

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

SFUSD #876

CA ID #6041727

West Portal Elementary School

5 Lenox Way, San Francisco, CA 94127

Phone: 415-759-2846

FAX: 415-242-2526

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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: 553
Grades Served: K-5
email:
sch876@muse.sfusd.edu

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

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
Address: 555 Franklin St., San Francisco, CA 94102
Web Site: www.sfusd.edu

SARC Contact: Ritu Khanna, Director
Research, Planning & Accountability
email: sarc@muse.sfusd.edu
Phone: 415-241-6454
Fax: 415-241-6035

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/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2004. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

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 Thursdays at 9:00am 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	91	9	0
1	86	10	0
2	89	11	0
3	92	12	0
4	95	Ungraded Secondary	0
5	100		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	553

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	1	0.2
Asian-American	369	66.7
Filipino-American	14	2.5
Hispanic or Latino	29	5.2
Pacific Islander	0	0.0
White (Not Hispanic)	81	14.6
Other	38	6.9
Total	553	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 8/25/2004

Date Last Reviewed with Staff: 10/4/2004

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
- Environmental Education - Garden Program, 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		
	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04
Suspensions (number)	1	2	2	1,722	2,428	2,645
Suspensions (rate)	0.18%	0.36%	0.36%	2.94%	4.17%	4.58%
Expulsions (number)	0	0	0	60	47	39
Expulsions (rate)	0.00%	0.00%	0.00%	.10%	.08%	.07%

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 Academic 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

44,700 sq. ft. Built: 1927

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 except the first floor near room 17 where the laminate has been removed and not replaced due to water damage. 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. The Facilities department came out last year 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. These holes were fixed at the end of last year.

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. Many 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. We have started a green bin recycling program at the school.

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.

District Maintenance and Repair

The District maintenance staff works to complete all repairs necessary to keep schools in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

In 2004-05, the maintenance staff has set all ADA and Williams Case work orders as its highest priority.

District Cleaning Process and Schedule

The Facilities Building & Grounds Department has adopted cleaning standards for all schools within the district. A summary of these standards is available for review at each school office and is maintained and updated at the Department office. The principal at each school site works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist districts with expenditures for major repair or replacement of existing school building components. Typical repair and/or replacement projects include roofs, plumbing, heating, electrical systems, painting (interior & exterior), window replacement, flooring systems and paving of play yards.

For the 2004-05 school year the District has budgeted \$9,648,940 which represents a 3% contribution from the Unrestricted General Fund to cover ongoing and major maintenance, with 1/2 of 1% designated for Fund 14 (Deferred Maintenance).

District Deferred Maintenance Projects

For 2004-05 the governing board will be asked to approve the repair or replacement of 8 roofs, painting of two schools, paving in approximately six (6) play yards, complete replacement of four (4) school clock/bell systems, replacement of one window system and various electrical upgrades (including two exterior lighting projects) at one middle and one high school.

District New School Construction Projects

For the 2004-05 school year the school district completed construction on one new elementary school and commenced the construction of a second new elementary school.

The first new school project is the Bessie Carmichael Elementary School that was completed and occupied in October, 2004. The school itself is built on a 1.4-acre site with 22 school age classrooms (K-5) and 3 Pre-school classrooms. This new school construction was a \$22.6M project which utilized leveraged real estate; State Leroy Green funds (Fund 35); Mello-Roos funds (Fund 36); City of San Francisco MOU funds (Fund 40) and Developer Fees (Fund 25).

The second new school constructed in the 2004-05 school year is the Dianne Feinstein Elementary School. This project consists of 26 classrooms, a new library and multi-purpose room. The facility is being constructed to accommodate up to 500 K-8 students. Dianne Feinstein is a \$21.4M project which will utilize State Leroy Greene funds (Fund 35); Mello-Roos funds (Fund 36); Proposition A - General Obligation Bond (Fund 38). This school will be ready for occupancy in Fall of 2006.

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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	63	65	64	35	38	40	32	35	36
Mathematics	71	70	74	34	39	40	31	35	34
Science			45	32	28	27	30	27	25
History/ Social Science				32	32	35	28	28	29

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	33		69		52		65
Mathematics	27		82		62		69
Science			48				44
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	60	70	43	53	68	19	71	
Mathematics	73	76	70	61	79	40	79	
Science	47	41		29	52	6	52	
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, 6th Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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 when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading		64	59		45	46		43	43
Mathematics		77	78		57	58		50	51

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	20		62		48		63
Mathematics	40		84		67		73

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	56	63	39	46	64	23	64	
Mathematics	77	79	69	69	82	46	83	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/ta/tg/pf/> *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	15.2	11.9	17.5	26.3	30.0	22.7	24.8	26.7	22.9
7				38.1	42.6	33.8	29.1	31.3	27.0
9				22.9	24.2	21.7	26.3	25.3	27.2

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. The growth target for a school at or above 800 is to remain at or above 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 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 for the school to be eligible for awards.

