

Bryant Year Round Alternative Elementary

1050 York Street, San Francisco, CA 94110 (415) 695-5780

Mr. Larry Alegre, Principal

S.F.U.S.D.

2000-2001 School Accountability Report Card

Fall 2000

School Description

Bryant School is a K-5 year-round school located in the heart of San Francisco's Mission District. Our small two story school has colorful murals and brightens the inner city street on which it is located. A dedicated staff and long hours of operation herald Bryant as a constant force in bettering the lives of our families. Bryant Children's Center provides both preschool and extended day school age care. An Expanded Learning Grant is helping to augment our afterschool program offerings.

Although we are a small school we think big and work hard. Through the use of email, Internet and videoconferencing, as well as standard technology applications, we use technology as a tool for both teaching and learning.

We provide an active learning environment for students, parents, and teachers. Every classroom engages students in hands-on activities, from Science/Mathematics through Language Arts. English Language Development (ELD) classes and Spanish bilingual classes help meet the linguistic needs of our student population.

As a restructuring school, the principal, staff and parent community believe that we must take responsibility to recognize the natural abilities of our students, build upon them, and provide them with an exciting, innovative, and developmentally appropriate curriculum, which fosters their sense of self-confidence and academic success.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:

A To improve the reading comprehension and writing performance of all students, especially African American, Latino, ELL, and Special Education students.

B To improve performance in the areas of algebraic functions, measurement and problem solving in numbers and arithmetic, for all students, especially African American, Latino, ELL, and Special Education students.

C To improve parent/family participation in the school.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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| * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * All individuals are entitled to be treated with respect and dignity. | * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success. |
| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. | * All individuals learn in many different ways and at varying rates. | |
| | * Each individual learns best in a particular way. | |
| | * All individuals are both potential learners and potential teachers. | |
| | * Learning has both cognitive and affective dimensions. | |

Grade Span:	K-5	Student Enrollment:	226	LEP/NEP (ELL) ¹ :	67.3%
Building (sq.ft.):	33,100	Average Daily Attendance:	95.20%	EDY ² :	64.2%
Year of Construction:	1979	Optional Enrollment Requests:	65.9%	% of Points Met ³ :	83%
Children Center/Childcare:	Yes	Title I/State Pre-K Program:	No	Student Uniforms:	Yes

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD goals

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Bryant School has both English and Spanish Reading Recovery teachers, a Speech Therapist, a Student Advisor, and native language assistance for Latino and Asian students. Our Resource Specialist works with identified Learning Disabled students and our Inclusion Support Teacher provides assistance to the Special Education students, both within the context of the general classroom environment. We have the services of a psychologist and are applying for a Healthy Start Grant which will boost our mental health services. The Primary Intervention Program (PIP) promotes grades K-3 students' success through the use of play therapy. A Curriculum Technology Integration Specialist supports all students in using technology as a tool to enhance learning.

Student Attendance and Dropout Rate

Dropout rate 1997-98 = 1.1% 1998-99 = 0% 1999-00 = 2.4%

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Bryant ES, attendance for the year was 95.2%, excused absences were 3.3%, unexcused absences were 1.5%, and the dropout rate was 2.4%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Bryant has maintained a high attendance rate through phone or written communications and home visits. The teachers, school secretary, student advisor, principal and counselors all work together to motivate student attendance through personal and consistent communication. Parents are asked to inform the school of their child's absence. Bryant's safe and challenging learning environment creates a school that students enjoy attending.

Student Achievement

SAT9 (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

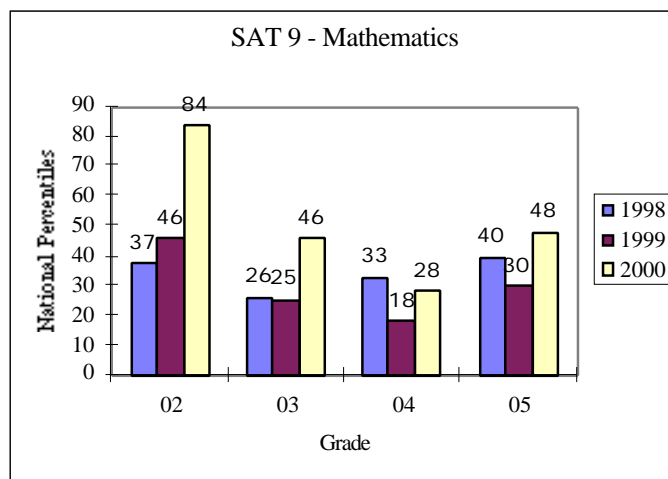
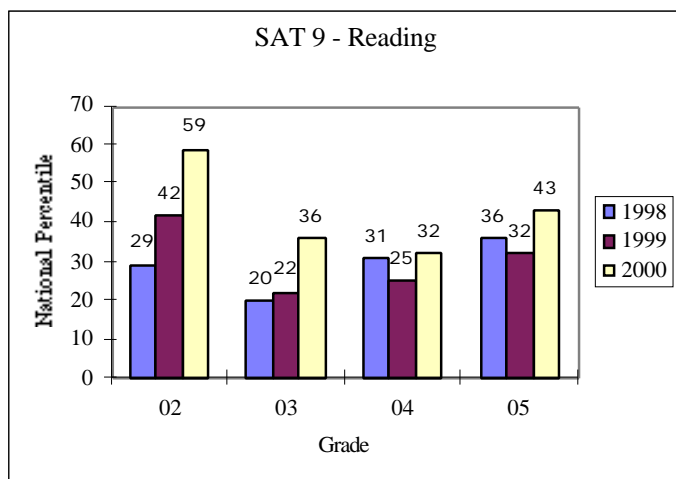
*Unmatched performance data

