

# Bryant Elementary School

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

Mr. Larry Alegre, Principal

S J.S.D.

## 1998-99 School Accountability Report Card

Fall, 1998

### 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. 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 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 is a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) To raise the achievement level of all students to the next highest quartile. 2) To create a safe and positive school environment. 3) Improve parent participation in the educational process. 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 should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- \* All individuals want to learn and to be recognized for their achievements.
- \* Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- \* All individuals are entitled to be treated with respect and dignity.
- \* All individuals can learn.
- \* All individuals learn in many different ways and at varying rates.
- \* Each individual learns best in a particular way.
- \* All individuals are both potential learners and potential teachers.
- \* Learning has both cognitive and affective dimensions.
- \* Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- \* Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	258	LEP/NEP <sup>1</sup> :	58.9%
Building (sq.ft.):	33,100	Average Daily Attendance:	98.3	EDY <sup>2</sup> :	37.6%
Year of Construction:	1979	Optional Enrollment Requests:	42.6%	% of Points Met <sup>3</sup> :	61.58%
Children Center/Childcare:	Yes	Title I/State Pre-K Program:	No	Student Uniforms:	Yes

<sup>1</sup> LEP/NEP: Limited English Proficient or Non English Proficient

<sup>2</sup> EDY: Educationally Disadvantaged Youth

<sup>3</sup> % of Points Met: Refers to the set of District objectives to achieve District goals

## 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 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 Curriculum and Technology Integration Specialist and Aide support all students in using technology.

## Student Attendance and Dropout Rate

*Dropout rate 1995-96 = 0% 1996-97 = 0% 1997-98 = 1.1%*  
 The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Bryant ES, attendance for the year was 98.3%, excused absences were 3.5%, unexcused absences were 1.7%, and the dropout rate was 1.1%. An important District objective is to further 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, 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.

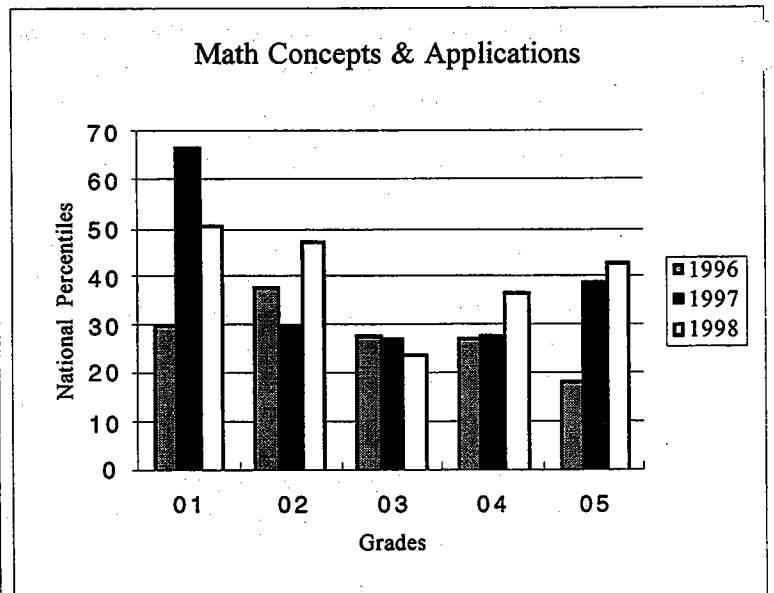
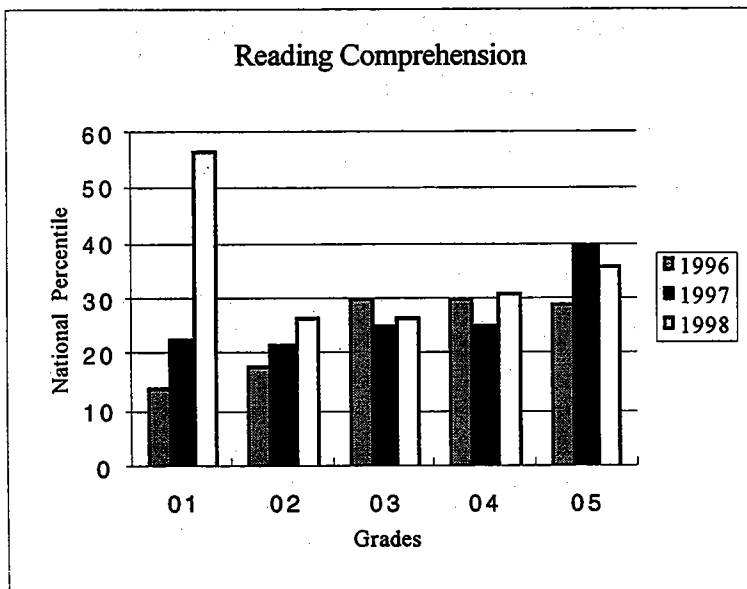
## Student Achievement

### CTBS (Spring 1996 - Spring 1998)

#### District K-5 Average National Percentiles

	1996	1997	1998
Reading	38	42	46
Math	48	53	58

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



## Ethnic Diversity

### Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
258 Students	15.5	1.9	22.1	2.3	0.4	0.4	49.6	3.9	3.9
18 Certificated	5.6	0.0	16.7	5.6	5.6	0.0	16.7	0.0	50.0
4 Classified	0.0	0.0	25.0	0.0	0.0	0.0	50.0	0.0	25.0
7 Paraprofessional	28.6	0.0	0.0	14.3	0.0	0.0	57.1	0.0	0.0

Bryant's staff and student population is ethnically diverse, primarily of Latin, Asian and African American backgrounds. The student population is comprised of approximately 50% Spanish Surname, 22% Chinese, 16% Black, 4% Other White, 4% Other Non White, 2% Filipino, 2% American Indian, 0.4% Japanese and 0.4% Korean.

## 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

	1995-96	1996-97	1997-98
School Suspension rates:	0%	0%	.4%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Bryant ES, 1 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.

## Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. 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 Special Day 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 Curriculum and Technology Integration Specialist.

## Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	20.0	20.0	20.0	43,200
1	**	24	19.30	18.3	20.0	18.5	50,400
2	**	24	18.92	18.3	20.0	18.0	50,400
3	**	25	20.79	22.5	20.0	19.0	50,400
4	32.2	30	25.54	26.0	20.1	18.4	54,000
5	32.2	30	26.65	34.0	0.0	25.0	54,000

\* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.  
 \*\* Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

## Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8    1997-98 = 8    1998-99 = 8

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 multiple professional development institutes engage educators and parents in instructional leadership development.

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

## 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 & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

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

## Substitute Teachers

During the 1997-98 school year, the Bryant ES teacher attendance rate was 98%. 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. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Materials available at Bryant include required and supplemental textbooks in English and Spanish and a wide variety of related 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 disc 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*

Bryant had the roof resurfaced, the heating and cooling system upgraded, the computer cabling upgraded, and the outside doors replaced. A mural now enhances the back of the building.

### *Planned Improvements*

### *Needed Improvements*

The exterior needs repainting and benches need refinishing.

## 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 and Technology Fair are scheduled to increase 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