

School Accountability Report Card

School Year 2001-2002

SFUSD #456

CA ID #6040778

Bryant Elementary School
1050 York Street, San Francisco, CA 94110

Phone: 415-695-5780

FAX: 415-206-0538

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Bryant Elementary School

1050 York Street, San Francisco, CA 94110

Mr. Larry Alegre, Principal

Phone: 415-695-5780

FAX: 415-206-0538

Enrollment: 212
Grades Served: PreK-5
email:
sch456@muse.sfusd.edu

School web site can be accessed through the SFUSD home page.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
Address: 555 Franklin St., San Francisco, CA 94102
Web Site: www.sfusd.edu

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All narrative was collected from schools in the fall of 2002 and represents the current program.

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.

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.

Opportunities for Parental Involvement

Contact Person Name: Laura Fankushen

Contact Person Phone Number: 415 695-5780 ext 3007

Organized opportunities for parental involvement:

Our parent liaison 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 are offered on Tuesdays and Thursdays throughout the school year. Parents/caregivers attend at least two parent conferences with their child's teacher. Parents/caregivers are involved with the decision making process as they attend our Student Success Team's (SST) meetings, Individual Education Plan (IEP) meetings and Family Advocate referral meetings as needed.

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.

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	40	9	0
1	38	10	0
2	36	11	0
3	33	12	0
4	36	Ungraded Secondary	0
5	29		
6	0		
7	0		
8	0	Total Enrollment	212
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	10	4.7
American Indian or Alaska Native	2	0.9
Asian-American	33	15.6
Filipino-American	5	2.4
Hispanic or Latino	153	72.2
Pacific Islander	1	0.5
White (Not Hispanic)	6	2.8
Other	2	0.9
Total	212	

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 Systems (CBEDS) total enrollment.

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10-1-2002

Date Last Reviewed with Staff: 10-1-2002

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.
- Schoolwide 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.
- Afterschool tutorial programs and child care services.
- Afterschool sports program.
- Reading Recovery/Descubriendo La Lectura
- Healthy Start Program.
- On site mental health programs.
- Sierra Club Grant for class camping.
- Fully equipped computer lab.
- On site one-on-one tutoring program.
- Partners in School Innovation.
- Speech therapy.
- Special Education/Inclusion services.
- Urban Service Project.
- Urban Systemic Project for Math/Science/Technology.
- Brava Theatre-center for the arts.

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)	5	9	3	1,935	1,791	1,722
Suspensions (rate)	2.1%	4.0%	1.4%	3.2%	3.0%	2.9%
Expulsions (number)						
Expulsions (rate)						

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs 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. Clear expectations of the children are continually being communicated and behavioral management is consistently applied. The Student Success Team (SST) is employed as a mechanism to help support students to develop important learning and behavioral skills. The caregiver, teacher, outside resources and administration work together to promote positive growth of the child when a greater focus is needed. Special Education services are offered as an inclusive method allowing the student to thrive in the environment of the general education classroom.

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. The front of the school sports a new children's garden where the students' understanding of the growing cycle of trees and plants is enhanced. The pre-K yard has a newly constructed play structure. The facility is completely wheelchair accessible. The literacy center contains an wide variety of bilingual leveled reading materials for use in the classroom.

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

There are 11 classrooms, library, computer lab, multipurpose room, play therapy room, speech room, playground space, afterschool space, preschool space, garden and a staff lounge. The afterschool programs share the classrooms and playground space with the during school program. The school building and playground space is more than adequate space for quality teaching and learning to exist.

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. We are in the process of renovating the school's library.

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.

The learning environment of Bryant Elementary School is adequate and relatively peaceful and calm. The school is well lit and the newly installed fire alarm system is working well. The heating and cooling systems need continued work. The technology infrastructure is in place and in good working order.

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. Children are taught to take responsibility for the condition of the bathrooms, classrooms and playgrounds. Staff notifies the administration immediately if attention is needed to the building and/or grounds.

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). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	32	27	n/a	37	33	n/a	32	32
3	n/a	6	11	n/a	31	37	n/a	30	34
4	n/a	31	16	n/a	34	39	n/a	33	36
5	n/a	8	23	n/a	28	32	n/a	28	31
6	n/a			n/a	28	30	n/a	31	30
7	n/a			n/a	33	33	n/a	32	33
8	n/a			n/a	30	32	n/a	32	32
9	n/a			n/a	33	37	n/a	28	33
10	n/a			n/a	35	39	n/a	31	33
11	n/a			n/a	35	38	n/a	29	31

