

School Accountability Report Card

School Year 2018-19

(Published during 2019-20)

Tenderloin Community Elementary School

0627 TURK ST, SAN FRANCISCO, CA 94102

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SFUSD School ID # **859**

Calif.School ID #: **6115901**

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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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 Pre-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 2018-19)

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

| Grade Level | Enrollment |
|---------------|------------|
| K | 55 |
| 1 | 47 |
| 2 | 57 |
| 3 | 60 |
| 4 | 50 |
| 5 | 45 |
| 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 | 314 |

Student Enrollment By Group (School Year 2018-19)

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 | 10.8 |
| American Indian or Alaska Native | |
| Asian | 16.9 |
| Filipino | 4.1 |
| Hispanic or Latino | 40.4 |
| Pacific Islander | |
| White (Not Hispanic) | 13.1 |
| Two or More Races | 3.2 |

| | |
|---------------------------------|------|
| Socioeconomically Disadvantaged | 86.6 |
| English Learners | 53.8 |
| Students with Disabilities | 14.6 |
| Foster Youth | 1.6 |
| Homeless | 11.5 |

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/>.

| <i>Teachers</i> | <i>School</i> | | | <i>District</i> |
|---|----------------|----------------|----------------|-----------------|
| | <i>2017-18</i> | <i>2018-19</i> | <i>2019-20</i> | <i>2019-20</i> |
| With Full Credential | 29 | 26 | 19 | 2747 |
| Without Full Credential | 0 | 0 | 2 | 345 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 145 |

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.

| <i>Indicator</i> | <i>2017-18</i> | <i>2018-19</i> | <i>2019-20</i> |
|--|----------------|----------------|----------------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 0 | 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 29, 2019 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 29, 2019 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.

| <i>Item Inspected</i> | <i>Repair Status</i> | | | <i>Repair Needed and Action Taken or Planned</i> |
|--|----------------------|-------------|-------------|---|
| | <i>Good</i> | <i>Fair</i> | <i>Poor</i> | |
| 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. Exit Door holding magnet by Stair One out-of-order. - 2nd Floor Hallway: Several ceiling lights out in corridors and classrooms. - 3rd Floor Hallway: Several ceiling lights out in corridors and classrooms. - 4th 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 | | | |

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.

| <i>Item Inspected</i> | <i>Facility Condition</i> | | | |
|-----------------------|---------------------------|-------------|-------------|-------------|
| | <i>Exemplary</i> | <i>Good</i> | <i>Fair</i> | <i>Poor</i> |
| Overall Summary | | X | | |
| Inspection Date | Fall 2019 | | | |

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 twenty-first year of operation. The school building, restrooms and playgrounds are in good condition. There are 18 classrooms on three floors, a multipurpose room, a library, a family room, a rooftop garden, a Wellness Center, a ground floor playground and a rooftop playground for the older students. On the lower level, there is a Visual and Performing Arts room, a play therapy space, a Dental Clinic, 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. The third grade team is part of the Personalized Learning Environment pilot program, and each of those classrooms has its own Chromebook cart. There is also an underground parking garage for staff and visitors. The Tenderloin Child Development Center is located below the multipurpose

room/Cafeteria and is also in good condition. In the afternoons, this space is used for the EXCEL After School Program in partnership with the Embarcadero YMCA. In addition, Reading Partners shares the space.

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 | |
| | 2017-18 | 2018-19 | 2017-18 | 2018-19 | 2017-18 | 2018-19 |
| English Language Arts/Literacy (grades 3-8 and 11) | 27 | 27 | 55 | 56 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 23 | 21 | 50 | 49 | 38 | 39 |

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 2018-19)

| <i>Group</i> | <i>Total Enrollment</i> | <i>Number Tested</i> | <i>Percent Tested</i> | <i>Percent Not Tested</i> | <i>Percent Met or Exceeded</i> |
|----------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 166 | 162 | 97.59 | 2.41 | 26.54 |
| Male | 74 | 70 | 94.59 | 5.41 | 28.57 |
| Female | 92 | 92 | 100.00 | 0.00 | 25.00 |
| African American | 24 | 23 | 95.83 | 4.17 | 8.70 |
| American Indian/Alaskan | | | | | |
| Asian | 30 | 30 | 100.00 | 0.00 | 53.33 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 61 | 61 | 100.00 | 0.00 | 16.39 |
| Pacific Islander/Hawaiian | | | | | |
| White | 23 | 22 | 95.65 | 4.35 | 18.18 |
| Two or More Races | -- | -- | -- | -- | -- |
| Economically Disadvantaged | 140 | 139 | 99.29 | 0.71 | 25.18 |
| English Learners | 106 | 103 | 97.17 | 2.83 | 25.24 |
| Students with Disabilities | 32 | 31 | 96.88 | 3.12 | 3.23 |
| Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 18 | 18 | 100.00 | 0.00 | 11.11 |

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 2018-19)

| <i>Group</i> | <i>Total Enrollment</i> | <i>Number Tested</i> | <i>Percent Tested</i> | <i>Percent Not Tested</i> | <i>Percent Met or Exceeded</i> |
|----------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 166 | 160 | 96.39 | 3.61 | 21.38 |
| Male | 74 | 71 | 95.95 | 4.05 | 26.76 |
| Female | 92 | 89 | 96.74 | 3.26 | 17.05 |
| African American | 24 | 22 | 91.67 | 8.33 | 4.76 |
| American Indian/Alaskan | | | | | |
| Asian | 30 | 29 | 96.67 | 3.33 | 51.72 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 61 | 60 | 98.36 | 1.64 | 10.00 |
| Pacific Islander/Hawaiian | | | | | |
| White | 23 | 22 | 95.65 | 4.35 | 18.18 |
| Two or More Races | -- | -- | -- | -- | -- |
| Economically Disadvantaged | 140 | 136 | 97.14 | 2.86 | 20.74 |
| English Learners | 106 | 103 | 97.17 | 2.83 | 23.30 |
| Students with Disabilities | 32 | 28 | 87.50 | 12.50 | 3.70 |
| Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 18 | 18 | 100.00 | 0.00 | 5.56 |

