

School Accountability Report Card

School Year 2004-05

(Published during 2005-06)

West Portal Elementary School

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Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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Section I - General Information

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.

School Vision

'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

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.

Section II - Demographic Information

Student Enrollment By Grade Level

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

Grade Level	Enrollment
K	87
1	92
2	86
3	89
4	91
5	93
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	538

Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	16	3.0
American Indian or Alaska Native	1	0.2
Asian	372	69.1
Filpino	17	3.2
Hispanic or Latino	26	4.8
Pacific Islander	0	0.0
White (Not Hispanic)	61	11.3
Multiple or No Response	45	8.4

Section III - School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	8/25/2005
Date Last Reviewed with Staff	10/4/2005

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

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
Number of Suspensions	2	2	1	2,428	2,645	2710
Rate of Suspensions	0.36%	0.36%	0.19%	4.17%	4.58%	4.74%
Number of Expulsions	0	0	0	47	39	19
Rate of Expulsions	0%	0%	0%	.08%	.07%	.03%

Efforts to Reduce 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.

Section IV - School Facilities

School Facility Conditions - General Information

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls,floors & ceilings)	X		
Hazardous Materials (interior & exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Section V - Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Test (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site 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 standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	65	64	77	38	40	45	35	36	40
Mathematics	70	74	83	39	40	46	35	34	38
Science		45	58	28	27	30	27	25	27
History-Social Science				32	35	40	28	29	32

CST - Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	79	91	50		83
Mathematics	*	*	87	91	50		83
Science	*		60	*	*		*
History-Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	74	80	43	66	29	
Mathematics	82	83	64	77	34	
Science	61	51	*	49	*	
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site 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.*

NRT - All Students

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

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	64	59	79	45	46	43	43	43	41
Mathematics	77	78	84	57	58	59	50	51	52

NRT - Racial and Ethnic Subgroups

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

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	80	*	*		88
Mathematics	*	*	91	*	*		81

NRT - Subgroups

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

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
Subject						
English-Language Arts	72	86	*	68	*	
Mathematics	82	86	*	89	*	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Grade 5	0.0	0.0	0.0	30.3	33.4	27.3	24.5	26.7	22.3
Grade 7				40.8	44.6	37.1	28.8	30.9	26.8
Grade 9				29.0	30.0	28.0	26.7	25.8	27.5

Academic Performance Index

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 percent of the distance between its API Base 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.

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 students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	100	100	99	Percent Tested	100	99	100
API Base Score	857	836	853	API Base Score	868	861	899
Growth Target	A	A	A	Growth Target	11	25	46
Statewide Rank	10	9	9				
Similar Schools Rank	9	3	5				

API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
African American				African American			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
American Indian or Alaska Native				American Indian or Alaska Native			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Asian				Asian			
Percent Tested	886	869	886	Percent Tested	884	895	916
API Base Score	A	A	A	API Base Score	-2	26	30
Filipino				Filipino			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Hispanic or Latino				Hispanic or Latino			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Pacific Islander				Pacific Islander			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
White (not Hispanic)				White (not Hispanic)			
Percent Tested	832	821	837	Percent Tested	864	846	
API Base Score	A	A	A	API Base Score	32	25	

API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	830	817	792	Percent Tested	846	798	856
API Base Score	A	A	1	API Base Score	16	-19	64

State Award and Intervention 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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	No
American Indian or Alaska Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	Yes	Yes	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	----	30
Percent of Schools Currently in Program Improvement	----	26.79 %

Section VII - Class Size

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

Grade Level	Avg Class Size	2003			Avg Class Size	2004			Avg Class Size	2005		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	4			19.8	5			19.5	4		
1	20.0	5			19.5	4			20.2	4	1	
2	19.2	5			20.0	4			19.0	4		
3	19.3	4			20.2	4	1		19.8	5		
4	29.0		3		28.3		3		31.5		1	1
5	31.0		1	3	27.5		4		30.3		4	
6												
K-3												
3-4												
4-8												
Other												

