

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

SFUSD # 435

CA ID # 6040737

Argonne Elementary School
680 18th Avenue, San Francisco, CA 94121

Phone: 415-750-8460

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Ms Robin Sharp, Principal

Phone: 415-750-8460

FAX: 415-750-8462

Enrollment: 373
Grades Served: K-5
email:
sch435@muse.sfusd.edu

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

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

Principal's Introduction

Since my placement at Argonne Year Round Elementary School in July 2000, I have loved calling Argonne "my favorite school." Argonne is a wonderful community of families who care about each other, dedicated teachers that spend hours before or after school preparing for their students, and after school programs offering tutoring and lively recreation for our students. The building is alive with enthusiastic students that like to learn, and they have the opportunity to do just that through many different types of learning experiences both in school and away. Our teachers make the connections that students need to understand the content standards. The Argonne halls are beautiful with the creative work of our children. Please come and visit. Robin Sharp, Principal

School Description

Argonne Year Round Alternative School provides an academic program based on core values of interdisciplinary teaching, multiple intelligences theory, and the development of creative and critical thinking. Students attend Argonne from many parts of San Francisco, fostering a culturally diverse student body. The school year runs from July through June. This extended calendar provides more time for an enriched educational program with less need for review. Teachers meet regularly to design their curriculum, aligning it to standards, and implementing new strategies to enable all students to be successful. Teachers apply Howard Gardner's multiple intelligences theory to a variety of learning experiences that develop students' understanding of important concepts and skills. Argonne's teachers help students make the connections between the things they are learning in school with the world outside of the classroom. Frequent field studies and community outreach are essential to the curriculum. The Argonne community has a strong shared decision-making structure which actively includes parents. The whole school community has developed a governance model of parent/teacher committees to do the important work of making Argonne a wonderful place for children.

Vision Statement

We envision Argonne students who:

- desire and have the ability to utilize their minds in a critical, creative manner, neither fearful to experiment with new ideas nor afraid to make a mistake;
- possess a wealth of knowledge and an array of skills and are able to utilize all available resources to enhance thinking and learning, responsibly following where curiosity and passion lead;
- transfer knowledge, skills, and resources to new situations;
- feel deep connections with family, school, peers, and the community at large;
- celebrate likenesses and differences in the people who surround them and show wonder and delight in their own ethnic and cultural heritage;
- utilize democratic principles in developing ways to work and play, never ignoring anyone's rights and being responsible for their own actions;
- have total confidence in self intellectually, culturally, socially, and physically, easily becoming excited about solving a problem or dealing with a challenge, willing to question their own and others' assumptions and building on the combined vision.

Opportunities for Parental Involvement

Contact Person Name: Tina Pasquinzo

Contact Person Phone Number: 750-8460

Organized opportunities for parental involvement:

The Argonne governance model allows for families to be involved in all of the operations and programs of the school. The Argonne Council of Empowerment (ACE) is a parent/ teacher organization. ACE Committees are made up of parents and teachers that meet regularly to create and maintain the support systems that provide Argonne students with a meaningful school experience. The Linking Council (SSC) of elected parents, staff and teachers meets monthly to act on suggestions of the working committees, provide fiscal oversight, and oversee the site plan. Parents volunteer in classrooms, go on field trips, organize and attend school events (School Picnic, May Festival, Family Gym Nights, and other evening presentations). Volunteer opportunities for parents are printed regularly in the school newsletter.

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	59	9	0
1	64	10	0
2	64	11	0
3	59	12	0
4	57	Ungraded Secondary	0
5	70		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	373

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	29	7.8
American Indian or Alaska Native	1	0.3
Asian-American	199	53.4
Filipino-American	5	1.3
Hispanic or Latino	16	4.3
Pacific Islander	0	0.0
White (Not Hispanic)	99	26.5
Other	24	6.4
Total	373	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 9/15/2003

Date Last Reviewed with Staff: 9/15/2003

Key elements of School Safety Plan:

1. To ensure a safe, secure school learning environment.
2. To implement tobacco, drug and violence prevention programs mandated by district.
3. To develop a program for self-esteem building and kindness to others.
4. To provide a variety of activities /events celebrating the cultural diversity of our student body and city throughout the school year .

