School Accountability Report Card
School Year 2018-19
(Published during 2019-20)

Bryant Elementary School

2641 25TH ST, SAN FRANCISCO, CA 94110

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP) which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners.

Internet access is available at public libraries and other locations that are publicly accessible.

School Description and Mission Statement

This section provides information about the school's goals and programs.

Bryant Elementary School recently moved to its new location with a renewed vision for student achievement. It is a small school dedicated to student excellence. Raising life long learners and our students' achievement is our primary goal. Our nurturing environment and standards based instruction support the development and language needs of all children. Because of its small size, the staff, parents, neighbors, community helpers and children know each other well. The staff is committed to developing our students' academic, social and creative potential to produce the next generation of smart, creative, kind and caring adults. With high expectations and consistent parent support all students at Bryant will thrive and succeed.

We are a community school; a parent liaison, community school liaison 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 and PTO meetings are scheduled monthly. Bi-Monthly parent newsletters are sent home in English and Spanish. We sponsor, monthly opportunities for parents to meet with families designed to strengthen the home-school connection and assist parents in developing their skills to better help their children at home. Parents are considered our partners in the education of all the students.

Student Enrollment By Grade Level (School Year 2018-19)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	44
1	36
2	38
3	33
4	40
5	32
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	223

Student Enrollment By Group (School Year 2018-19)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	5.8
American Indian or Alaska Native	0.9
Asian	0.4
Filipino	1.3
Hispanic or Latino	83.4
Pacific Islander	0.4
White (Not Hispanic)	1.8
Two or More Races	1.8
Socioeconomically Disadvantaged	79.8
English Learners	65
Students with Disabilities	13.5
Foster Youth	
Homeless	11.7

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2017-18	*2018-19*	*2019-20*	*2019-20*
With Full Credential	17	17	14	2747
Without Full Credential	4	2	4	345
Teaching Outside Subject Area of Competence	0	2	0	145

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:
http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- 1st Floor Entrance/Hallway: Exit Door holding magnet broken one one side next to room 20 and one broken next multipurpose room.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors			X	- Playground: Playing yard asphalt not flat (tripping hazard) (extra material) by the exit door next to the cafeteria.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		
Inspection Date	Fall 2019			

Additional Comments:

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Recently Bryant School was updated for ADA. Bryant is a two story building with beautifully restored restrooms on both floors. Not only are there public restrooms with two stalls, there are also private wheelchair accessible restrooms. There is an elevator, a wheelchair lift to the stage and all the doors have been changed to accomodate wheel chairs. Bryant is a recipient of a greening grant. Some of the cement in the yard was torn up and replaced with bark chips, trees and large sitting rocks. This plan is yet to be finished. Parents have agreed to put up trellis, plant flowers, and make a beautiful green outdoor space for children to enjoy. The school has two part time custodians and one fulltime. The building is maintained in good condition.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results for All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
Subject	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	30	55	56	50	50
Mathematics (grades 3-8 and 11)	25	24	50	49	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	90	87.38	12.62	30.34
Male	50	44	88.00	12.00	25.58
Female	53	46	86.79	13.21	34.78
African American	--	--	--	--	--
American Indian/Alaskan	--	--	--	--	--
Asian					
Filipino	--	--	--	--	--
Hispanic or Latino	89	80	89.89	10.11	26.58
Pacific Islander/Hawaiian	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Economically Disadvantaged	83	76	91.57	8.43	28.00
English Learners	78	68	87.18	12.82	22.06
Students with Disabilities	13	6	46.15	53.85	33.33
Migrant Education Services					
Foster Youth					
Homeless	17	15	88.24	11.76	40.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	94	91.26	8.74	24.47
Male	50	46	92.00	8.00	32.61
Female	53	48	90.57	9.43	16.67
African American	--	--	--	--	--
American Indian/Alaskan	--	--	--	--	--
Asian					
Filipino	--	--	--	--	--
Hispanic or Latino	89	83	93.26	6.74	20.48
Pacific Islander/Hawaiian	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Economically Disadvantaged	83	77	92.77	7.23	25.97
English Learners	78	72	92.31	7.69	22.22
Students with Disabilities	13	6	46.15	53.85	33.33
Migrant Education Services					
Foster Youth					
Homeless	17	16	94.12	5.88	12.50

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
  - Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	22.6	22.6	22.6
Grade 7			
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate				7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate				86.5	73.1	72.1	83.8	82.7	83

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

To help our students maintain a healthy lifestyle our curriculum includes lessons in tobacco, drugs, 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. There are earthquake and fire drills regularly. A Crisis Response Team is in place in case of a disaster. Each child has an earthquake bag made up of water, granola bar, and a blanket. The Principal and the PTA are working with a neighborhood organization to help maintain a safe campus and neighborhood. Graffiti is eliminated as soon as it is spotted to maintain our beautiful and colorful school grounds.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	0.0	0.0	2.4	1.6	1.6	1.7	3.6	3.5	3.5

Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Our parent liaison and Outreach Consultant work with parents and community members to volunteer in the school and in classrooms. The Parent Teacher Association sponsors fundraisers and parent community meetings. The SSC/ELAC meetings are scheduled monthly. Bi-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. Parents are considered our partners in the education of all the students.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Laura Juarez   **415-695-5780**

Section D (Other SARC Information) begins on next page.

Section D - Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2016-17 Number of Classrooms			Avg Class Size	2017-18 Number of Classrooms			Avg Class Size	2018-19 Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	1		18	2			21		2	
1	19	2			21	1	1		18	2		
2	18	1	1		19	1	1		19	2		
3	19	2			19	2			17	2		
4	15	2			18	2			20	2		
5	16	2			14	2			16	2		
6												
Other												

Academic Counselors and Other Support Staff (School Year 2018-19)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count.   This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	2	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

This table displays a comparison of the school's per pupil expeditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,103	$1,036	$5,067	$73,379
District	----	----	$5,067	$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$7,506.64	$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

Types of Services Funded (Fiscal Year 2018-19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Bryant has a multitude of services to support our students and families. All of the programs help children to enhance self-confidence and experience the joy of success. Programs that are available after school are Boys and Girls Club, Tutoring for underperforming students, year round CDC daycare for K-5th graders and EXCEL After School Program, Beginning Teacher Support and Assessment(BTSA)supports new teachers, a Literacy Specialist, an Instructional Reform Facilitator, Parent Liaison, Outreach Consultant, on site therapy, a Student Advisor, Conflict Resolution Program, a paraprofessional for Kindergarten classes, a Site Support Substitute, a part time Librarian, an English Language Development Coach, The Jewish Coalition for Literacy, Student Teachers and San Francisco Arts Foundation.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category

Beginning Teacher Salary	$47,028	$48,612
Mid-Range Teacher Salary	$77,010	$74,676
Highest Teacher Salary	$96,368	$99,791
Average Principal Salary (Elementary)	$114,660	$125,830
Average Principal Salary (Middle)	$120,566	$131,167
Average Principal Salary (High)	$124,586	$144,822
Superintendent Salary	$310,000	$275,796
Percent of Budget for Teacher Salaries	33	34
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2018-19)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to 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 continues to provide some full days of professional development during the academic year.

End of SARC Document.