

School Accountability Report Card

School Year 2001-2002

SFUSD #876

CA ID #6041727

West Portal Elementary School

5 Lenox Way, San Francisco, CA 94127

Ms Margaret Chiu, Principal

Phone: 415-759-2846

FAX: 415-242-2526

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Phone: 415-759-2846

FAX: 415-242-2526

Enrollment: 558
Grades Served: K-5

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Web Site:
www.sfusd.edu/schwww/sch876

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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School Description

West Portal School's learning community fosters a safe, cooperative, nurturing environment. We have model classrooms in developmentally appropriate practices and language learning through the Chinese Two-way Immersion Program. As a model school for inclusive education, we were recognized by the *Exceptional Parent Magazine* as a "Model of Excellence in Education for 2000." Our teachers are proactive and highly involved in the implementation of a rich, meaning-centered, thinking curriculum. Staff works collaboratively through peer coaching, resource sharing, and program support. Curriculum offerings are extended through technology, art, music, physical fitness, perceptual motor, library, and visual and performing arts. Curriculum committees, including Gifted and Talented Education, share learned strategies to enrich the school's curriculum. School wide activities include the Spring Musical, Academic Fair, Spring Festival, Poets in the School, Buddy Program, Visual Artist in Residence, and assemblies with a multicultural focus. Our students participate in the symphony program (AIM), student government, environmental study trips, and community outreach programs. Our language program enables students to become bilingual/biliterate in English and Chinese. An exemplary nonprofit childcare is available through West Portal CARE. Literacy, Parent Involvement, and Academic Progress and Excellence are priorities for West Portal School. Our vision for students is that they will strive to reach their full potential, create their own visions and welcome responsibilities and challenges.

Vision Statement

"The object of education is to prepare the young to educate themselves throughout their lives."

Robert Hutchins

The mission of West Portal Elementary School, a supportive, nurturing, lifelong learning community for children and adults, is to:

- Enable students to be self-directed achievers, reaching their full potential by constructing knowledge, gaining a knowledge base, and finding joy and value in learning in a rich, meaning-centered, hands-on, rigorous-curriculum, active learning environment.
- Enable students to develop character and social consciousness, creating their own vision for the future and welcoming responsibilities and challenges, using time, energy, and talents to improve the welfare of themselves and others.
- Develop in students a respect of oneself, one's cultural heritage and respect for others and their heritage, and welcome diversity as an enrichment to their lives.
- Foster a safe, cooperative, bilingual environment for learning, encouraging second language acquisition through our Chinese Immersion Program and our before school language classes.
- Empower all parents to become partners in their children's education, engaging in supportive activities which extend their children's learning, value their educational efforts, and celebrate their successes.
- Empower teachers to meet student needs through participation in a challenging, thought-provoking professional growth program that capitalizes on the rich diversity of our community and is based on current research and the best thinking about curriculum and instructional practices.

Opportunities for Parental Involvement

Contact Person Name: Gayline Tom

Contact Person Phone Number: (415) 759-2846

Organized opportunities for parental involvement:

Parents/Guardians automatically become members of the West Portal Parents Club when their children are enrolled at West Portal School. The Parents Club plays a vital role in the school. Members meet monthly. They are represented in the School Site Council and English Learners Advisory Committee. They volunteer in the classrooms, go on field trips, work in the library, plan class festivities, share in decision making, support the instructional program, and serve as curriculum resources. They started our lunch-recess Game Room, Science Nights with the Exploratorium (at West Portal), annual participation in the Chinese New Year Parade, Lunchtime Sports, after school Arts and Sports programs, and other support for the students. Their fund raising program provides for enrichment activities and instructional materials. Parents and guardians are our most valuable resources.

I. Demographic Information

Student Enrollment The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	24	4.3
American Indian or Alaska Native	0	
Asian-American	378	67.7
Filipino-American	13	2.3
Hispanic or Latino	34	6.1
Pacific Islander	1	0.2
White (Not Hispanic)	98	17.6
Other	10	1.8

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/18/2001

Date Last Reviewed with Staff: 10/29/2001

Key elements of School Safety Plan:

- * Up-to-date emergency plan to insure the safety and security of the students and staff .
- * Professional development in fostering a safe and nurturing learning environment for students.
- * Health and safety education for all students, including tobacco, drug and violence prevention.
- * Community agreements that promote self-discipline and respect for others.
- * Maintenance of the cleanliness in our school facilities.