School Programs and Practices that Promote a Positive Learning Environment

All teachers have been trained in the conflict management program “Talk It Out”. There are many opportunities for students to participate in leadership activities. We have a Student Council, Talk It Out Managers, Recycling Monitors, Tour Escorts, and a Student Advisory Committee. In addition, adults lead games at recess and lunch for both younger and older students. The library is open during recesses and lunch. Our school has a wonderful arts enrichment program which includes dance and movement, visual, and performing arts. This is the second year we have implemented the Arts in Action program in which parent volunteers are trained in an art curriculum that they teach to our classes. All fourth and fifth grade students go to the Marin Headlands Institute for an overnight outdoor education trip. To provide additional support for student achievement and self-esteem, we have a Reading Team, Social Skills Group and Student Success Team (SST). Fourth and fifth grade students can participate in kickball games with 9 other elementary schools. After school, students may choose to participate in Academic Chess, Piano Keyboarding, and Dance.

Suspensions and Expulsions

	School			District		
	2000/01	2001/02	2002/03	2001	2002	2003
Suspensions (number)		1	1	1,791	1,722	2,428
Suspensions (rate)		0.26%	0.27%	2.99%	2.94%	4.17%
Expulsions (number)				90	60	47
Expulsions (rate)				.15%	.10%	.08%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions:

In order to communicate general behavior expectations, the SFUSD Student Behavior Handbook is distributed annually. We also begin each year emphasizing the building of positive relationships and teaching the peaceful resolution of conflict. In addition, all students, parents, and teachers sign a school compact agreeing to the school behavior standards.

School Facilities

Safety, cleanliness and adequacy of school facilities.

Argonne is housed in a beautiful new building. We have a multipurpose room, computer room and library. Our custodians keep the building quite clean. The building has numerous stairways making students' leaving the building for fire drills or emergencies go smoothly. There is also a community kitchen to support Argonne's social events.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

All of Argonne's classrooms are bright and spacious. Kindergarten students have their own playground area. In addition, we have a second floor play space and a third floor roof garden. Students' work decorates the halls making Argonne an inviting place to learn. There are three childcare programs located in our building.

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

All of the above are in excellent condition, and the facility is maintained well.

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.

Although we are one of SFUSD's newer facilities, our heating system which is controlled by computer has never worked properly. Some rooms are too cold and others too warm and others are both in the same day. All of our classrooms have a connection to the internet. All computers in our lab also have internet access. Our fire alarm system is adequate.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

Our custodians clean the building and grounds daily. Our students take part in a recycling and compost program so our yard is left quite clean after our lunch period. Buildings and Grounds' painters come quite quickly to paint over the little graffiti that our school gets.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

Our custodians maintain the facility well. There is an on-line request line to the district's department of Facilities and Planning for other repair needs. All staff members report items needing repair or possible safety hazards immediately to School Secretary or Principal. There is also an annual district maintenance team that repairs lower priority items remaining on the site's maintenance log.

Success of these efforts.

We are pleased with most of these efforts. We continue to work with the district to improve our heating system.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English/language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

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

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English/ Language Arts	57	58	56	32	35	38	30	32	35
Mathematics		59	66		34	39		31	35
Science					32	28		30	27
History/ Social Science					32	32		28	28

CST - Racial/Ethnic Groups

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

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	29		56				66
Mathematics	24		73				71
Science							
History/ Social Science							

CST - Subgroups

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

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	51	61	48	43	64	47	57	
Mathematics	64	67	69	60	69	60	66	
Science								
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

NRT - All Students

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

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	77	72	58	46	48	45	44	45	43
Mathematics	80	80	74	60	63	57	53	55	50

NRT - Racial/Ethnic Groups

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

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	24		58				67
Mathematics	55		80				75

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	50	67	48	47	65	60	58	
Mathematics	70	79	75	70	76	60	75	

California Fitness Test

The percent of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	34.7	42.9	27.0	27.2	31.5	23.0	23.8	25.2	22.3
7				36.4	40.7	32.4	27.8	29.6	26.0
9				34.4	35.8	33.2	24.8	23.3	26.2

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

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

Similar Schools Rank: Schools also receive a ranking that compares that school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

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

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

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Percentage Tested	94	99	99	Percentage Tested	99	99	99
Base API Score	781	819	816	Growth API Score	831	823	820
Growth Target	1	A	A	Actual Growth	50	4	4
Statewide Rank	8	9	9				
Similar Schools Rank	3	5	4				

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score	811	841	837	Growth API Score	853	852	843
Growth Target	#	A	A	Actual Growth	42	11	6
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	805	854	846	Growth API Score	869	850	845
Growth Target	#	A	A	Actual Growth	64	-4	-1

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score	750	799	788	Growth API Score	808	795	778
Growth Target	1	1	1	Actual Growth	58	-4	-10

Awards and Interventions Programs

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

School Programs

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

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

District: Federal Programs

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

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the CAHSEE.