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

Academic Performance Index

	Statewide	Similar Schools
2000 Rank	4	5

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "www.cde.ca.gov/psaa/api"



Ethnic/Gender Diversity

Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	226	7.1	1.3	22.1	1.8	0.0	0.0	63.7	2.2	1.8	47.8	52.2
Certificated	15	0.0	0.0	13.3	6.7	6.7	0.0	13.3	0.0	60.0	13.3	86.7
Classified	3	0.0	0.0	33.3	0.0	0.0	0.0	66.7	0.0	0.0	0.0	100.0
Paraprofessional	9	22.2	11.1	11.1	11.1	0.0	0.0	44.4	0.0	0.0	22.2	77.8

Bryant's staff and student population is ethnically diverse, primarily of Latino, Asian and African American backgrounds.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Teacher Assignment

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

We have 6 Spanish bilingual classrooms (K-5), 6 ELD classrooms (K-5), Spanish and English Reading Recovery Teachers, one Special Education RSP, one Inclusion Support Teacher and a Curriculum Technology Integration Specialist.

Student Behavior

School Suspension rates: 1997-98 1998-99 1999-2000
 .4% 3.1% 2.0%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Bryant ES, 5 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Students and staff work together to identify positive behaviors which creates a safe and orderly school community. A Conflict Management program teaches students how to deal with conflict and take responsibility for their actions.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1998	1999	2000	
K	**	20.00	18.59	20.0	20.0	19.5	43,200
01	**	20.00	19.01	18.5	19.0	19.5	50,400
02	**	20.00	18.69	18.0	19.5	18.5	50,400
03	**	20.00	18.63	19.0	18.0	17.5	50,400
04	32.20	30.00	25.51	18.4	19.5	17.0	54,000
05	32.20	30.00	27.09	25.0	18.0	21.0	54,000

(SFUSD Expulsion Rate: 97-98 .09% 98-99 .11% 99-00 .09%)

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development and Curriculum Improvement

Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 3

Professional development is a part of every school site plan and a major component of instructional support 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 has three days for site-determined professional development.

On-site staff development activities provide training to better meet the needs of students. Conflict Resolution, Technology, Tribes and Optimal Learning Environment (OLE) strategies, writing and math workshops are examples of inservices in which we have participated as a whole staff. Professional development in all curricular areas is actively pursued by staff in order to offer an exciting and balanced educational program.

Urban Systemic Project (USP) and Partners in School Innovation help with creating curricular improvement leadership within the staff. Data collection and analysis is used to inform teacher instruction and identify areas of professional development needed.

Quality of School Instruction and Leadership

Students at Bryant are excited and proud of their school. High academic and behavioral expectations combined with the philosophy that all students can learn sets a positive tone at Bryant. The Principal, Urban Systemic Project Leadership Team and Partners in School Innovation work with the staff to ensure high curriculum standards are met. The Sierra Club Foundation has provided funds for camping trips and materials to integrate our newly created garden into the language arts, math and science curriculum. Partnerships with Good Samaritan Community Center, Jamestown Tutorial, 415.com and San Francisco School Volunteers provide after school enrichment.

Substitute Teachers

During the 1999-2000 school year, the Bryant ES teacher attendance rate was 94%. Comprehensive lesson plans are an integral part of the Bryant curriculum. Substitute teachers are always provided with lesson plans and support materials.

Average Salaries, Budget Percentages & Expenditure per Student

1998-99 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$38,000	\$31,172
Mid-Range Teacher's Salary	\$49,481	\$49,262
Highest Teacher's Salary	\$59,895	\$56,246
Principal's Average Salary	\$78,145	\$71,326 **
Superintendent's Salary	\$137,350	\$199,800
Expenditure per Student		\$4,179 **
% of Budget for Teacher's Salaries	43.71%	42.09%
% of Budget for Administrators	4.84%	5.09%
* Districts over 19,999 ADA		**Elementary Schools Only

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Materials available at Bryant include required and supplemental textbooks in English and Spanish and a wide variety of relia and fine arts materials support the instructional process. Foss and Insight science kits aid in the exploration of the scientific process. Technology provides resources such as the Internet, CD-ROM programs, courseware and the "Windows on Science" laser disc program. Bryant's instructional materials are rich and varied to provide resources necessary for the success of its students.

School Facilities and Safety

Current Conditions

Bryant had the roof resurfaced, the heating and cooling system upgraded, the computer cabling upgraded, and the outside doors replaced. A mural now enhances the back of the building. We have just completed a school garden in front of the school where classes have garden space to integrate gardening into the science curriculum.

Planned Improvements

Needed Improvements

The exterior needs repainting and benches need refinishing.

Parent/Community Involvement

Parents are pleased and supportive of both the school's principal and staff. Parent surveys indicate a desire for students to show more respect for one another. In response, Conflict Management and TRIBES programs were implemented to increase positive interactions. The principal and staff, School-site Council, Parent Staff Association (PSA), and Partners in School Innovation, work together to promote a strong partnership between home and school. Family activities such as Family Math, Parent Academy, Science and Technology Fair and seasonal classroom presentations are scheduled to increase participation.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефон.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

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