

School Accountability Report Card

School Year 2001-2002

SFUSD #456

CA ID #6040778

Bryant Elementary School

1050 York Street, San Francisco, CA 94110

Mr. Larry Alegre, Principal

Phone: 415-695-5780

FAX: 415-206-0538

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Phone: 415-695-5780

FAX: 415-206-0538

Enrollment: 226

Grades Served: K-5

email: sch456@muse.sfusd.edu

Web Site:
www.sfusd.edu/schwww/sch456

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman

Address: 555 Franklin St., San Francisco, CA 94102

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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.

Vision Statement

Bryant Elementary School's high expectations for staff, parents, caregivers, and students foster creativity and academic excellence. Bryant emphasizes inclusiveness and creates a welcome environment for all families, cultures and languages. Bryant provides a community where members are given tools for peaceful conflict resolution. This sustains a safe environment for problem solving and a strong sense of self. Staff, families, students, and the community collaborate for the success of the school and all its members.

Opportunities for Parental Involvement

Contact Person Name: Laura Fankushen

Contact Person Phone Number: 415 695-5780 ext 3007

Organized opportunities for parental involvement:

Parent liaisons organized through the Healthy Start Program work with parents/caregivers to volunteer in classrooms, go on field trips, work in the library, and participate in planning cultural presentations. The Parent/Staff Organization sponsors picnics, fundraisers and parent education sessions. The SSC/SAC/BAC meetings are scheduled regularly. Biweekly parent newsletters are sent home in English, Spanish and Cantonese. ESL classes begin in January

I. Demographic Information

Student Enrollment The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	16	7.1
American Indian or Alaska Native	3	1.3
Asian-American	54	23.9
Filipino-American	4	1.8
Hispanic or Latino	144	63.7
Pacific Islander	1	0.4
White (Not Hispanic)	4	1.8
Other	0	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10-1-2001

Date Last Reviewed with Staff: 10-1-2001

Key elements of School Safety Plan:

- * Insure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with state requirements.
- * Implement tobacco, drug and violence prevention programs.
- * Provide student and parent support and education programs.
- * Provide professional development in Conflict Management, TRIBES, health education and Crises Management.

School Programs and Practices that Promote a Positive Learning Environment

- * Morning greeting assemblies.
- * School wide Conflict Management training of teachers and students; students become conflict managers.
- * Differentiated instruction for all students in all subject areas.
- * Implementing state and district curriculum and performance standards.
- * Providing professional development for all staff to meet the individual needs of all students.

Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)	8	5	9	1,712	1,935	1,791
Suspensions (rate)	3.1%	2.1%	4.0%	2.8%	3.2%	3.0%
Expulsions (number)				66	57	90
Expulsions (rate)				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Bryant ES, 9 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.

School Facilities

Safety, cleanliness and adequacy of school facilities.

The school site is modern, which includes a computer lab, multipurpose room, library and play yard for smaller children. The mural on the back wall is very beautiful and inspiring.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

There are 12 classrooms, library, computer lab, multipurpose room, play therapy room, speech room, playground space, afterschool space, preschool space, garden and a staff lounge.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

The school is well maintained. I am requesting that the outside of the building be given a new coat of paint.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Everything is in place including the technology infrastructure.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

The custodians do an great job keeping the grounds clean and attractive. Litter and graffiti are removed immediately.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

There is an on-line request line to the district buildings and grounds. In addition, we can phone in for emergency requests.

Success of these efforts.

The school grounds are clean and the environment is tranquil.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			32			37			32
3			6			31			30
4			31			34			33
5			8			28			28
6						28			31
7						33			32
8						30			32

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	36	29	41		30		
3					7		
4	15	44	17	55	28		
5	5	12	8	7	9		
6							
7							
8							

ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	50	64	43	55	58	54	44	49	51
3	5	32	21	42	45	46	41	44	46
4	24	26	42	43	50	51	41	45	47
5	24	42	23	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	50	93	83	60	64	60	49	57	58
3	20	43	30	55	61	61	48	56	59
4	11	21	46	51	56	58	44	51	54
5	24	35	31	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

Subgroups (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2		38	53		43		
3	13	28	22		21		
4	27	53	29		39		
5	16	31	14	36	24		
6							
7							
8							

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2		77	87		81		
3	33	28	33		34		
4	31	60	41	55	46		
5	26	38	33	29	31		
6							
7							
8							

California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	14.6	5.3	22.7	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Percentage Tested	79	84		Percentage Tested	84	100	
Base API Score	494	596		Growth API Score	596	591	
Growth Target	15	10		Actual Growth	102	-5	
Statewide Rank	2	4		Eligible for Awards	No	No	
Similar Schools Rank	5	5		Eligible for II/USP		Yes	

