

School Accountability Report Card

School Year 2004-05

(Published during 2005-06)

Bryant Elementary School

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Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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Section I - General Information

Principal's Introduction

Raising student achievement at Bryant Elementary School is our primary goal. Our nurturing environment and standards based instruction support the developmental and language needs of all children. Our goal is to raise academic achievement that builds upon the strengths of each child. With high expectations and consistent parent support all students at Bryant will thrive and succeed academically.

Parents are our partners in the educational process at Bryant Elementary School. Parents and faculty contribute to decisions related to the academic and support programs.

School Description

Bryant School is a K-5 school located in the heart of San Francisco's Mission District. Our small two story school has colorful murals which brightens our inner city street. A dedicated staff and long hours of operation herald Bryant as a constant force in bettering the lives of our students and their 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.

We provide an active learning environment for students, parents, and teachers. Every classroom engages students in a strong Language Arts program. English Language Development (ELD) classes and Spanish bilingual classes help meet the linguistic needs of our student population.

School Vision

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

Our parent liaison and Outreach Consultant work with parents and community members to volunteer in the school and in classrooms. The Parent Teacher Organization sponsors fundraisers and parent community meetings. The SSC/ELAC meetings are scheduled monthly. Weekly parent newsletters are sent home in English and Spanish. We sponsor Tiempo Familiar, a monthly parent workshop designed to strengthen the home-school connection and assist parents in developing their skills to better help their children at home.

Section II - Demographic Information

Student Enrollment By Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
K	41
1	48
2	42
3	33
4	34
5	31
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	229

Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	11	4.8
American Indian or Alaska Native	4	1.7
Asian	18	7.9
Filpino	5	2.2
Hispanic or Latino	180	78.6
Pacific Islander	0	0.0
White (Not Hispanic)	5	2.2
Multiple or No Response	6	2.6

Section III - School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	11/9/2004
Date Last Reviewed with Staff	10/1/2004

Key Elements of School Safety Plan

To help our students maintain a healthy lifestyle, our curriculum includes lessons in tobacco, drug, alcohol and violence prevention. The connection between the school and the student's homes is strengthened through monthly parent workshops that support student achievement and well being. The Principal and Parent Teacher Organization is working with a neighborhood organization to help maintain a safe campus and neighborhood.

School Programs and Practices That Promote a Positive Learning Environment

- °Differentiated instruction for all students in all subject areas.
- °Spanish bilingual (K-3) and English Language Development (K-5) instruction to support language development.
- °Conflict Management training of teachers and students; students become conflict managers.
- °Student motivational incentives: Bear Hugs and Barbecues.
- °Instituto Familiar-on site mental health services.
- °Afterschool tutorial programs and child care available.
- °Boy's and Girls' Club program on site 2:00 - 5:30pm.
- On site child development center and program.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
Number of Suspensions	3	1	0	2,428	2,645	2710
Rate of Suspensions	1.36%	0.44%	0%	4.17%	4.58%	4.74%
Number of Expulsions	0	0	0	47	39	19
Rate of Expulsions	0%	0%	0%	.08%	.07%	.03%

Efforts to Reduce Suspensions

°A Conflict Management program teaches students how to deal with conflict situations and take responsibility for their actions.

°The Student Success Team (SST) targets students who need to develop learning and behavioral skills so that they can be successful. Inclusive special education services are offered to help students succeed in general education classrooms.

°Caregivers, teachers, outside agencies and the administration work together to promote positive growth.

Section IV - School Facilities

School Facility Conditions - General Information

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls,floors & ceilings)	X		
Hazardous Materials (interior & exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Section V - Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Test (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	19	15	22	38	40	45	35	36	40
Mathematics	28	29	32	39	40	46	35	34	38
Science		20	10	28	27	30	27	25	27
History-Social Science				32	35	40	28	29	32

CST - Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	55	*	17		*
Mathematics	*	*	82	*	30		*
Science	*	*	*	*	10		*
History-Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	15	29	16	20	6	*
Mathematics	31	33	32	35	6	*
Science	5	*	7	10	*	*
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	21	20	21	45	46	43	43	43	41
Mathematics	43	34	56	57	58	59	50	51	52

NRT - Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading			*		17		
Mathematics			*		53		

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
Subject						
English-Language Arts	12	28	19	21	*	*
Mathematics	44	67	52	55	*	*

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Grade 5	0.0	0.0	0.0	30.3	33.4	27.3	24.5	26.7	22.3
Grade 7				40.8	44.6	37.1	28.8	30.9	26.8
Grade 9				29.0	30.0	28.0	26.7	25.8	27.5

Academic Performance Index

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 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 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 awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	100	100	100	Percent Tested	100	100	99
API Base Score	573	623	627	API Base Score	639	625	671
Growth Target	11	9	9	Growth Target	66	2	44
Statewide Rank	2	2	2				
Similar Schools Rank	3	4	3				

