

Bryant Elementary School

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

Ms. Anastasia Zita, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

School Description

Bryant Year-Round Elementary has as a student body derived from a wide variety of neighborhoods. Our school provides Spanish bilingual classes and a strong English as a Second Language program to meet the needs of our student population. Technology has become a strong component allowing Bryant to be selected as one of the twelve model school sites in California to implement Pacific Bell's technology in its "Education First Program." An After School Program has been implemented and is available to all students.

As a restructuring school, the principal, staff, and parent community work together to provide students with an environment that fosters self-confidence where students can develop lifelong skills.

The school has received many grants, one of which is "Linking San Francisco," in which the students provide artwork for General Hospital's walls and where students create and maintain gardens to enhance the school and community.

The Bryant school staff believes that it is our 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 success.

District Mission and Goals

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

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

School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the academic achievement of bottom quartile students. 2) Create a safe and positive school environment. 3) Increase involvement of parents. 4) Improve and increase the use of technology to enhance teaching and learning for all students and teachers. 5) Improve mathematical education.

Philosophical Tenets

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

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| * All individuals can learn. | * Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching. | * Learning has both cognitive and affective dimensions. | * All individuals learn in many different ways and at varying rates. |
| * All individuals are both potential learners and potential teachers. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action. | * Each individual learns best in a particular way. |
| * All individuals want to learn and to be recognized for their achievements. | | | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * All individuals are entitled to be treated with respect and dignity. | | | |

Grade Span:	K-5	Student Enrollment:	336	LEP/NEP*:	45.8%
Building (sq.ft.):	31,500	Average Daily Attendance:	97.8%	Special Education:	9.8%
Year of Construction:	1980	Optional Enrollment Requests:	11.6%	EDY**:	39.3%
Children Center: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		% Objectives Met***:	46%

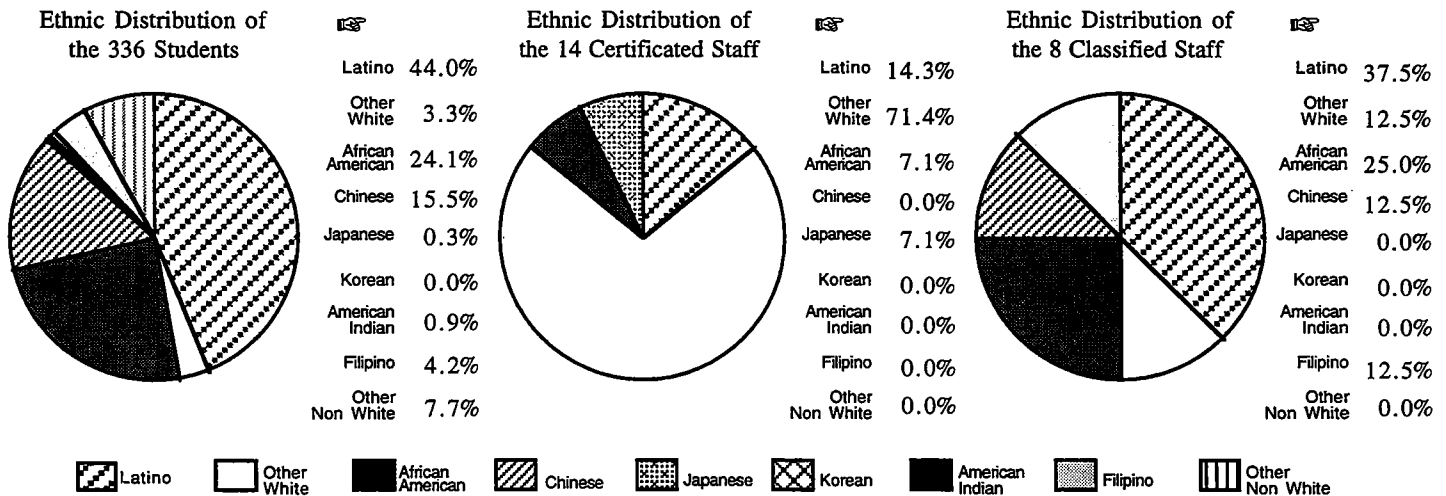
Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Bryant School has a Technology Resource Teacher, Speech Therapist, Nurse, Jump Start Coordinator, Student Advisor, Mission Education Project Tutor, and native language assistance for our Hispanic and Asian students. Our Resource Specialist works with identified Learning Disabled students within the classroom environment and assesses students to determine if they should be tested for Special Education placement.

Teacher Assignment

Out of 2,305 certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. Teachers at Bryant are teaching in the areas in which they are credentialed. The Bryant School program includes five Spanish bilingual classrooms (K-5) and five regular/ELD classrooms (K-12). All staff is encouraged to incorporate their special interests and talents in their classroom instruction. This has created an atmosphere which encourages teachers to follow their creative interests and to share their ideas with one another.

Ethnic Diversity



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented. (Based upon previous year's enrollment.)*

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1994-95 was 99.1% and the dropout rate was 1.7%. At Bryant, attendance for the year was 97.8%, excused absences were 4.9%, unexcused absences were 2.2% and the dropout rate was 0.6%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Bryant School has maintained its high attendance rate through close contact (i.e. phone or written communication) with parents, facilitated by the teachers, school Secretary and Student Advisor and Nurse. Parents are asked to call the school when their child is absent and teachers, secretary and principal follow up on every call. The Bryant School curriculum is student-centered and exciting. The strong focus on technology and developmentally appropriate activities has created a curriculum that students enjoy.