School Programs and Practices that Promote a Positive Learning Environment

- * Chinese Language Immersion Program
- * Team Teaching
- * Spring Academic Fair
- * Library Program
- * Computer Program
- * Garden Program
- * Environmental Education - Overnight Backpacking / Camping Trips
- * GATE Program
- * Resource Specialist Program
- * Inclusion Program
- * DWOK - Galef
- * Multiage Teaching
- * Master Teachers Program - USF, SFSU, National University
- * Instrumental Music (Grades 4/5)
- * Classroom Music - All Grades
- * Spring Musical
- * Multicultural Class Activities and Celebrations
- * Art Program - Classroom Instruction - Special Projects
- * Adventures in Music, SF Symphony Program
- * Kindergarten Music Maker
- * San Francisco Poets in the School

Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)		1	1	1,712	1,935	1,791
Suspensions (rate)	0.0%	0.2%	0.2%	2.8%	3.2%	3.0%
Expulsions (number)				66	57	90
Expulsions (rate)				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at West Portal 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: Elementary Advisor, cross-age and peer tutoring, student government, noon games, home/school communications, SST, a discipline policy based on the belief that children need healthy self-concepts, and a volunteer program to support our children.

School Facilities

Safety, cleanliness and adequacy of school facilities.

We have two custodians, one full time and one half time, who keep the school very clean. Our school facilities include a multipurpose room, a large daycare room, and a library. Last year, our Parents Club contributed generously to the renovation of our library. We now have a bright and beautiful library with new furnishings.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

There are 27 classrooms; 14 are located in the main building and the 13 are in bungalows. One of the bungalow classroom is used for Speech Therapy, Integrated Play Group, and Lunch-recess Game Room. There are four yards. Yard space is adequate but Yard 1, Yard 3 and Yard 4 need resurfacing. The condition in Yard 4 is particularly of concern because the surface has many cracks and is uneven.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

The school was built in 1926 and is well maintained. All bathrooms are kept clean. The bathrooms on the second floor were rehabilitated by Prop A monies and are in good condition. The two bathrooms on the first floors need to be rehabilitated. The floors of the main building are in good condition. The retaining walls in the school yards have cracks in several places and need repairs. Irrigation system needs repair. Water seepage has damaged the wall of the auditorium. The auditorium needs painting. So does the exterior walls of the school. Modular classrooms need water. Yard fountains need upgrading. The clock/bell system needs replacing. The sound system in the auditorium needs upgrading.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Everything is in place including the technological infrastructure. Some window shades in the classrooms need repair or replacing. Fire alarm needs repair.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

The entire school community works hard to keep the buildings and grounds clean and well maintained. We have excellent custodians. In our classrooms and school assemblies, we discuss with students ways to keep our school clean. The Student Council holds monthly class contests to keep the yards clean at lunchtime. Winning classes are rewarded with ice cream parties.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

Buildings and grounds are routinely being inspected by the principal and the custodians. There is an on-line request line to the district's Buildings and Grounds Department. We can also phone in for emergency requests for repair services.

Success of these efforts.

We have a very safe school for our students and staff. The school administration works closely with the district Facilities Management to ensure the success of these efforts.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests 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 standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			60			37			32
3			58			31			30
4			67			34			33
5			42			28			28
6						28			31
7						33			32
8						30			32

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	56	65	52	63	46	65	
3	48	71	48	62	59	58	
4	61	74	64	69	66	70	
5	24	55	6	58	26	49	
6							
7							
8							

ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	79	88	75	55	58	54	44	49	51
3	57	69	74	42	45	46	41	44	46
4	56	68	83	43	50	51	41	45	47
5	50	54	62	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	84	90	87	60	64	60	49	57	58
3	74	80	90	55	61	61	48	56	59
4	74	81	88	51	56	58	44	51	54
5	65	79	74	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

Subgroups (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	74	76	73	77	68	79	
3	70	79	57	83	63	79	
4	79	88	80	86	88	84	
5	49	71	29	78	44	69	
6							
7							
8							

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	88	86	91	85	82	89	
3	87	92	86	91	88	90	
4	83	93	80	92	92	87	
5	69	78	64	79	67	78	
6							
7							
8							

California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	11.7	9.6	14.3	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Academic Performance Index (API)

