

West Portal Elementary School

5 Lenox Way, San Francisco, CA 94127 (415) 759-2846
Ms. Jeanne Villafuerte, Principal

S.F.U.S.D.

1999-2000 School Accountability Report Card

Fall 1999

School Description

West Portal is a SFUSD Language Academy School whose 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. 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, Folk Art, Poets in the School, classroom choruses, Buddy Program, Visual Artist in Residence, and assemblies with a multicultural focus. Students in grades 1-5 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.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified their individual school priorities:

- A To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.
- B To improve mathematics achievement for all students, with special attention to AA and quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4. Maintain an average NCE in Mathematics Achievement of 75 or above for quartile four students and improve the math achievement for students in the third quartile.
- C To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.

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.

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:	543	LEP/NEP (ELL) ¹ :	28.4%
Building (sq.ft.):	44,700	Average Daily Attendance:	97%	EDY ² :	16.4%
Year of Construction:	1927	Optional Enrollment Requests:	47%	% of Points Met ³ :	86%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD goals

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 needs students are assisted by the resource specialist, inclusion support teacher, speech therapist, elementary advisor, academic advisor and classroom aides. Aides provide language support and adaptive programs for special needs children. The weekly Student Success 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 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.

Student Attendance and Dropout Rate

Dropout rate 1996-97 = .3% 1997-98 = 0% 1998-99 = .3%

The District's K-5 average attendance for 1998-99 was 95.1% and the dropout rate was 1.7%. At West Portal ES, attendance for the year was 97%, excused absences were 2.6%, unexcused absences were 0.4%, and the dropout rate was .3%. An important District objective is to further 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.

Student Achievement

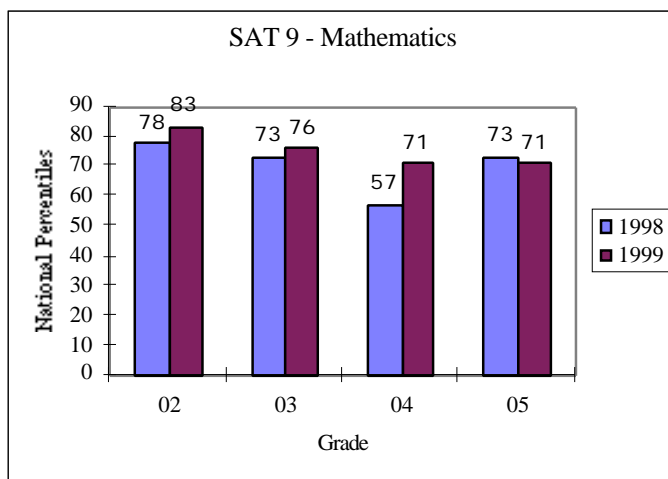
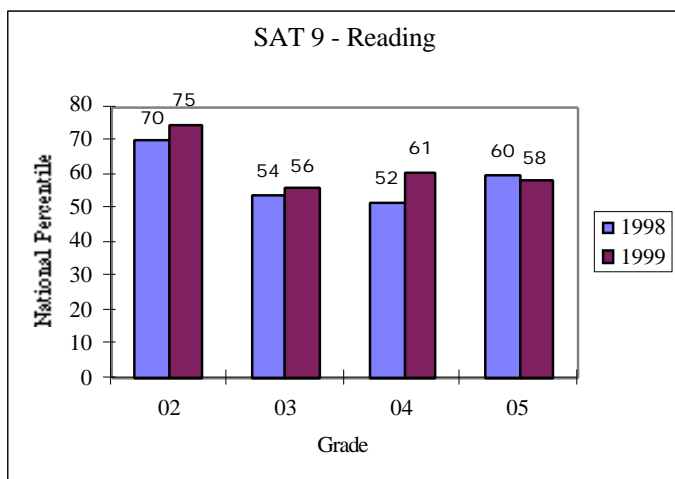
SAT9 (Spring 1998 & Spring 1999)

District K-5 Average National Percentiles

	1998	1999
Reading	43	44
Math	52	54

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

*Unmatched performance data



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
543 Students	4.6	0.0	46.8	2.0	1.8	0.9	8.3	18.0	17.5
28 Certificated	0.0	0.0	28.6	0.0	0.0	0.0	0.0	7.1	64.3
6 Classified	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0
13 Paraprofessional	7.7	0.0	30.8	7.7	0.0	0.0	15.4	0.0	38.5

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 is welcomed as an enrichment to our lives.

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

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>
School Suspension rates:	.3%	.2%	0.0 %
District Expulsion rates:	.14%	.09%	.11%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at West Portal ES, no student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Elementary & Academic Advisor, cross-age & peer tutoring, student govt, noon games, home / school communications, SST, discipline policy based on the belief that children need healthy self-concepts & a volunteer program supporting academic needs.

Teacher Assignment

Out of 3,984 teachers in the District, 388 are teaching with emergency credentials and 53 with program waivers.

At West Portal 18 teachers completed English Language Development training, and successfully passed all portions of the Language Development Specialist exam. One teachers is completing training now. We have seven credentialed Chinese bilingual teachers. Other credentials include: Early Childhood Education, Learning Handicap, Resource Specialist, and Supervisory and Administration.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1997	1998	1999	
K	**	20	19.1	19.8	20.0	20.0	43,200
01	**	20	18.8	20.0	19.8	19.5	50,400
02	**	20	19.0	19.5	19.8	20.0	50,400
03	**	20	18.7	19.5	20.0	19.8	50,400
04	32.2	30	25.7	29.7	23.8	29.0	54,000
05	32.2	30	26.8	28.0	29.0	24.8	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1997-98 = 8 1998-99 = 8 1999-2000 = 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 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 and culturally appropriate practices, second language acquisition strategies and authentic assessment. The Program Quality Review Process enables our entire school community to analyze data, examine student work, and determine areas of need of professional development. Site Master teachers work with new and student teachers to assist them in learning the elementary curriculum and best practices in instructional strategies.

Quality 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 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 1998-99 school year, the West Portal ES teacher attendance rate was 97%. All staff assists substitutes in order to support the school's program. Teachers are well prepared. Children are expected to demonstrate responsibility in the absence of their regular teacher. If substitutes are not available, classes are covered by the principal and/or support staff.

Average Salaries, Budget Percentages & Expenditure per Student

1997-98 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$30,521	\$29,729
Mid-Range Teacher's Salary	\$47,729	\$46,982
Highest Teacher's Salary	\$57,429	\$53,643
Principal's Average Salary	\$75,942	\$66,605 **
Superintendent's Salary	\$129,993	\$175,000
Expenditure per Student		\$4,190 **
% of Budget for Teacher's Salaries	43.15%	42.08%
% of Budget for Administrators	4.79%	4.80%
* Districts over 19,999 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 1997-98, 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 and in 1999-2000 there will be K-8 History/Social Science adoption. 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 readers. We purchased Houghton Mifflin's Math Steps to supplement the district adopted Mathlands so that we could address the new state math standards.

School Facilities and Safety

Current Conditions

Improvements: Prop A monies rehabilitated bathrooms, 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

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 5, 6, 7, 8, 16, & 17 with permanent structures. The clock/bell system needs repair or replacing. Irrigation system needs repair. Auditorium needs painting. 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. They volunteer in the classroom, go 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 instructional materials. The Site Council makes 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 телефон.

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

555 Franklin Street

San Francisco, CA 94102

Attn: West Portal Elementary School