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
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

Section VIII - Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers
This School	25.0
All Schools in District	28.5
High-Poverty Schools in District	16.1
Low-Poverty Schools in District	14.4

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	29	28	26
Teachers with Full Credential	29	27	26
Teachers Teaching Outside Subject Area (Full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (District and university internships)	0	0	0
Pre-Internship	0	1	0
Teachers with Emergency Permits (Not qualified for credential/internship but meets minimum reqs)	0	0	0
Teachers with Waivers (No credential and doesn't qualify for Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	0.0	0.6
Master's Degree	26.9	23.1
Bachelor's Degree plus 30 or more semester hours	73.1	62.4
Bachelor's Degree	0.0	12.5
Less than Bachelor's Degree	0.0	0.2

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

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 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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 or designated certificated staff.

Counselors and Other Support Staff

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.

Counselors and other Support Staff (con't)

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

Section IX - 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.

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.

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.

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.

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

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 2004/05 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 Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Grade Level / Core Curriculum Areas		Currency and Quality of Textbooks and Instructional Materials	
K	Reading/Language Arts	Textbook Not Specified	Good
K	Mathematics	Textbook Not Specified	Good
K	History/Social Studies	Textbook Not Specified	Good
K	Science	Textbook Not Specified	Good
1	Reading/Language Arts	Textbook Not Specified	Good
1	Mathematics	Textbook Not Specified	Good
1	History/Social Studies	Textbook Not Specified	Good
1	Science	Textbook Not Specified	Good
2	Reading/Language Arts	Textbook Not Specified	Good
2	Mathematics	Textbook Not Specified	Good
2	History/Social Studies	Textbook Not Specified	Good
2	Science	Textbook Not Specified	Good
3	Reading/Language Arts	Textbook Not Specified	Good
3	Mathematics	Textbook Not Specified	Good
3	History/Social Studies	Textbook Not Specified	Good
3	Science	Textbook Not Specified	Good
4	Reading/Language Arts	Textbook Not Specified	Good
4	Mathematics	Textbook Not Specified	Good
4	History/Social Studies	Textbook Not Specified	Good
4	Science	Textbook Not Specified	Good
5	Reading/Language Arts	Textbook Not Specified	Good
5	Mathematics	Textbook Not Specified	Good
5	History/Social Studies	Textbook Not Specified	Good
5	Science	Textbook Not Specified	Good

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient Materials Available
Mathematics	Sufficient Materials Available
Science	Sufficient Materials Available
History-Social Science	Sufficient Materials Available
Foreign Language	Sufficient Materials Available
Health	Sufficient Materials Available
Science Laboratory Equipment (Gr 9-12)	Sufficient Materials Available

Technology

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.

Computers	
Number of Computers	77
Number of Classrooms with Internet	22

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	50700	36,000
1	50800	50,400
2	50800	50,400
3	50800	50,400
4	54300	54,000
5	54300	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Total Number of Minimum Days

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.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

Any additional minimum days at this school and reasons:

No Text Submitted.

Some schools "bank" additional minutes for professional development:

No Text Submitted.

Section XI - Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,310	\$37,061
Mid-Range Teacher Salary	\$55,213	\$58,294
Highest Teacher Salary	\$70,407	\$72,876
Average Principal Salary (Elementary)	\$89,885	\$94,471
Average Principal Salary (Middle)	\$94,152	\$98,940
Average Principal Salary (High)	\$98,209	\$107,418
Superintendent Salary	\$223,525	\$179,061
Percent of Budget for Teacher Salaries	34.8 %	41.4 %
Percent of Budget for Administrative Salaries	5.0 %	5.1 %

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District Total Dollars	District Dollars per Student (ADA)	State Average For Districts In Same Category - Dollars per Student (ADA)	State Average For All Districts - Dollars per Student (ADA)
\$392,286,240	\$7,560	\$6,987	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.