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score	684	758		Growth API Score	758	759	
Growth Target	12	8		Actual Growth	74	1	
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	449	522		Growth API Score	522	521	
Growth Target	12	8		Actual Growth	73	-1	
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Base API Score	493	575		Growth API Score	575	584	
Growth Target	12	8		Actual Growth	82	9	

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	1			20.0	2			19.0	2		
1	18.0	1			19.0	2			19.5	2		
2	18.0	2			19.5	2			18.5	2		
3	19.0	1			18.0	1			15.0	1		
4									19.0	2		
5					18.0	1			23.0		1	
6												
K-3												
3-4	18.3	4			17.0	4						
4-8									19.0	2		
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	99.3	99.3	99.3

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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.

	1999	2000	2001
Total Number of Teachers	17	14	14
Full Credential (fully credentialed and teaching in subject area)	15	13	14
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	3	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 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.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors
for grades 6-8 only.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The district provides staff development on curriculum materials for all staff. In addition, the school site provides professional development.

School and district efforts to align the instructional program with the state frameworks and content standards.

Teachers plan together in grade levels, grade level clusters and cross grade level meetings (monthly). With the Partners In Schools Program and the Urban Systemic Program, we have a literacy coach and a math/science coach to work with all teachers. Student portfolios are kept and reviewed. We assess student work through portfolios and various disaggregated test data. (Stanford 9, IWA, ABC, 3rd grade MPA) Student work and data is also reviewed with parents at conferences at least 2 times a year.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

The School Leadership Team, Literacy Coach and Math/Science Coach and the SSC monitor school programs and student work.

How the school staff monitors the progress of underperforming students/student groups.

Disaggregated data analysis is done in the fall and the spring of each year. In addition, Bryant ES conducts it's own battery of assessments three times a year. These assessments include the ALAS, AMAS and the Comprehensive Reading Assessment.

Supports and interventions that are available to assist special needs students.

Special needs students have the services of an RSP/Inclusion Support teacher and Paraprofessional. The IEP's are developed and implemented. Our SST process is well functioning. In addition, students have the services of a Reading Recovery teacher and a Descubriendo la Lectura teacher and Literacy Group teachers. The GATE, EDY and ELL students' programs are described in our school site plan.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

The school receives a Data Analysis Binder from the District, updated each Fall, with all disaggregated group and individual information in it. Under the leadership of the Principal, this information is analyzed and used in designing and implementing an individual student's program.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

Differentiated instruction is used in all classrooms. By scaffolding the tasks for each student, individual needs are met and all children meet with success in reaching state standards.

Summary of overall achievement by subgroups.

Group Reports: National Individual PR

	total read	total math
Gr.2	40	71
Gr. 3	27	44
Gr.4	42	49
Gr.5	30	30

Professional Development

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 and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

The condition and quantity of textbooks is current and adequate.

School educational technology program.

Bryant Elementary School has an outstanding technological program that includes a bilingual Computer Technology Instructional Support Person, computer lab, and 5 computers in every classroom.

Additional technology resources.

Computer, teacher and lab. Telecommunications facilities.

1. Number of Computers Used for Instructionally Related Purposes	85
2. Number of Computers with CD-ROM (must be less than or equal to 1)	50
3. Number of Classrooms with Internet Access	12
4. Number of Classrooms with Wide Area Network (WAN) Access	12

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

yes

Report the ratio of textbooks to pupils.

1:1

Instructional Minutes (School Year 2000-2001)

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	43,500
1	50,400	50,800
2	50,400	54,300
3	50,400	54,300
4	54,000	54,300
5	54,000	54,300
6	54,000	
7	54,000	
8	54,000	

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Some schools “bank” additional instructional time to be used for professional development:

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

Bryant's curriculum integrates a school to career program. This is done through community programs including California Automobile Association, 415.Com, Urban Service Project (Americorp).

How the school measures the success of its efforts to prepare students for the work force.

Teacher's lesson plan, agendas of meetings, workshops and assemblies all reflect the information students are given. In addition, High School students work with Bryant ES students giving the High School students the opportunity to further prepare them for their High School placements.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

Bryant meets the needs of all student populations while addressing all areas of the curriculum.

VIII. Post Secondary Preparation (Secondary Schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

Types of Services Funded

After School Learning

Conflict Resolution Program

Linking San Francisco

Peer Assistance & Review (PAR)

Primary Prevention Program (PIP)

Reading Recovery

21st Century Learning Centers

Science For All