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% of the distance between its base API and 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 monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

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

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Percentage Tested	87	91		Percentage Tested	91	99	
Base API Score	775	820		Growth API Score	820	833	
Growth Target	1	#		Actual Growth	45	13	
Statewide Rank	9	9		Eligible for Awards	No	Yes	
Similar Schools Rank	5	7		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score	800	842		Growth API Score	842	851	
Growth Target		#		Actual Growth	42	9	
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	796	818		Growth API Score	818	825	
Growth Target	1	#		Actual Growth	22	7	

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Base API Score	717	760		Growth API Score	760	800	
Growth Target	1	1		Actual Growth	43	40	

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.5	2			20.0	3			19.8	4		
1	20.0	1			19.3	3			20.0	4		
2	19.0	1			20.0	3			19.8	5		
3	20.0	2			19.7	3			19.8	4		
4	17.0	1			29.0		3		26.7	1	1	1
5					23.7	1	2		29.0		2	
6												
K-3	20.0	2			20.0	4						
3-4	20.0	1										
4-8					28.0		1					
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
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

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

At West Portal all teachers are fully credentialed. Eighteen teachers completed English Language Development training and passed all portions of the Language Development Specialist exam. We have seven credentialed Chinese bilingual teachers. Other credentials include: Early Childhood Education, Learning Handicap, Severely Impaired, Resource Specialist, CLAD, and Supervisory and Administration.

	1999	2000	2001
Total Number of Teachers	29	29	28
Full Credential (fully credentialed and teaching in subject area)	26	22	28
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	2	4	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	3	0

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *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

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the West Portal ES teacher attendance rate was 97%. All staff assists substitutes in order to support the school's program. Teachers are well prepared. Children are expected to demonstrate responsibility in the absence of their regular teacher. If substitutes are not available, classes are covered by the principal and/or support staff.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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. At West Portal we use a collaborative model to support students with special needs. Parents/guardians and staff, including support staff, the resource specialist, inclusion support teacher, speech therapist, elementary advisor, and classroom aides, are guided by the belief that collaboration is essential to support our children. The Student Success Team develops strategies for student success. Our discipline policy supports our belief that children can become effective decision makers when we help them to become contributing members to our school community and to society. Stated in our Discipline Policy is the belief that all people have equal claims to dignity and respect. Parents and guardians play a vital role in the school and sponsor programs to build a caring community for children.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors
for grades 6-8 only.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The district implements a professional development program that offers a variety of curriculum improvement workshops for administrators, teachers, and staff. At West Portal, we also provide on-site professional development programs. This year, the staff at West Portal will receive 25 hours of training on using community-building skills to improve teaching and learning. In addition, teachers take courses and/or attend workshops to satisfy professional development requirements for credential renewals.

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

Teachers plan together at grade level and cross grade level meetings to discuss curriculum and assessment alignment with the State content standards. The standards are posted in classrooms for students and parents to review, and are referred to when teachers plan their lessons. Students' progress is assessed on a regularly basis through portfolios and various test data. At least twice a year, teachers meet with parents during Parent Conference Weeks to discuss students' progress. In addition, parents receive students' progress reports four times a year, at the end of each nine-week cycle throughout the school year.

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 administrator and Resource Teacher visit classrooms daily. The leadership team meet twice weekly to discuss ways to support instruction and program improvement. Teachers at grade-level meetings and monthly faculty meetings provide feedback to the leadership team. Curriculum committees and SSC monitor the quality of various programs at the school.

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

Teachers review students' results of the standardized tests at the beginning of the school year and identify students' learning needs through the data analysis as well as their classroom observations and assessments. Teachers monitor students' progress through students' work and ongoing assessments. Teaching in small groups enables teachers to monitor students' progress closely and provide individualized instruction to meet underperforming students' needs. All English Learners participate in the CELDT. Test results are used to assess students' English language levels, along with the district's Language Arts Test for English Learners.

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

The Students Success Team (SST) meets on Thursday afternoons to examine students' work and to discuss interventions for the at-risk students. When all interventions fail, the students are referred for educational and/or psychological assessments. Special needs students have the services of a full time Resource Special Program Teacher and a part-time paraprofessional. We also offer a full Inclusion Program at West Portal. We have a full-time Inclusion Resource Teacher and eight part-time paraprofessionals who provide one-to-one assistance to the special needs students in the Inclusion Program. Individual Educational Plans are developed and implemented in compliance to education codes. For the English Language Learners, we have a half-time Literacy Specialist who monitors students' progress and provides supplemental instructional services to help students learn. The GATE Coordinator collaborates with the district GATE Office and staff at West Portal to implement the GATE program. GATE students receive the academic challenges in their classrooms and special support services such as the Book Club.

