

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

SFUSD # 876

CA ID # 6041727

West Portal Elementary School

5 Lenox Way, San Francisco, CA 94127

Phone: 415-759-2846

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West Portal Elementary School
5 Lenox Way, San Francisco, CA 94127
Mr. William Lucey, Principal

Phone: 415-759-2846

FAX: 415-242-2526

Enrollment: 560
Grades Served: K-5
email:
sch876@muse.sfusd.edu

**School web site can be accessed
through the SFUSD home page.**

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Notes regarding the source and currency of data: Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2003. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

Principal's Introduction

The staff at West Portal School is dedicated to providing the best educational program which promotes academic excellence and builds self-esteem. West Portal is a caring community which is committed to high academic standards and willingly assumes the responsibility to see that every child realizes their potential. Our community energizes our school atmosphere as we come together for a single purpose of educational excellence. The partnership of students, staff and parents that has been formed at West Portal is the driving force of our school. The professionalism of our faculty is exceptional and our entire staff recognizes that learning is a continual process. We welcome visitors to our school on Wednesdays and Thursdays from 9-12 to visit our Chinese Immersion Program and General Education Program.

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. Schoolwide 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: Rose Lacy

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 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	86	9	0
1	91	10	0
2	89	11	0
3	84	12	0
4	95	Ungraded Secondary	0
5	115		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	560

Student Enrollment by Ethnic Group Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	21	3.8
American Indian or Alaska Native	2	0.4
Asian-American	378	67.5
Filipino-American	15	2.7
Hispanic or Latino	27	4.8
Pacific Islander	0	0.0
White (Not Hispanic)	93	16.6
Other	24	4.3
Total	560	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/30/2002

Date Last Reviewed with Staff: 10/21/2002

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
- Adventures in Music, SF Symphony Program
- Kindergarten Music Maker
- San Francisco Poets in the School
- Leap...Imagination in Learning
- Perceptual Motor Program K-1
- Special Sports Program - Kickball Team
- Student Council
- Para Professional support for English Language Learners
- Speech Therapy
- Buddy Program - Pairing Younger / Older students for reading, science, art etc.
- Student Success Team - An intervention program for at-risk students
- Physical Education Program 2nd-5th grade
- West Portal C.A.R.E. - A nonprofit childcare program
- Transitions - a program to prepare 5th grade students/families in making transition to middle school
- Safety Whys - Safety Program - K-3rd Grade

Suspensions and Expulsions

	School			District		
	2000/01	2001/02	2002/03	2001	2002	2003
Suspensions (number)	1	1	2	1,791	1,722	2,428
Suspensions (rate)	0.18%	0.18%	0.36%	2.99%	2.94%	4.17%
Expulsions (number)				90	60	47
Expulsions (rate)				.15%	.10%	.08%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs 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, P.E.A.C.E Program through Kaiser Permanente, 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 full time custodians, one during the day and one in the evening, who keep the school very clean. Our school facilities include a multipurpose room, a large daycare room, and a library. In the past, 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 classrooms 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. We are looking to put new benches in around the play yards and repaint our game lines. This effort will come from a grant that we have written and through the district channels.

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

The school was built in 1926 and is well maintained. The interior and exterior of West Portal's main building and permanent portables were recently painted along with the benches and gate/walls that outline our school yards. 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. Irrigation system needs repair. Water seepage has damaged the wall of the auditorium. Modular classrooms need water. Yard fountains need upgrading. The clock/bell system needs replacing. The sound system in the auditorium needs upgrading. This year the Facilities department came out to investigate the water seepage into the auditorium and tree roots were discovered in the gutters. They also looked at the number of deep holes in the play ground surface especially along the stairways between the yards.

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 are missing or need repair or replacing.

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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English/ Language Arts	56	63	65	32	35	38	30	32	35
Mathematics		71	70		34	39		31	35
Science					32	28		30	27
History/ Social Science					32	32		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	25		70		37		62
Mathematics	19		79		42		63
Science							
History/ Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	61	70	44	63	65	18	71	
Mathematics	69	73	65	69	71	20	77	
Science								
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) are reported as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	74	80	64	46	48	45	44	45	43
Mathematics	85	91	77	60	63	57	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	50		67		42		65
Mathematics	50		84		47		72

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	61	70	38	62	66	18	71	
Mathematics	73	83	68	80	76	27	84	

California Fitness Test

The percent 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. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	28.3	24.5	31.7	27.2	31.5	23.0	23.8	25.2	22.3
7				36.4	40.7	32.4	27.8	29.6	26.0
9				34.4	35.8	33.2	24.8	23.3	26.2

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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met 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 test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

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: Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

"A" means the school scored at or above the statewide performance target of 800.