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).

| <i>Subject</i> | <i>School</i> | | <i>District</i> | | <i>State</i> | |
|----------------------------------|---------------|--------------|-----------------|--------------|--------------|--------------|
| | <i>17-18</i> | <i>18-19</i> | <i>17-18</i> | <i>18-19</i> | <i>17-18</i> | <i>18-19</i> |
| Science (Gr 5,8 and high school) | -- | -- | -- | -- | -- | -- |

Note: The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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/>.

| <i>Indicator</i> | <i>Percent</i> |
|---|----------------|
| 2018-19 Students Enrolled in Courses Required for UC/CSU Admission | |
| 2017-18 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 2018-19)

| <i>Grade Level</i> | <i>Percent of Students Meeting Fitness Standards</i> | | |
|--------------------|--|------------------------------|-----------------------------|
| | <i>Four of Six Standards</i> | <i>Five of Six Standards</i> | <i>Six of Six Standards</i> |
| Grade 5 | 20 | 17.8 | 11.1 |
| 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 | | |
|-----------------|--------|-------|-------|----------|-------|-------|-------|-------|-------|
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Dropout Rate | | | | 7.6 | 13.1 | 11.2 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | | | | 86.5 | 73.1 | 72.1 | 83.8 | 82.7 | 83 |

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 also been assigned two School Resource Officers 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 | | |
|-------------|--------|-------|-------|----------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Suspensions | 3.3 | 4.0 | 3.0 | 1.6 | 1.6 | 1.7 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

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 elected 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 School Messenger 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 Bay Area Women's and Children's Center, 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 Portfolio Night, Family Art and Culture Night, Bring Your Own Device Night, Movie Nights, 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 | 2016-17 | | | Avg Class Size | 2017-18 | | | Avg Class Size | 2018-19 | | |
|-------------|----------------|----------------------|-------|-----|----------------|----------------------|-------|-----|----------------|----------------------|-------|-----|
| | | 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 | 16 | 3 | | | 19 | 3 | | | 18 | 3 | | |
| 1 | 18 | 3 | | | 19 | 3 | | | 16 | 3 | | |
| 2 | 18 | 3 | | | 19 | 3 | | | 14 | 4 | | |
| 3 | 18 | 3 | | | 16 | 2 | 2 | | 20 | 2 | 1 | |
| 4 | 17 | 1 | 2 | | 23 | | 2 | | 25 | | 2 | |
| 5 | 20 | 1 | 1 | | 16 | 1 | 2 | | 23 | | 2 | |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

Academic Counselors and Other Support Staff (School Year 2018-19)

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 2017-18)

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/>.

| <i>Level</i> | <i>Total Expenditures Per Pupil</i> | <i>Expenditures Per Pupil (Restricted)</i> | <i>Expenditures Per Pupil (Unrestricted)</i> | <i>Average Teacher Salary</i> |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$6,103 | \$1,036 | \$5,067 | \$73,379 |
| District | ---- | ---- | \$5,067 | \$73,379 |
| Percent Difference - School Site and District | ---- | ---- | 0% | 0% |
| State | ---- | ---- | \$7,506.64 | \$82,403 |
| Percent Difference - School Site and State | ---- | ---- | -33% | -11% |

Types of Services Funded (Fiscal Year 2018-19)

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 full-time Literacy Coach offer support to staff. The district provides a School Librarian four days per week. A full-time Academic Response to Intervention Facilitator, one .4FTE Academic Response to Intervention Facilitator, and one .875 FTE Academic Response to Intervention Facilitator provide Tier 2 academic support for students with academic challenges in grades K-5, based on data. We have a 1.0FTE Resource Specialist, a .5 FTE Resource Specialist, a Speech Therapist, a School Psychologist, and three paraprofessionals who provide services to students with IEP's. In addition, we have a .5FTE paraprofessional who supports the Wellness Center. Two classroom teachers and five paraprofessionals support the SOAR Special Day Class program for students who have been identified with Emotional Disturbance; there is one K-3 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. This year, a full-time Vietnamese Teacher was hired to begin planning and implementing the Tenderloin Community School Vietnamese Foreign Language in Elementary School program. A wide range of after-school clubs, a gardening instructor, a Family Advocate, 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 2017-18)

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/>.

| <i>Category</i> | <i>District Amount</i> | <i>State Average For Districts In Same Category</i> |
|---|------------------------|---|
| Beginning Teacher Salary | \$47,028 | \$48,612 |
| Mid-Range Teacher Salary | \$77,010 | \$74,676 |
| Highest Teacher Salary | \$96,368 | \$99,791 |
| Average Principal Salary (Elementary) | \$114,660 | \$125,830 |
| Average Principal Salary (Middle) | \$120,566 | \$131,167 |
| Average Principal Salary (High) | \$124,586 | \$144,822 |
| Superintendent Salary | \$310,000 | \$275,796 |
| Percent of Budget for Teacher Salaries | 33 | 34 |
| Percent of Budget for Administrative Salaries | 6 | 5 |

Advanced Placement Courses (School Year 2018-19)

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/>.

| <i>Subject</i> | <i>Number of AP Classes Offered</i> | <i>Percent of Students in AP Courses</i> |
|--------------------------|-------------------------------------|--|
| 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.