Objective 1o: 1994-95 dropout rate will be reduced from its 1993-94 level.*



Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	32.5	36,000
1	26.0	24	27.2	28.5	50,400
2	26.0	24	27.4	26.0	50,400
3	29.8	25	26.7	26.0	50,400
4	32.2	30	27.5	27.0	54,000
5	32.2	30	28.1	29.0	54,000

** All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

*Several District objectives are listed in this document. If the objective is shown with a check (✓), the objective has been achieved. N/A indicates that the objective is not applicable to the school. No mark at all indicates that the objective has not been achieved.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Bryant, no student was 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.

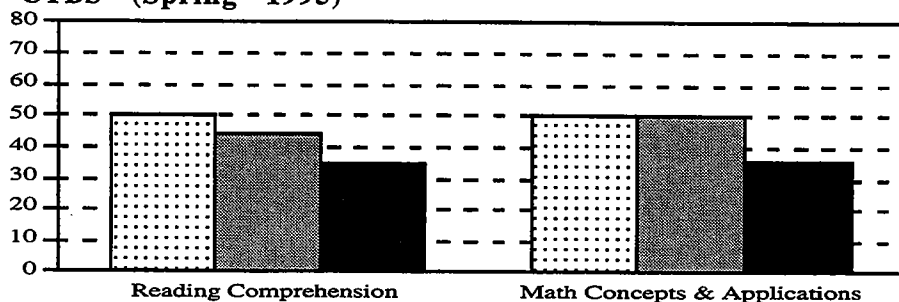
Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.*

Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS: National
 District
 School

CTBS (Spring 1995)



LEP/NEP = 45.8% Special Education = 9.8% EDY = 39.3% GATE & High Potential = 0.3%

Teacher/Staff Professional Development, and Curriculum Improvement

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. Staff training and instructional improvement takes place on a continuous basis. In addition to District workshops, on site staff development activities provides the training necessary to better meet the needs of the students. Conflict Resolution, Bay Area Writing Project and technology training are some examples of training being provided. The Linking San Francisco Project provides the school with two additional people, from Partners in Schools, to help implement its project. The self-directed Bryant staff is open and collaborative. They actively pursue staff development workshops that enrich them professionally. They share information gained formally in weekly meetings, and informally as teachers working together to plan the curriculum.

Quality of School Instruction and Leadership

High academic and behavioral expectations combined with the philosophy that all students can learn sets a positive tone at Bryant. The Bryant curriculum uses thematic school-based and interclass projects and incorporates technology. Students at Bryant are excited and proud of their school and of their class projects. The Principal and faculty council work closely to ensure that the curriculum is up-to-date while providing equal learning opportunities for all students. Our services include a School Site Team, PTA, GATE, ESL/Bilingual, "Jump Start," technology, and counseling for "at-risk" students.

Average Salaries, Budget Percentages & Expenditure per Student

1993-94 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$26,521	\$26,660
Mid-range Teacher Salary	\$41,168	\$39,146
Highest Teacher Salary	\$48,152	\$48,106
Principal's Average Salary	\$66,289	**\$60,544
Superintendent's Salary	\$109,669	\$120,000
Expenditure per Student	-	**\$3,163
% of Budget for Teacher Salaries	42.62%	44.5%
% of Budget for Administrators	5.08%	4.1%

* Districts over 20,000 ADA
 ** Elementary Schools Only

Substitute Teachers

During the 1994-95 school year, the Bryant teacher attendance rate was 99%. Comprehensive lesson plans are an integral part of the Bryant curriculum. Substitute teachers are always provided with lesson plans and support materials.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there will be the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. Materials available at Bryant include required and supplemental textbooks in English and Spanish, Math Their Way manipulatives, math and language arts software, and "Windows on Science." A variety of relia and fine arts materials also support the instructional process. Instructional materials used at Bryant are rich and varied. All are in good condition. Our computer lab provides additional instruction for GATE and Chapter 1 students. Grants awarded include S.F. Ed. Fund projects, Linking San Francisco, and Pacific Bell's "Education First Program."

School Facilities and Safety

Current Conditions:

Bryant School was built approximatley sixteen years ago and is in good condition for its age.

Planned Improvements:

The interior of the school is relatively new and minor repairs are made as needed. An electrical upgrade throughout the school is taking place to support all its technology.

Needed Improvements:

The blacktop on the yard needs to be resurfaced and the exterior of the building needs to be repainted. Benches should be refinished. The air conditioning system needs to be repaired.

*Objective 3b: The appearance of the school site will be improved **



Parent Involvement

Efforts are made to increase parent and community involvement. A Parent Workroom has been created in which parent can learn technology, learn how to better parent, share ideas, and help support the school and students. Parent support is elicited by the staff for both classroom and schoolwide special projects. Although many parents work during the school day, Bryant still maintains a high level of parent participation. Evening performances and open house activities encourage and support working parents to be involved in the school community.

*Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.**



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

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

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

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

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

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

San Francisco Unified School District

135 Van Ness Avenue
San Francisco, CA 94102

Attn: Bryant Elementary School