian/Alaskan				
Asian	34	34	100	44.12
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.21	27.27
Pacific Islander/Hawaiian				
White	25	25	100	20
Two or More Races	--	--	--	--
Economically Disadvantaged	135	133	98.52	26.32
English Learners	100	100	100	29
Students with Disabilities	31	30	96.77	3.33
Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	153	150	98.04	23.33
Male	78	76	97.44	31.58
Female	75	74	98.67	14.86
African American	20	19	95	5.26
American Indian/Alaskan				
Asian	34	33	97.06	45.45
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.21	16.36
Pacific Islander/Hawaiian				
White	25	25	100	28
Two or More Races	--	--	--	--
Economically Disadvantaged	135	132	97.78	20.45
English Learners	100	99	99	24.24
Students with Disabilities	31	29	93.55	3.45
Migrant Education Services				
Foster Youth	--	--	--	--

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administrated operationally during the 2018-19 school year. The California Alternative Assessment (CAA) for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and will be field-tested in 2018-19.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
 - Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	22	22	12
Grade 7			
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate				7	7.6	13.1	10.7	9.7	9.1
Graduation Rate				84.9	86.5	73.1	82.3	83.8	82.7

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

Safety is a priority at TCS. The school has a comprehensive safety plan which is periodically reviewed and practiced. Members of the staff are assigned roles on the Crisis Response Team. Monthly fire drills are held and periodic earthquake and lockdown drills are practiced by staff and students. The school also has a close working relationship with a School Resource Officer from the San Francisco Police Department.

All staff at TCS work to insure a safe, secure and supportive school and learning environment relative to cleanliness, management of the facility, and student behavior. To that end, the school has implemented violence prevention programs, character development programs and policies, a Social Emotional Learning Curriculum, Restorative Practices, Positive Behavioral Interventions and Supports, the PAX Good Behavior Game, and provides student and family support and education programs.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	0.57	3.29	4.04	1.28	1.6	1.65	3.65	3.65	3.51
Expulsions	0	0	0	0.01	0.01	0	0.09	0.09	0.08

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
 - Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

TCS invites all families to participate in their child's education by being present at the school, volunteering in their child's classroom, collaborating with our Family Liaisons and participating in school events. Parents are also invited and involved with the elected School Site Council, the volunteer English Language Advisory Council and work with our Family Liaisons to support teachers with classroom preparation, fundraising and school events. The school communicates with a quarterly newsletter, classroom newsletters, and a weekly autodialer phone call to each family with latest updates and important information. The Principal hosts a monthly "Principal's Chat" meeting. The School Social Worker and the Family Advocate, funded by the Impact Grant, offer monthly parenting workshops on various topics of family interest, such as addressing challenging behavior, transitioning to school, and suggestions for supporting a healthy diet.

Back-to-School Night in September is an excellent opportunity to learn about our curriculum. We offer a Family Literacy Night, Family Art Night and a Spring Carnival to highlight and celebrate learning and our commitment to our community. All families are actively encouraged to attend Parent-Teacher Conferences in the fall and Portfolio Night in the Spring.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Barbara Berman

415-749-3567

Section D (Other SARC Information) begins on next page.

Section D - Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2015-16			Avg Class Size	2016-17			Avg Class Size	2017-18		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3			16	3			19	3		
1	19	3			18	3			19	3		
2	20	1	2		18	3			19	3		
3	19	3			18	3			16	2	2	
4	26		2		17	1	2		23		2	
5	17	1	2		20	1	1		16	1	2	
6												
Other												

Academic Counselors and Other Support Staff (School Year 2017-18)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	0.8	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	4.2	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,747	\$188	\$5,558	\$71,563
District	----	----	\$5,558	\$71,563
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,125	\$80,764
Percent Difference - School Site and State	----	----	-22%	-11%

Types of Services Funded (Fiscal Year 2017-18)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A full-time Social Worker and part-time Student Advisor provide on-going support to at-risk students. We have one full-time Spanish speaking Family Liaison and a part-time Family Liaison to support our families. Our Instructional Reform Facilitator and our part-time Literacy Coach offer support to staff. The district provides a School Librarian three days per week. A part-time Literacy Interventionist supports students reading below grade level and facilitates English Language Development for our Newcomer population. A full-time Academic Response to Intervention Facilitator provides Tier 2 academic support for students with academic challenges. Two part-time Academic Response to Intervention Facilitators provide academic and behavioral support to students in grades 4 and 5. Two Resource Specialists, Speech Therapist, a School Psychologist, and four paraprofessionals provide services to students with IEP's. Two classroom teachers and four paraprofessionals support the SOAR Special Day Class program for students who have been identified with Emotional Disturbance; there is one K-2 class and one 3-5 class. Arts programs are incorporated and integrated into the daily schedule including S.F. Symphony AIMS program, elementary instrumental music, drama classes, art classes, and Artists-In-Residence classes. A Be Well Coordinator supports the Harvest of the Month Program and the Health Education Coordinator provides Health Education curriculum materials to teachers.

A wide range of after-school clubs, a Literacy Coordinator, a gardening instructor, daily Structured Activity Time (SAT) instructors and one full-time and one part-time Technology Instructors are sponsored by the Bay Area Women's and Children's Center (BAWCC). The San Francisco Education Fund and the Jewish Coalition for Literacy provide volunteers to support literacy.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,658	\$47,903
Mid-Range Teacher Salary	\$74,799	\$74,481
Highest Teacher Salary	\$93,655	\$98,269
Average Principal Salary (Elementary)	\$114,693	\$123,495
Average Principal Salary (Middle)	\$121,529	\$129,482
Average Principal Salary (High)	\$124,451	\$142,414
Superintendent Salary	\$310,000	\$271,429
Percent of Budget for Teacher Salaries	30	35
Percent of Budget for Administrative Salaries	7	5

Advanced Placement Courses (School Year 2017-18)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.