

# Bryant Elementary School

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Ms. Anastasia Zita, Principal

S.F.U.S.D.

1996-1997 School Accountability Report Card

Fall, 1996

## 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. The School and Children's Center were recently awarded a four year Even Start Grant to increase family literacy with an emphasis in technology. Although we are a small school we think big and work hard. This is how we became a Pac Bell model school site for teaching communication in the Information Age. 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 as a Second Language (ELD) classes and Spanish bilingual classes help meet the needs of our student population.

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

## 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) To 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:

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

Grade Span:	K-5	Student Enrollment:	307	LEP/NEP*:	49.8%
Building (sq.ft.):	33,100	Average Daily Attendance:	97.8%	EDY**:	44.3%
Year of Construction:	1979	Optional Enrollment Requests:	30.6%	% Objectives Met***:	73%
Children Center/Childcare: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Title I / State Pre-K Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

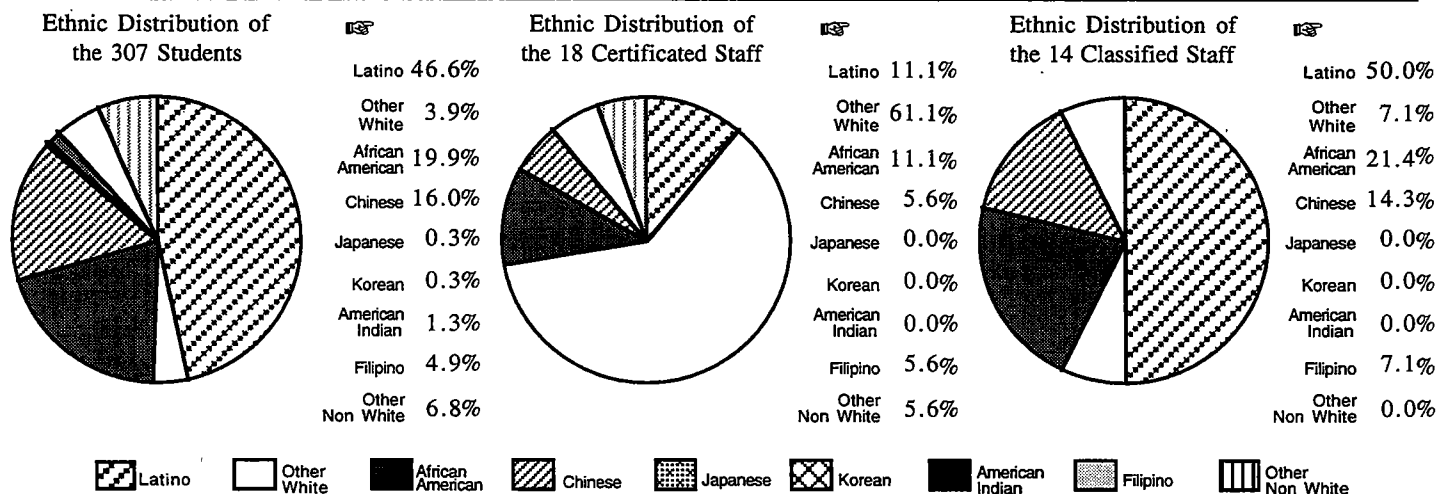
## Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Bryant School has both English and Spanish Reading Recovery teachers, a Speech Therapist, a nurse, a Student Advisor, and native language assistance for Latin and Asian students. Our Resource Specialist works with identified Learning Disabled students both within the classroom environment and in small groups. Mental Health Counselors from Instituto Familiar de la Raza work with our school's Student Study Team and Care Team to implement appropriate intervention strategies. The Primary Intervention Program (PIP) provides children in grades K-3 with a Special Friend who promotes student success through the use of play therapy. Instructional aides provide student support individually and in small groups. A Technology Resource teacher and Aide support all students in using technology as a tool to enhance learning.

## Teacher Assignment

Out of 2,663 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. All teachers at Bryant are teaching within their credentialed areas. Bryant School consists of six Spanish bilingual classrooms (K-5), seven English Language Development classrooms (K-5), and one Full-Inclusion classroom (3-5). We have a Spanish Reading Recovery Teacher and a half-time English Reading Recovery Teacher. We also have one Special Education Resource Specialist and a Technology Resource Teacher. All staff work closely together to promote student achievement.

## 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.)\*

\*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.