API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
African American				African American			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
American Indian or Alaska Native				American Indian or Alaska Native			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Asian				Asian			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Filipino				Filipino			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Hispanic or Latino				Hispanic or Latino			
Percent Tested	511	583	615	Percent Tested	603	612	667
API Base Score	9	7	7	API Base Score	92	29	52
Pacific Islander				Pacific Islander			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
White (not Hispanic)				White (not Hispanic)			
Percent Tested				Percent Tested			
API Base Score				API Base Score			

API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	572	619	631	Percent Tested	634	626	667
API Base Score	9	7	7	API Base Score	62	7	36

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	Yes	Yes	Yes	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	No
American Indian or Alaska Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	No	No	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	No	No	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	2003-2004	
Year in Program Improvement (Implementation Level)	Year 2	
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	----	30
Percent of Schools Currently in Program Improvement	----	26.79 %

Section VII - Class Size

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	Avg Class Size	2003			Avg Class Size	2004			Avg Class Size	2005		
		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	19.5	2			18.3	3			20.0	2		
1	20.0	2			17.0	2			16.3	3		
2	18.0	2			18.0	2			20.5	1	1	
3	19.0	2			20.0	2			16.5	2		
4	21.0		1		22.0		2		20.5	1	1	
5	23.5		2		19.0	1			25.0		1	
6												
K-3												
3-4												
4-8												
Other												

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
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

Section VIII - Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers
This School	21.4
All Schools in District	28.5
High-Poverty Schools in District	16.1
Low-Poverty Schools in District	14.4

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	14	14	15
Teachers with Full Credential	13	14	15
Teachers Teaching Outside Subject Area (Full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (District and university internships)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (Not qualified for credential/internship but meets minimum reqs)	1	0	0
Teachers with Waivers (No credential and doesn't qualify for Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	0.0	0.6
Master's Degree	26.7	23.1
Bachelor's Degree plus 30 or more semester hours	66.7	62.4
Bachelor's Degree	6.7	12.5
Less than Bachelor's Degree	0.0	0.2

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

San Francisco Unified School District's teacher evaluation system is currently under revision. The District has conducted a pilot in 30 schools of a new evaluation system, based upon 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute teachers are always provided with lesson plans and support materials. We also have an extra fully credentialed teacher to help with substitute coverage as needed.

Counselors and Other Support Staff

Bryant School has a Speech Therapist, a Student Advisor, .5 Social Worker, AB 65 Outreach Consultant, Parent Liaison and native language assistance for Latino and Asian students. Our Resource Specialist/Inclusion teacher works with identified students with special needs and provides assistance to the Special Education students, within the general classroom environment. We have the services of a school psychologist, school nurse and currently receive funds from a DCYF Grant which supports our mental health services on site. The STAR program also provides an Instructional Reform Facilitator (IRF) to coach teachers around research based best practices.

Counselors and other Support Staff (con't)

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

Section IX - Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

Bryant Elementary's Leadership Team, which includes teachers, the Instructional Reform Facilitator (IRF), the Outreach Consultant, the Principal, and the Resource Teacher, identifies, coordinates and facilitates meaningful opportunities for professional development. With the assistance of our IRF and content coaches, classroom teachers can watch research based best strategies. Once a week, teachers have an hour of common planning time to plan instruction and analyze student data. During this time they collaborate with one another by grade level. The Reading First coach and ELD coach meet and collaborate with teachers regarding curriculum implementation.

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

Teachers plan together in monthly cross grade level meetings and weekly grade level meetings. A student portfolio process is currently being reworked and reestablished as a way to improve instruction and student learning. To help guide and improve instruction, teachers conduct the Comprehensive Reading Assessment (CRA), and Reading First Assessments (SCOE and OARS). All teachers have access to an integrated assessment data base.

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 Leadership Team and the SSC monitor school programs. The Leadership Team coordinates and supports the improvement of instruction by facilitating meaningful and data-driven professional development. The Leadership Team meets twice a month to plan and implement professional development for all staff.

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

Disaggregated data analysis is done in the Fall. In addition, Bryant ES conducts its own reading assessments three times a year. After school tutors meet with students 5 days a week for 30 to 40 minutes and conduct their own tests to measure effectiveness. Teachers, in conjunction with the Reading First coach, look at data every 8-10 weeks to determine the next steps in modifying their instruction.

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

Special needs students have the services of an RSP/Inclusion Support teacher and special education paraprofessionals. IEP's are developed and implemented and monitored by the RSP and inclusion teacher. In addition, students have the services of an After-School Intensive Supplemental Program. A Reading Recovery Teacher works 1-1 with first grade students below their reading grade level as well as with small groups of students at various grade levels.