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

School site assessment data analysis is based on review of subgroup reports of the Brigance (K1), Assessment of Basic Comprehension (Grade 1), Stanford 9 Achievement Test, Integrated Writing Assessment (4th Grade), Mathematics Performance Assessment, California Content Standards, and the California English Language Development Test (English Language Learners).

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.

Classroom teachers ensure that all students have access to the core curriculum. Differentiated instruction is used in all classrooms. All students received developmentally appropriate instruction. English Learners are placed in classes with certificated ELD or BCLAD teachers and they receive supplemental instruction from the Literacy Specialist. All special education students learn the core curriculum in their general education classrooms and receive supplemental services from the Resource Specialist or Inclusion Resource Specialist.

Summary of overall achievement by subgroups.

All our subgroups show gain in both Reading and Math on the Stanford 9 Test and met the target growth indexes. Our Total Reading test score rank 5th and Math test score rank 3rd amongst all District elementary schools.

Professional Development

Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 3

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 days for site-determined professional development.

Staff collaborates through and across grade levels. Mentor, math leadership, Chinese Immersion, beginning teacher support providers, and lead teachers in developmentally appropriate education share expertise. In addition to professional growth in content areas, we receive training in differentiated instruction strategies to meet the diverse needs of our students. The Program Quality Review Process enables our entire school community to analyze data, examine student work, and determine areas of need of professional development. Site master teachers work with new and student teachers to assist them in learning the elementary curriculum and best practices in instructional strategies.

Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

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. The condition and quantity of textbooks are current and adequate. At West Portal, supplemental materials meet the special needs of our students and programs. The West Portal Parents Club funds test-taking practice materials and other instructional needs for our students and teachers.

School educational technology program.

All of our classrooms are wired and have adequate number of computers for students. The West Portal Parents Club provides funding for the purchase of new computers and instructional software. Technology is integrated into the core curriculum.

Additional technology resources.

We have a Technology Resource Teacher, and a paraprofessional who provides students with supplemental computer instruction in small group setting

1. Number of Computers Used for Instructionally Related Purposes	75
2. Number of Computers with CD-ROM (must be less than or equal to 1)	25
3. Number of Classrooms with Internet Access	27
4. Number of Classrooms with Wide Area Network (WAN) Access	15

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. We use Houghton Mifflin’s Math Steps and Spelling Workbooks to supplement the district adopted textbooks so that we can address the new state content standards.

Report the ratio of textbooks to pupils.

1:1

Instructional Minutes (School Year 2000-2001)

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	46,450
1	50,400	50,800
2	50,400	50,800
3	50,400	50,800
4	54,000	54,300
5	54,000	54,300
6	54,000	
7	54,000	
8	54,000	

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 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

Some schools “bank” additional instructional time to be used for professional development:

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

West Portal provides students with strong academic challenges and high expectations for students to reach their highest potential. Students gain a solid academic foundation at our school. Our instructional programs foster the acquisition of lifelong interest in learning for our students so that they will continue to acquire new knowledge and skills, and will be ready to meet the demands and requirements of their chosen career fields. Teachers provide our students with career knowledge by taking them on field trips, inviting guests to the classrooms to speak about their professions and career choices.

How the school measures the success of its efforts to prepare students for the work force.

West Portal School sponsors articulation meetings with the secondary schools that are attended by many of our former students. We obtain feedback from these schools about our students' performance. Our alumni parents also provide us with vital information about our students' secondary school experiences and performance.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

Special Education students go on field trips and receive community training. Special student populations are included in the career presentations given by guests speakers. All students have access to the core curriculum to build a strong academic foundation upon which new knowledge can be built.

VIII. Post Secondary Preparation (Secondary Schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

Types of Services Funded

Arts Education Collaborative

Bay Area School Reform Collaborative (BASRC)

Beginning Teacher Support & Assessment (BTSA)

Galef--Different Ways of Knowing

Peer Assistance & Review (PAR)

Chinese Immersion Program