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Percentage Tested	91	99	100	Percentage Tested	99	100	100
Base API Score	820	823	857	Growth API Score	833	869	868
Growth Target	#	A	A	Actual Growth	13	46	11
Statewide Rank	9	9	10				
Similar Schools Rank	7	5	9				

API Subgroups - Racial/Ethnic Groups Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
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	842	839	886	Growth API Score	851	893	884
Growth Target	#	A	A	Actual Growth	9	54	-2
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	818	822	832	Growth API Score	825	844	864
Growth Target	#	A	A	Actual Growth	7	22	32

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score	760	791	830	Growth API Score	800	847	846
Growth Target	1	1	A	Actual Growth	40	56	16

Awards and Interventions Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

School Programs

Federal Programs			California Programs				
	2001	2002	2003		2001	2002	2003
Recognition for Achievement (Title I)	No	No	No	Eligible for Governor's performance award	Yes	Yes	No
Identified for Program Improvement (Title 1)	No	No	No	Eligible for II/USP	No	***	***
Exited Title 1 Program Improvement	No	No	No	Applied for II/USP Funding	No	***	***
Years Identified for Program Improvement:				Received II/USP Funding	No	***	***

***The II/USP Program was not funded for the years 2002 or 2003.

District: Federal Programs

	2001	2002	2003
Number of Schools Identified for Program Improvement	11	0	14
Percent of Schools Identified for Program Improvement	9.5	0.0	12.3

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ayp/> or by speaking to the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students			YES			YES
African American (not of Hispanic origin)			N/A			NO
American Indian or Alaska Native			N/A			YES
Asian			YES			YES
Filipino			N/A			YES
Hispanic or Latino			N/A			YES
Pacific Islander			N/A			YES
White (not of Hispanic origin)			YES			YES
Socioeconomically Disadvantaged			YES			YES
English Language Learners			YES			YES
Students with Disabilities			N/A			NO

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.75	4			20.00	4			19.00	4		
1	20.00	4			19.80	5			20.00	5		
2	19.80	5			19.33	3			19.20	5		
3	19.75	4			19.20	5			19.25	4		
4	26.67	1	1	1	28.00		4		29.00		3	
5	29.00		2		28.67		3		31.00		1	3
6												
K-3												
3-4												
4-8												
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	2001				2002				2003			
	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		
	2001	2002	2003
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

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Number of Teachers	28	28	29
Full Credential (fully credentialed and teaching in subject area)	28	27	29
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	1	6	
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential, and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

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.

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 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:

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.

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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students. : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1 1501-1751 : 3.5
	650-901 : 1.5		501-751 : 1.5 1751-2001 : 4
	over 901 : 2		751-1001 : 2 2001-2251 : 4.5
			1001-1251 : 2.5 over 2251 : 5
			1251-1501 : 3

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	

(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 through the three district wide professional development days and by allocating one staff meeting a month for this purpose. Teachers who have received outside professional development share this information during gradelevel meeting or at staff meetings. 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 visits classrooms daily. The leadership team meet bi-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.

Classroom teachers ensure that all students have access to the core curriculum. Differentiated instruction is used in all classrooms. All students receive 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.

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), California Achievement Test-6 (2-5), Integrated Writing Assessment (4th Grade), Mathematics Performance Assessment (3rd Grade), California Content Standards(2-5), 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.

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 two part time paraprofessionals who support ELL students within the classroom. 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.

Summary of overall achievement by subgroups.

All our subgroups show gain in both Reading and Math on the Stanford 9 Test and exceeded the target growth indexes. Our Total Reading test score ranks 3rd and Math test score ranks 1st amongst all District elementary schools.

Professional Development

Number of Staff Development Days: 2000-2001 = 3 2001-2002 = 3 2002-2003 = 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 full days for professional development during the academic year.

Additionally, in 2002/2003 there were four weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Staff collaborates through and across grade levels. Mentor, math leadership, Chinese Immersion 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 School Site Plan 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 parent who gives technology support to the staff.

1. Number of Computers Used for Instructionally Related Purposes	77
2. Number of Computers listed above with CD-ROM (must be less than or equal to #1)	77
3. Number of Classrooms with Internet Access	27
4. Number of Classrooms with Wide Area Network (WAN) Access	1?

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 Houghten Mifflin 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 2002-2003)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by West Portal ES	
K	36,000	45,510	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,650	
2	50,400	50,650	
3	50,400	50,650	
4	54,000	54,120	
5	54,000	54,120	
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

Any additional minimum days at this school and reasons:

Some schools “bank” additional instructional time to be used for professional development.
 Banked minutes at this school:

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.

Types of Services Funded