

West Portal Elementary School

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Ms. Jeanne Villafuerte, Principal

S.F.U.S.D.

1997-1998 School Accountability Report Card

Fall, 1997

School Description

West Portal is a Model School for the SFUSD in developmentally appropriate practices and in our Language Academy School providing academic excellence through a comprehensive curriculum. Staff demonstrate enthusiasm for learning and work harmoniously and collaboratively through team teaching, resource sharing, and program support. Curriculum offerings are extended through technology, art, music, physical fitness, perceptual motor, library, and performing arts. Grant awards supplement our Chinese Immersion, social studies, visual and performing arts, and early childhood education programs. Curriculum committees, and Gifted and Talented Education share learned strategies to enrich the school's curriculum. Schoolwide activities include the Spring Musical, Academic Fair, Zoomobile, Invent America, classroom choruses, Buddy Program, and assemblies with a multicultural focus. Students participate in the symphony program (AIM), student government, environmental study trips, and community outreach programs. The Chinese Immersion Program enables students to become bilingual/biliterate in English and Chinese. Before and after school language classes are provided in Cantonese and Mandarin. An exemplary non-profit 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.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) To improve teaching and learning to enhance the academic achievement of all students. 2) To increase skills for all students with an emphasis on the improvement of literacy skills for English Language Learners and African American students. 3) To improve staff, parent, and community participation in the educational process.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

- * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- * All individuals want to learn and to be recognized for their achievements.
- * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- * All individuals are entitled to be treated with respect and dignity.
- * All individuals can learn.
- * All individuals learn in many different ways and at varying rates.
- * Each individual learns best in a particular way.
- * All individuals are both potential learners and potential teachers.
- * Learning has both cognitive and affective dimensions.
- * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- * Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	575	LEP/NEP*:	30.3%
Building (sq. ft.):	44,700	Average Daily Attendance:	99.4%	EDY**:	23.0%
Year of Construction:	1927	Optional Enrollment Requests:	26.3%	% of Points Met***:	74%
Children Center/Childcare: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Title I / State Pre-K Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

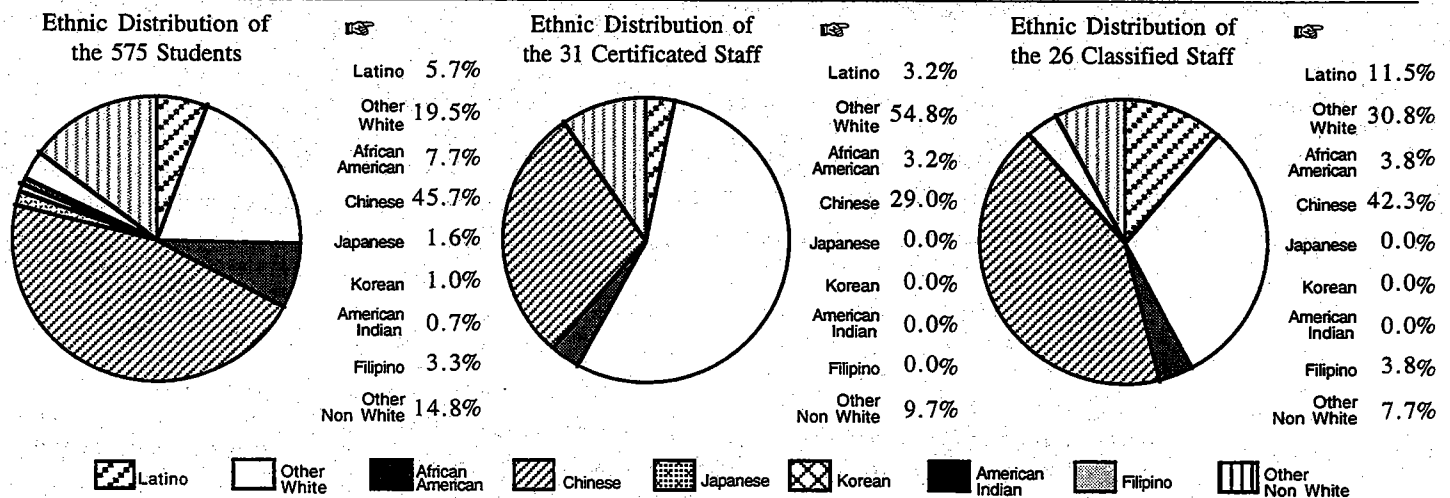
Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. At West Portal, special need students are assisted by the resource specialist, inclusion support teacher, speech therapist, elementary advisor, and classroom aides. Aides provide language support and adaptive programs for special needs children. The weekly Student Study Team develops strategies for student success. The elementary advisor tutors students. Leadership, responsibility, cooperation, and citizenship are encouraged through student government. Our school-wide discipline policy supports our belief that children can become effective decisions 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.