CST - Schoolwide - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	36	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	17	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	9	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	10	n/a	n/a	32	n/a	n/a	29
6	n/a	n/a		n/a	n/a	35	n/a	n/a	32
7	n/a	n/a		n/a	n/a	32	n/a	n/a	29
8	n/a	n/a		n/a	n/a	36	n/a	n/a	26
9	n/a	n/a		n/a	n/a	29	n/a	n/a	22
10	n/a	n/a		n/a	n/a	32	n/a	n/a	21
11	n/a	n/a		n/a	n/a	27	n/a	n/a	18

CST - Schoolwide - Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	42	n/a	n/a	33
10	n/a	n/a		n/a	n/a	32	n/a	n/a	31
11	n/a	n/a		n/a	n/a	27	n/a	n/a	28

CST - Schoolwide - Social Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	28	n/a	n/a	24
10	n/a	n/a		n/a	n/a	27	n/a	n/a	24
11	n/a	n/a		n/a	n/a	36	n/a	n/a	32

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	27	27	30	25	33	14	
3	10	13	10	13	7	29	
4	18	13	17	13	17	0	
5	8	32	5	50	26	0	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	27	45	50	25	40	29	
3	15	20	15	20	18	14	
4	17	0	8	11	9	0	
5	0	16	5	17	11	0	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic groups - Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic groups - Social Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

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.

Stanford 9 - Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	64	43	39	58	54	55	49	51	53
3	32	21	25	45	46	50	44	46	47
4	26	42	29	50	51	53	45	47	49
5	42	23	36	46	47	51	44	45	46
6				46	45	49	46	47	48
7				50	48	49	46	48	48
8				51	48	49	49	50	49
9				42	40	40	35	35	34
10				39	37	40	34	34	34
11				43	40	41	36	37	37

Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	93	83	83	64	60	64	57	58	62
3	43	30	22	61	61	61	56	59	62
4	21	46	34	56	58	61	51	54	58
5	35	31	54	58	60	63	50	54	57
6				58	59	62	55	57	60
7				57	57	58	48	50	52
8				59	57	59	48	49	50
9				67	65	66	51	51	52
10				60	59	65	46	45	46
11				64	60	63	47	46	47

Stanford 9 - Subgroups

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.

Stanford 9 - Subgroups - Reading

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	36	42	45	33	40		
3	19	31	28	21	27		
4	29	29	27		29		
5		44	22		42		
6							
7							
8							
9							
10							
11							

Stanford 9 - Racial/Ethnic groups - Mathematics

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2					86			
3					13			
4					6			
5					53			
6								
7								
8								
9								
10								
11								

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
2									
3							96.9%	52.8%	78.8%
4				67.5%	48.5%	28.1%			
5									
6									
7									
8									
9									
10									
11									

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	16.1	15.8	16.7	14.4	17.1	11.9	22.2	23.4	21.5
7				24.0	25.8	22.3	25.9	27.3	25.0
9				21.1	20.5	21.6	22.7	21.0	24.6

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	84	100	84	Percentage Tested	100	100	494
Base API Score	596	594	596	Growth API Score	591	569	15
Growth Target	10	10	102	Actual Growth	-5	-25	2
Statewide Rank	4	3	No	Eligible for Awards	No		5
Similar Schools Rank	5	4		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups 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
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	751	Growth API Score	758	759	
Growth Target	12	8	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	537	Growth API Score	522	521	500
Growth Target	12	8	8	Actual Growth	73	-1	-37
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	588	Growth API Score	575	584	569
Growth Target	12	8	8	Actual Growth	82	9	-19

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	NO	NO	NO	Recognition for Achievement (Title I)			
Eligible for II/USP	NO	YES	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.00	2			19.00	2			20.00	2		
1	19.00	2			19.50	2			18.50	2		
2	19.50	2			18.50	2			18.00	2		
3	18.00	1			15.00	1			16.50	2		
4					19.00	2			23.00	1	1	
5	18.00	18			23.00		1		19.00	1		
6												
K-3	20.00	2			19.00	2			20.00	2		
3-4	19.00	2			19.50	2			18.50	2		
4-8	19.50	2			18.50	2			18.00	2		
Other	18.00	1			15.00	1			16.50	2		

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	2000				2001				2002			
	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		
	2000	2001	2002
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.

We have 4 Spanish bilingual classrooms (K-3), 7 ELD classrooms (K-5), Spanish and English Reading Recovery Teachers, a Special Education Resource Specialist/ Inclusion Support Teacher and a Curriculum Technology Integration Specialist, a Speech therapist, and Music teacher. All teachers are adequately credentialed

	2000	2001	2002
Total Number of Teachers	14	14	14
Full Credential (fully credentialed and teaching in subject area)	13	14	14
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	1		2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

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 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:

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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1
	650-901 : 1.5		501-751 : 1.5
	over 901 : 2		751-1001 : 2
			1001-1251 : 2.5
			1251-1501 : 3
			1501-1751 : 3.5
			1751-2001 : 4
			2001-2251 : 4.5
			over 2251 : 5

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/Inclusion teacher works with identified Learning Disabled students and 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 currently receiving funds from a Healthy Start Grant which boosts our mental health services on site. 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	

(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.