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

Dropout Rate and Graduation Rate

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

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

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

V. Class Size

Average Class Size and Class Size Distribution

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

Grade	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.00	3			20.00	3			19.67	3		
1	19.67	3			20.00	3			20.00	3		
2	20.00	3			19.50	2			19.00	3		
3	17.00	3			19.67	3			19.67	3		
4	30.00		1		28.00		3		23.00		1	
5	29.50		4		27.50		2		26.25		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	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	2001	2002	2003
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	99.3	99.3	99.3

VI. Teacher and Staff Information

Teacher Credential Information

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

	2001	2002	2003
Total Number of Teachers	18	17	18
Full Credential (fully credentialed and teaching in subject area)	18	17	18
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Professional Qualifications of Teachers

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

All teachers have the appropriate credentials and provide quality instruction. Teachers meet regularly to plan and implement strategies determined by research to be best practices. A committee of parents and teaching staff interview all teacher candidates. Many of Argonne's teachers serve as master teachers for students in the teaching programs of our local universities.

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the California Standards for the Teaching Profession. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

Argonne is fortunate to have a cadre of substitute teachers who enjoy a partnering relationship during the school year. We consistently attract qualified substitute coverage. Most of our substitutes are retired teachers or former student teachers at our school.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Elementary: District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards.

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

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

Support for students is provided by the principal, paraprofessionals, speech therapist, resource specialist, the student advisor, classroom volunteers and a Reading Team. Cantonese and Mandarin speaking teachers/paraprofessionals are available to assist students and parents in their first language. Our Student Council assists in developing and implementing school standards of behavior, initiates school activities for positive student involvement, and participates in the resolution of school problems. A program for conflict management called "Talking it Out" is used throughout the school. This program uses a facilitator and a dialogue process guiding students to resolve their own conflicts.

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.

This year in literacy all grade levels are focusing on implementing the new Houghton-Mifflin reading adoption. We are focusing on reading comprehension strategies to help our students better understand the both fictional and nonfictional text. Our third through fifth grade teachers are receiving professional development and coaching from ECR to particularly help accelerate the reading levels of our struggling readers. Each month teachers are collecting a writing samples in a specific genre from each student. We are planning events in our library for students to share their writing with an audience. In mathematics, our teachers are focusing on the schoolwide implementation of the number sense strand, providing additional support in mathematical problem solving, and expressing mathematical thought in writing. Teachers are also learning new strategies to differentiate the curriculum to provide extra support for our low achieving students while adding new challenges for our high potential/GATE students.

School and district efforts to align the instructional program with the state frameworks and content standards.

All staff has participated in inservices on the alignment of standards with the curriculum. Teachers have copies of the standards. All grade levels meet in teams to plan integrated units of study that focus on specific standards. Teachers also work together to develop and give assessments that measure our students' understanding of the standards. Teachers use the district's standards- based curriculum. All teachers turn in quarterly curriculum plans showing the standards they plan to teach and how. Ongoing teacher evaluations focus on standard-based instruction.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

Argonne has a strong parent/teacher governance system. Each year our school community is involved at many levels in developing our school academic plan which guides our instructional program. The Linking Council (SSC) monitors the implementation of our plan monthly. Our ABC Committee, which is made up of teachers and parents, takes on jobs that support the work of the teachers in and out of the classroom. Argonne also has a leadership team consisting of the principal and 3 teachers representing the different grade levels. This team plans our professional development at staff meetings and on professional development days.

How the school staff monitors the progress of underperforming students/student groups.

All teachers know in August how each of their students scored on the standardized tests. Teachers determine the areas on the test that our students scored lower and need additional help. Our Reading Team of reading consultants assesses students recommended by classroom teachers and provides one on one or small group instruction to those students. Our school has an active Student Success Team (SST) that meets frequently to work with teachers and parents to help students succeed academically and emotionally. Classroom and grade level assessments are ongoing to make sure that our students are making sufficient progress. Teachers focus on our lower achieving students to provide them with help to accelerate their progress. Some students have IEP's which are monitored by our resource teacher.