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 a base 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/ta/ac/ap/> 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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Percentage Tested	99	100	100	Percentage Tested	100	100	99
Base API Score	823	857	836	Growth API Score	869	868	861
Growth Target	A	A	A	Actual Growth	46	11	25
Statewide Rank	9	10	9				
Similar Schools Rank	5	9	3				

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

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
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	839	886	869	Growth API Score	893	884	895
Growth Target	A	A	A	Actual Growth	54	-2	26
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	822	832	821	Growth API Score	844	864	846
Growth Target	A	A	A	Actual Growth	22	32	25

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score	791	830	817	Growth API Score	847	846	798
Growth Target	1	A	A	Actual Growth	56	16	-19

Awards and Interventions Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		
Year in Program Improvement		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement		33
Percent of Schools Identified for Program Improvement		29.7%

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. A "yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school's or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking to the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students		Yes	Yes		Yes	Yes
Subgroups						
All Students		Yes	Yes		Yes	Yes
African American (not of Hispanic origin)		N/A	N/A		No	Yes
American Indian or Alaska Native		N/A	N/A		Yes	Yes
Asian		Yes	Yes		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		N/A	N/A		Yes	Yes
Pacific Islander		N/A	N/A		Yes	Yes
White (not of Hispanic origin)		Yes	Yes		Yes	Yes
Socioeconomically Disadvantaged		Yes	Yes		Yes	Yes
English Language Learners		Yes	Yes		Yes	Yes
Students with Disabilities		N/A	N/A		No	Yes

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	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	4			19.0	4			19.8	5		
1	19.8	5			20.0	5			19.5	4		
2	19.3	3			19.2	5			20.0	4		
3	19.2	5			19.3	4			20.2	4	1	
4	28.0		4		29.0		3		28.3		3	
5	28.7		3		31.0		1	3	27.5		4	
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	2002				2003				2004			
	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. Data reported are the number of students in each grade level that are in a class size reduction classroom.

Grade Level	Percentage of Pupils Participating		
	2002	2003	2004
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

Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have:

1. a bachelor’s degree,
2. a state credential or an Intern Certificate/Credential for no more than three years, and
3. demonstrated subject matter competence for each core subject to be taught by the teacher.

More information on teacher qualifications required under NCLB can be found at the California Department of Education’s website at <http://www.cde.ca.gov/nclb/sr/tq/> .

Percent of classes in core content areas not taught by NCLB compliant teachers as above:

This school: 72.0

SFUSD:	All schools	High-poverty schools	Low-poverty schools
	70.5	75.1	60.1

NOTE: The statistics above do not accurately reflect whether SFUSD’s teaching staff is “highly qualified.”

NCLB requires that all teachers teaching core academic classes must be designated as “highly qualified” by the end of the 2005-2006 school year. All teachers employed by SFUSD currently meet two of the three NCLB “highly qualified” criteria. An extensive assessment of SFUSD teachers’ core academic competency—the third criteria—is currently underway. By Fall 2006 we anticipate that all SFUSD teachers will meet NCLB’s highly qualified requirements.

Teacher Credentials

Data reported are the number of teachers (full- and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Number of Teachers	28	29	28
Teachers with Full Credential (fully credentialed and teaching in subject area)	27	29	27
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	1	0	1
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	5	0	0
Teachers with Waivers (do not have credential and do not qualify for Emergency Permit)	0	0	0

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 Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2001/2002	2002/2003	2003/2004
Misassignments of Teachers of English Learners			0
Total Misassignments of Any Other Teachers			0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate		1.3
Master's Degree plus 30 or more semester hours		0.1
Master's Degree	25	23.5
Bachelor's Degree plus 30 or more semester hours	67.9	61.3
Bachelor's Degree	7.1	13.4
Less than Bachelor's Degree		0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions			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 has conducted 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 equal 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
650-901	: 1.5	501-751	: 1.5
over 901	: 2	751-1001	: 2
		1001-1251	: 2.5
		1251-1501	: 3
		1501-1751	: 3.5
		1751-2001	: 4
		2001-2251	: 4.5
		over 2251	: 5

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 onsite 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 grade level 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 biweekly 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 six 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 California Standards 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: 2001-2002 = 3 2002-2003 = 3 2003-2004 = 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.

For 2003/2004 there are three weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

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.

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	25

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K-12, inclusive); and science laboratory equipment (for grades 9-12, inclusive), as appropriate.

Availability of Textbooks/Materials

Core Curriculum Areas	1:1	Fewer books than students
Reading/Language Arts	X	SCIENCE: Elementary schools currently use a kit-based science curriculum that was adopted in 1994. Schools have sufficient sets of science kits for each grade level. To supplement the kits and meet the demands of the science test for 5th grade, the district purchased new 4th & 5th grade materials in 2004. We will adopt new K-5 science materials and provide them district-wide following the State adoption in 2006. HEALTH: Class sets are provided
Mathematics	X	
Science		
History/Social Science	X	
Foreign Language	NA	
Health		
Science Laboratory Equipment (Grades 9-12)	NA	

Instructional Minutes (School Year 2003-2004)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by West Portal ES	
K	36,000	45,600	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
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 in grades K through 8:

- 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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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 2002-2003)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$36,856
Mid-Range Teacher Salary	\$55,213	\$58,263
Highest Teacher Salary	\$70,407	\$72,665
Average Principal Salary (Elementary)	\$89,885	\$94,774
Average Principal Salary (Middle)	\$94,152	\$98,934
Average Principal Salary (Secondary)	\$98,209	\$106,858
Superintendent Salary	\$219,143	\$177,295
Percentage of Budget for Teachers' Salaries	36.9 %	41.6 %
Percentage of Budget for Administrative Payrolls	5.2 %	5.1 %

Expenditures (Fiscal Year 2002-2003)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$413,093,628	\$7,485	\$6,882	\$6,822

Types of Services Funded

West Portal ES

TRIBES TLC: A new way of learning and being with you.

Performing Arts Workshop Program

Adventures in Music Series/SF Symphony

Caring School Communities