Teacher Assignment

Out of 2,698 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. At West Portal teachers teach in their credential areas. Fifteen teachers completed English Language Development training, and successfully passed all portions of the Language Development Specialist exam. Four teachers are in training now. We have seven credentialed Chinese bilingual teachers. Other credentials include: Early Childhood Education, Learning Handicap, Resource Specialist, and Supervisory and Administration.

Ethnic Diversity



Objective 4a (subpart): Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented. (Based upon previous year's enrollment.)*

When filling staff vacancies, we give attention to the goal of making the ethnic diversity of the staff reflective of the ethnic make-up of the student population. We were able to improve the ethnic diversity of our staff through the recent hiring process. Diversity welcomed as an enrichment to our lives.

*Several District objectives are listed in this document. If the objective is shown with a check (✓), the objective has been achieved. N/A indicates that the objective is not applicable to the school. No mark at all indicates that the objective has not been achieved.

Student Attendance and Dropout Rate

The District's elementary average attendance for 1996-97 was 99.1% and the dropout rate was 1.7%. At West Portal, attendance for the year was 99.4%, excused absences were 2.9%, unexcused absences were 0.6% and the dropout rate was 0.3%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. We stress that regular and punctual school attendance is essential for a student to gain maximum benefit from the educational program. Parents/guardians are requested to notify us to report absences. We make daily attendance checks. Absenteeism is closely monitored by teachers, the secretary, clerk, principal, and elementary advisor. Conferences are requested for excessive absences. Students are asked to complete an Independent Study if absences are unexcused.

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	19.8	43,200
1	***	24	19.0	20.0	50,400
2	***	24	18.8	19.5	50,400
3	***	25	24.5	19.5	50,400
4	32.2	30	26.6	29.7	54,000
5	32.2	30	27.3	28.0	54,000

** All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

*** Grades K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

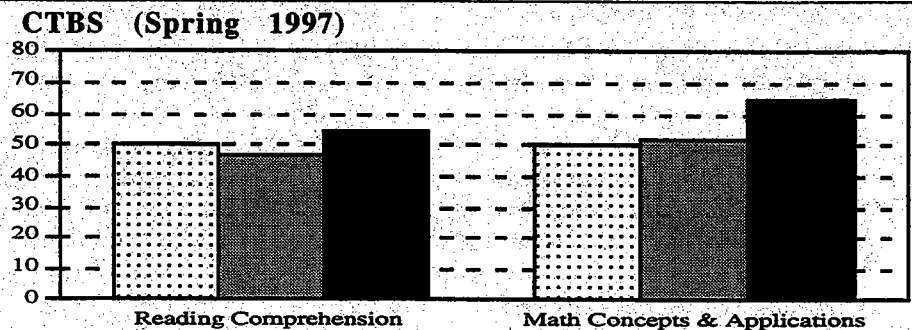
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at West Portal, 2 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Elementary Advisor, cross-age & peer tutoring, student govt, noon games, regular home/school communications, SST, discipline policy based on belief that children need healthy self-concepts & a volunteer program supporting children's academic needs.