Supports and interventions that are available to assist special needs students.

Classroom teachers ensure that all students have access to the core curriculum. English Learners are placed in classrooms with teachers trained in using English language development strategies. Special Education students are provided with the support from our resource/inclusion teacher and paraprofessionals. We use the new reading adoption materials to support these students in language arts.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

School site assessment data is disaggregated to determine the academic achievement level of each subgroup and compared proportionally with all of our students. This is done with all district and state assessments and also with whole grade level school assessments. All English Learners take the CELDT assessment.

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.

Argonne is part of the district's Inclusion Program. The district funds a part-time inclusion teacher and additional paraprofessionals to assist these students. The district has also provided teachers with opportunities to visit other district classrooms with exemplary teachers working with students with similar needs. Our paraprofessionals also offer additional assistance to the classroom teachers. The district provides us with a speech teacher who comes to the school two days during the week. We have bi-monthly Learning Differences evenings for parents/guardians. During these evenings we show a video from Dr. Mel Levine's "Developing Minds" videos and have discussions on how we can use the information to help our children learn.

Summary of overall achievement by subgroups.

School educational technology program.

Argonne has a paraprofessional computer lab teacher. All first through fifth grade students receive instruction in the lab weekly. Every classroom has computers that the students use for math and reading skill building, word processing, and curriculum support. Older students make multimedia presentations.

Additional technology resources.

All classrooms are equipped with televisions and VCRs. Teachers use both video and digital cameras.

1. Number of Computers Used for Instructionally Related Purposes	91
2. Number of Computers listed above with CD-ROM (must be less than or equal to #1)	86
3. Number of Classrooms with Internet Access	19
4. Number of Classrooms with Wide Area Network (WAN) Access	0

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

Our district adopts only state approved textbooks. After the adoption, our district supplies these textbooks to our school.

Report the ratio of textbooks to pupils.

1:1

Instructional Minutes (School Year 2000-2001)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Argonne ES	
K	36,000	45,360	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,760	
2	50,400	50,760	
3	50,400	50,760	
4	54,000	54,180	
5	54,000	54,180	
6	54,000		
7	54,000		
8	54,000		

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Any additional minimum days at this school and reasons:

Some schools “bank” additional instructional time to be used for professional development.

Banked minutes at this school:

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

All students at Argonne take part in integrated units of study in which their classroom work is connected to the world outside of school. Frequent field trips in the city and outside of the city help students see the work people in the real world do. Teachers bring in people from the larger community to present activities or speak to the classes about their work. In addition to our focus on the academic areas, Argonne has instituted a "Talk It Out" conflict management program to help students learn to solve their own problems. Students learn to collaborate in a variety of school projects.

How the school measures the success of its efforts to prepare students for the work force.

Parent and student surveys given by the Parent Teacher Organization and school show their satisfaction with our efforts. We frequently hear from our families about the success of our graduates in both middle school and high school.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

All of our students receive an academic program to meet their needs. Students are given many opportunities and responsibilities at school in our school service jobs. Some of the whole school service jobs are Talk It Out Managers, Recycling Monitors, Student Council, Telephone Receptionist, School Tour Escorts, and Student Advisory Council. Students are also assigned classroom jobs. Through our many field trips students have the opportunity to learn about many different occupations that they might be interested in thinking about for their future.

VIII. Post Secondary Preparation (secondary schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$35,980
Mid-Range Teacher Salary	\$57,384	\$57,139
Highest Teacher Salary	\$70,407	\$73,953
Average Principal Salary (Elementary)	\$78,053	\$100,810
Average Principal Salary (Middle)	\$84,418	
Average Principal Salary (Secondary)	\$86,104	
Superintendent Salary	\$212,760	\$171,096
Percentage of Budget for Teachers' Salaries	35.94 %	43.28 %
Percentage of Budget for Administrative Payrolls	4.83 %	5.20 %

Expenditures (Fiscal Year 2000-2001)

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)
\$407,572,743	\$7,313	\$6,770	\$6,719

Types of Services Funded

Arts Education Collaborative

Beginning Teacher Support & Assessment (BTSA)

Conflict Resolution Program

Junior Achievement

Mathematics Implementation Initiative

Science and Health Education Partnership (UCSF SEP)

ECR- Lift Up the Struggling Reader