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

Under the leadership of the Principal, IRF, Leadership Team, and Reading First coach, student data is analyzed and used in designing and implementing individualized instruction. We utilize SCOE Theme Assessments and the newly adopted ELD curriculum to adapt strategies, implement schoolwide agreements and ensure access to the curriculum for all students.

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 have access to the mandated curriculum. The Resource Specialist teacher

works with the other teachers to ensure that students have access to the curriculum and are meeting their individualized learning goals. The RSP teacher works with students in a pull-out support program as well as directly supporting students in the classroom. Special Education paraprofessionals provide in class support for identified students. We have a 2-3 day per week speech therapist.

Summary of overall achievement by subgroups.

Over the past three years, the English Language Arts test scores have improved in all grade levels and subgroups.

Professional Development

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.

For 2004/05 there are three weeks of centrally coordinated Professional Development Institutes. These week-long afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers. Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

Bryant Elementary's Leadership Team, which includes teachers, Principal, Instructional Reform Facilitator (IRF), and Resource Teachers, identify, coordinate and facilitate meaningful opportunities for professional development. In order to help guide and improve instruction one component of the professional development plan addresses assessments such as: Houghton Mifflin Theme Skills Test, CELDT, Comprehensive Reading Assessment (CRA), and Reading First Assessments (SCOE and OARS). Data collection and analysis is used to inform teacher instruction and identify areas of need. Classroom teachers have the opportunity to watch guided reading, shared reading and interactive writing techniques. An integrated data base is used by all teachers.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Grade Level / Core Curriculum Areas		Currency and Quality of Textbooks and Instructional Materials	
K	Reading/Language Arts	Textbook Not Specified	Good
K	Mathematics	Textbook Not Specified	Good
K	History/Social Studies	Textbook Not Specified	Good
K	Science	Textbook Not Specified	Good
1	Reading/Language Arts	Textbook Not Specified	Good
1	Mathematics	Textbook Not Specified	Good
1	History/Social Studies	Textbook Not Specified	Good

1	Science	Textbook Not Specified	Good
2	Reading/Language Arts	Textbook Not Specified	Good
2	Mathematics	Textbook Not Specified	Good
2	History/Social Studies	Textbook Not Specified	Good
2	Science	Textbook Not Specified	Good
3	Reading/Language Arts	Textbook Not Specified	Good
3	Mathematics	Textbook Not Specified	Good
3	History/Social Studies	Textbook Not Specified	Good
3	Science	Textbook Not Specified	Good
4	Reading/Language Arts	Textbook Not Specified	Good
4	Mathematics	Textbook Not Specified	Good
4	History/Social Studies	Textbook Not Specified	Good
4	Science	Textbook Not Specified	Good
5	Reading/Language Arts	Textbook Not Specified	Good
5	Mathematics	Textbook Not Specified	Good
5	History/Social Studies	Textbook Not Specified	Good
5	Science	Textbook Not Specified	Good

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient Materials Available
Mathematics	Sufficient Materials Available
Science	Sufficient Materials Available
History-Social Science	Sufficient Materials Available
Foreign Language	Sufficient Materials Available
Health	Sufficient Materials Available
Science Laboratory Equipment (Gr 9-12)	Sufficient Materials Available

Technology

School educational technology program.

Bryant Elementary's technology program includes a computer lab, and 5 computers in every classroom.

Additional technology resources.

Telecommunications facilities.

Computers	
Number of Computers	85
Number of Classrooms with Internet	12

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	53450	36,000
1	52000	50,400
2	52550	50,400
3	52550	50,400
4	54300	54,000
5	54300	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Total Number of Minimum Days

In all San Francisco Unified District schools in grades K through 8:

- 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.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

Any additional minimum days at this school and reasons:

No Text Submitted.

Some schools "bank" additional minutes for professional development:

No Text Submitted.

Section XI - Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,310	\$37,061
Mid-Range Teacher Salary	\$55,213	\$58,294
Highest Teacher Salary	\$70,407	\$72,876
Average Principal Salary (Elementary)	\$89,885	\$94,471
Average Principal Salary (Middle)	\$94,152	\$98,940
Average Principal Salary (High)	\$98,209	\$107,418
Superintendent Salary	\$223,525	\$179,061
Percent of Budget for Teacher Salaries	34.8 %	41.4 %
Percent of Budget for Administrative Salaries	5.0 %	5.1 %

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District Total Dollars	District Dollars per Student (ADA)	State Average For Districts In Same Category - Dollars per Student (ADA)	State Average For All Districts - Dollars per Student (ADA)
\$392,286,240	\$7,560	\$6,987	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

After School Learning

Arts Education Collaborative

Beginning Teacher Support & Assessment (BTSA)

Conflict Resolution Program

Reading Recovery

San Francisco Education Fund

EXCEL after-school program