Bryant Elementary School has developed a Site Leadership Team which includes teachers, the literacy specialist, principal, math/science/technology specialist and multilingual department specialist in order to identify, coordinate and facilitate meaningful opportunities for professional development and growth.

A year long assessment calendar is created and related biweekly workshop professional development hours are maintained. During this time assessments such as the ALAS, Comprehensive Reading Assessment (CRA), and AMAS are analyzed and learning links for improved instruction are provided and discussed.

With the assistance of Partners in School Innovation, our Literacy Specialist and three Americorp interns assist the classroom teachers by providing time and opportunity for teachers to participate and watch guided reading and shared reading techniques being employed in the “Lab Classrooms” on site. Partners in school innovation also helps to maintain a leveled book room, and assists with the collection, analysis and communication and organization of assessment data. An integrated data base is used for all teachers to have access to all of the assessment data at their fingertips easily.

All teachers have two hour planning periods once a week with their grade levels in order to plan together and analyze data. During this time they have access to the principal, the literacy specialist, and the math/science/technology resource specialist for consultation when needed

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. The School Leadership Team coordinates and supports the improvement of instruction of teachers by communicating expectations, facilitating meaningful, data driven professional development and monitoring success. The Leadership Team meets biweekly.

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.

Provide consistent, one-on-one tutoring for 11 targeted students in the 3 - 5th grades. Tutors meet with students 4 days per week for 30 - 40 minutes per session. Prior to the start of the program, tutors are provided a training by the Literacy Specialist from Partners in School Innovation to learn how to follow the protocol for the reading and writing sections of the tutoring binders. Baseline data is collected from Spring 2002 SAT-9 Reading Comprehension assessment and September 2002 School-based Comprehensive Reading Assessment (PM Benchmark). Each tutor meets with a student over a 12-week cycle. Students are reassessed after 6 weeks (midpoint of cycle) and then at the end of the 12 week cycle using the school-based CRA (PM Benchmark). These data are used to demonstrate progress and identify emerging student needs in reading and writing. Upon review of these data, and data gathered through a

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

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.

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.

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.

Summary of overall achievement by subgroups.

English Language learners are gradually heading for the 50th%. Math scores have generally improved.

Professional Development

Number of Staff Development Days: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 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 full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

On-site staff development activities provide training to better meet the needs of students. Conflict Resolution, Technology, Tribes, 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.

Bryant Elementary School has developed a Site Leadership Team which includes teachers, the literacy specialist, principal and math/science/technology specialist and multilingual department specialist in order to identify, coordinate and facilitate meaningful opportunities for professional development and growth.

A year long assessment calendar is created and related biweekly workshop professional development hours are maintained. During this time assessments such as the ALAS, Comprehensive Reading Assessment (CRA), and AMAS are analyzed and learning links for improved instruction are provided and discussed.

With the assistance of Partners in School Innovation, our Literacy Specialist and three Americorp interns assist the classroom teachers by providing time and opportunity for teachers to participate and watch guided reading and shared reading techniques being employed in the "Lab Classrooms" on site. Partners in School Innovation also helps to maintain a leveled book room, and assists with the collection, analysis and communication and organization of assessment data. An integrated data base is used for all teachers to have access to all of the assessment data at their fingertips easily.

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. A leveled book room supplying level books from Rigby has been created and is now used extensively in our literacy program throughout the grade levels.

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 1 through 8	State Requirement	Instructional Minutes Offered by Bryant ES	
K	36,000	40,640	State Requirement for High School: 64,800
1	50,400	51,245	Instructional Minutes offered:
2	50,400	50,540	9
3	50,400	50,540	10
4	54,000	54,185	11
5	54,000	54,185	12
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

Any additional minimum days at this school and reasons:

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

Banked minutes at this school:

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). Students have the opportunity to work in the community and to become involved with the governance of the school. Students have the opportunity to have lawyers, bankers, doctors and professionals come into the classroom to share what they do with them.

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. Students are involved with all aspects of the school including the conflict management program and student council. Special education students are included in the general education classroom and given high expectations as far as their performance at school.

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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,000	\$35,490
Mid-Range Teacher Salary	\$52,048	\$56,244
Highest Teacher Salary	\$64,326	\$69,568
Average Principal Salary (Elementary)	\$81,972	\$93,094
Average Principal Salary (Middle)	\$87,235	
Average Principal Salary (Secondary)	92134	
Superintendent Salary	197000	160607
Percentage of Budget for Teachers' Salaries	37.93	42.73
Percentage of Budget for Administrative Payrolls	10.26	5.00

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$369,469,996	\$6,457	\$6,412	\$6,360

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