Objective 3a: Schools will reduce the number of suspensions per year to meet district standards.*

Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS: National
 District
 School



LEP/NEP = 30.3%

Special Education = 8.3%

EDY = 23.0%

GATE & High Potential = 8.0%

Teacher/Staff Professional Development, and Curriculum Improvement

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, use data to plan instructional improvement strategies, and to acquire new instructional strategies for continuous instructional improvement. Leadership development across content areas is facilitated centrally and multiple professional development institutes engage educators and parents in instructional leadership development. 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 in-service in Multiple Intelligences, developmentally & culturally appropriate practices, second language acquisition strategies and authentic assessment. Grants enable us to participate in ECR training and Different Ways of Knowing (DWO), Galef Institute.

Quality of School Instruction and Leadership

West Portal's positive learning environment promotes academic excellence for all students. High standards for student achievement and behavior are widely known. Grade level standards in all curricular areas are in place. Encouragement, guidance, awards, recognition, and positive reinforcement foster enthusiasm for learning. There is a consistent homework and school discipline policy. The discipline policy states all children have the right and ability to learn. Shared leadership sustains an atmosphere of high professional growth. Parents/guardians are supportive through site councils, curriculum planning committees, Parent Club, fundraisers, volunteering, and as children advocates.

Substitute Teachers

During the 1996-97 school year, the West Portal teacher attendance rate was 94%. All staff assists substitutes in order to support the school's program. Teachers are well prepared. Children are expected to demonstrate responsibility in the absence of their regular teacher. If substitutes are not available, classes are covered by the principal and/or resource staff.

Average Salaries, Budget Percentages and Expenditure Per Student

1995-96 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,916	\$28,016
Mid-range Teacher Salary	\$44,063	\$43,296
Highest Teacher Salary	\$51,460	\$50,552
Principal's Average Salary	\$69,378	**\$65,864
Superintendent's Salary	\$115,378	\$136,000
Expenditure per Student	-	**\$3,364
% of Budget for Teacher Salaries	43.03%	40.58%
% of Budget for Administrators	5.17%	3.86%

* Districts over 20,000 ADA
 ** Elementary Schools Only

Textbooks and Instructional Materials

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. In 1996-97, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics and science are being implemented. At West Portal supplemental materials meet the special needs of our students and programs. Parent Club funds field trips, multiple copies, software, math materials, art supplies, maps, library books, fees for museums/plays, assembly programs, workbooks, overhead projectors, Chinese materials, and instructional aids. We supplement our whole language/literature-based reading program with a well defined phonics program. We purchase Wright Group and Scott Foresman books for the emergent reader. Grant awards enable us to purchase Chinese textbooks, early childhood education materials and teacher resource materials.

School Facilities and Safety

Current Conditions:

Improvements: Prop A monies rehabilitated bathroom facilities, enlarged classroom space, replaced & painted benches, upgraded fire & technology systems, improved handicap access, improved hallway and classroom lighting, repaired retaining wall, and painted the interior. Three new bungalows were added to accommodate reduced class sizes.

Planned Improvements:

Building security system to be improved. Request made for repainting brown modulars to match other buildings. Additional handicap ramps to be installed. Students are planting gardens. A yard mural is planned. Request is made for resurfacing the yards. At least two additional modular classrooms to be added. Exterior lighting is to be improved. Technology to be upgraded.

Needed Improvements:

We need to replace the temporary portables with permanent structures. The clock/bell system needs repair or replacing. Irrigation system needs repair. Auditorium needs painting. Plastic windows need replacing. Modular classrooms need water. Yards need resurfacing and yard fountains need upgrading. Office space needs restructuring.

Parent Involvement

Parents play a vital role in the school. Parents volunteer in the classroom, accompany classes on field trips, work in the library, plan class festivities, share in decision making, support the instructional program, and serve as curriculum resources. Fundraising provides for enrichment activities and much needed instructional materials. Members of the Site Council make decisions affecting state funding. Monthly Parent Club meetings keep parents informed on school events and programs, and include educational topics. Calendars, newsletters, and parent representatives promote involvement. The Parents Club sponsors activities, community-building opportunities, and parent education programs.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

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