## Student Attendance and Dropout Rate

The District's elementary average attendance for 1995-96 was 99.1% and the dropout rate was 1.7%. At Bryant, attendance for the year was 97.8%, excused absences were 4.6%, unexcused absences were 2.2% and the dropout rate was 0.0%. 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 has maintained a high attendance rate through phone or written communications and home visits. The teachers, school secretary, student advisor, nurse, principal and counselors all work together to motivate student attendance through personal and consistent communication. Parents are asked to inform the school of their child's absence. Bryant's safe and challenging learning environment creates a school that students enjoy attending.

Objective 1o: 1995-96 dropout rate will be reduced from its 1994-95 level.\*



## Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	20.0	43,200
1	***	24	19.0	18.3	50,400
2	***	24	18.8	18.3	50,400
3	***	25	24.5	22.5	50,400
4	32.2	30	26.6	26.0	54,000
5	32.2	30	27.3	34.0	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.

\*\*\* Grades K-2 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program; Grade 3 class size goal of 25 set according to the Educational Equity Act of 1996.

## 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 create 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 reduce the number of suspensions per year to meet district standards.\*

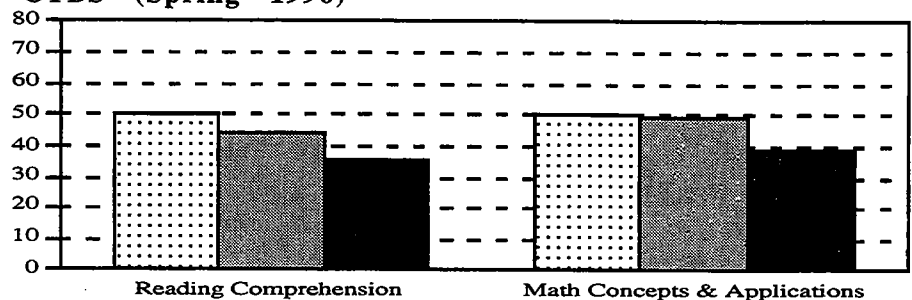


## Student Achievement

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 1996)



LEP/NEP = 49.8%      Special Education = 8.8%      EDY = 44.3%      GATE & High Potential = 0.7%

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

## Quality of School Instruction and Leadership

Students at Bryant are excited and proud of their school. High academic and behavioral expectations combined with the philosophy that all students can learn sets a positive tone at Bryant. The curriculum focuses on thematic school-based interclass projects. The Principal and Leadership Team work with the staff to ensure high curriculum standards are met.

## Average Salaries, Budget Percentages and Expenditure Per Student

1994-95 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,337	\$27,194
Mid-range Teacher Salary	\$42,801	\$41,976
Highest Teacher Salary	\$49,804	\$49,069
Principal's Average Salary	\$67,179	**\$64,213
Superintendent's Salary	\$111,308	\$129,600
Expenditure per Student	-	**\$3,325
% of Budget for Teacher Salaries	43.67%	41.12%
% of Budget for Administrators	5.22%	3.70%

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

## Substitute Teachers

During the 1995-96 school year, the Bryant teacher attendance rate was 94%. Comprehensive lesson plans are an integral part of the Bryant curriculum. Substitute teachers are always provided with lesson plans and support materials.

## Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. 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 was 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 and a wide variety of relia and fine arts materials support the instructional process. Foss and Insight science kits aid in the exploration of the scientific process. Technology provides resources such as the Internet, CD-ROM programs, courseware and the "Windows on Science" laser program. Bryant's instructional materials are rich and varied to provide resources necessary for the success of its students.

## School Facilities and Safety

### Current Conditions:

Two new classrooms were built this summer. Bryant's yard was resurfaced and circuits and wiring were upgraded for technology.

### Planned Improvements:

Bryant will have the roof resurfaced, the heating and cooling system upgraded, the computer cabling upgraded, and the outside doors replaced. A mural is planned to enhance the back of the building.

### Needed Improvements:

The exterior needs repainting and benches need refinishing.

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



## Parent Involvement

Parent surveys indicate a high level of satisfaction with Bryant School. They are pleased and supportive of both the school's principal and staff. Parents indicated a desire for students to show more respect for one another. In response, school-wide Conflict Management and TRIBES programs were implemented to increase positive interactions among students. The principal and staff, School-site Council, PTA, and Partners in School Innovation, work together to promote a strong partnership between home and school. Family activities such as Family Math, Computer Class, the Parent Support Club, Science Fair are scheduled to increase participation.

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 телефон.

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

## San Francisco Unified School District

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