

# School Accountability Report Card

## School Year 2004-05

(Published during 2005-06)

### Argonne Year Round 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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### Argonne Year Round Elementary School

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## Section I - General Information

### **Principal's Introduction**

Since my placement at Argonne Year Round Elementary School in July 2000, I have loved calling Argonne “my favorite school.” Argonne has a wonderful community of families who care about each other and our students. Argonne has an experienced, dedicated group of teachers who work hard to make their curriculum relevant and interesting for their students. Our teachers make the connections that students need to understand the content standards. Argonne continues to be active after school hours with three after school programs and other classes students can take. 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. 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.

### **School Vision**

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**

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.

## 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
<b>K</b>	69
<b>1</b>	68
<b>2</b>	68
<b>3</b>	70
<b>4</b>	69
<b>5</b>	61
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	405

### 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
<b>African American</b>	24	5.9
<b>American Indian or Alaska Native</b>	2	0.5
<b>Asian</b>	216	53.3
<b>Filpino</b>	5	1.2
<b>Hispanic or Latino</b>	16	4.0
<b>Pacific Islander</b>	0	0.0
<b>White (Not Hispanic)</b>	92	22.7
<b>Multiple or No Response</b>	50	12.3

## Section III - School Safety and Climate for Learning

### **School Safety Plan**

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

<b>Date of Last Review/Update</b>	9/15/2005
<b>Date Last Reviewed with Staff</b>	9/15/2005

### **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.
- 5.Argonne has implemented an anti-bullying program and another program to increase awareness of personal social responsibility.
- 6.All fourth and fifth grade students participate in a schoolwide volunteer program.

### **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**

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
<b>Number of Suspensions</b>	1	0	1	2,428	2,645	2710
<b>Rate of Suspensions</b>	0.27%	0%	0.25%	4.17%	4.58%	4.74%
<b>Number of Expulsions</b>	0	0	0	47	39	19
<b>Rate of Expulsions</b>	0%	0%	0%	.08%	.07%	.03%

### **Efforts to Reduce 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.



## 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	Deficiency: Heating system is inconsistent-blows cold air sometimes--isn't affected by outdoor temperature. Action: works as designed.
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls,floors & ceilings)	X		
Hazardous Materials (interior & exterior)		X	Deficiency: Chemicals from duplex machine need to be picked up for disposal. Action: Site to call warehouse to arrange pickup.
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)		X	Deficiency: Lights leading into bathrooms on all floors do not work. Action: Completed 4/18/06. Deficiency: some light covers are not present see Custodian for specifics. Action: work order #273198.
Pest/Vermin Infestation	X		
Drinking Fountains		X	Deficiency: one leak outside near cafeteria/teachers parking lot. Action: work order #273200.
Restrooms	X		
Sewer		X	Deficiency: occasional smell from sewer line. Action: Completed 10/31/05.
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	56	55	65	38	40	45	35	36	40
Mathematics	66	65	76	39	40	46	35	34	38
Science		31	49	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	40	*	63	*	*		72
Mathematics	35	*	84	*	*		73
Science	*		53	*	*		57
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	57	73	40	53	44	
Mathematics	73	78	73	74	61	
Science	47	52	*	32	*	
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	58	60	46	45	46	43	43	43	41
Mathematics	74	70	80	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	*	*	33	*	*		56
Mathematics	*	*	83	*	*		67

## NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	37	54	11	32	*	
Mathematics	76	83	72	77	*	

## 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	25.4	20.0	29.4	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	99	99	100	Percent Tested	99	100	100
API Base Score	816	829	823	API Base Score	820	831	860
Growth Target	A	A	A	Growth Target	4	2	37
Statewide Rank	9	9	9				
Similar Schools Rank	4	4	6				

## API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
<b>African American</b>				<b>African American</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Asian</b>				<b>Asian</b>			
Percent Tested	837	851	847	Percent Tested	843	854	870
API Base Score	A	A	A	API Base Score	6	3	23
<b>Filipino</b>				<b>Filipino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
Percent Tested	846	854	852	Percent Tested	845	859	866
API Base Score	A	A	A	API Base Score	-1	5	14

## API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	788	784	815	Percent Tested	778	818	827
API Base Score	1	1	A	API Base Score	-10	34	12

## **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	Yes	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.

	<b>School</b>	<b>District</b>
<b>First Year of Program Improvement Implementation</b>		
<b>Year in Program Improvement (Implementation Level)</b>		
<b>Year Exited Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	----	30
<b>Percent of Schools Currently in Program Improvement</b>	----	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+
<b>K</b>	19.7	3			20.0	3			19.5	2		
<b>1</b>	20.0	3			18.0	4			19.5	4		
<b>2</b>	19.0	3			19.3	4			20.0	3		
<b>3</b>	19.7	3			19.7	3			19.5	4		
<b>4</b>	23.0		1		31.0		3		32.5		1	1
<b>5</b>	26.3		4		30.0		1		32.5		1	1
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

### 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
<b>K</b>	99.3	99.3	99.3
<b>1</b>	99.3	99.3	99.3
<b>2</b>	99.3	99.3	99.3
<b>3</b>	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
<b>This School</b>	5.6
<b>All Schools in District</b>	28.5
<b>High-Poverty Schools in District</b>	16.1
<b>Low-Poverty Schools in District</b>	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
<b>Total Teachers</b>	18	19	19
<b>Teachers with Full Credential</b>	18	19	19
<b>Teachers Teaching Outside Subject Area</b> (Full credential teaching outside subject area)	0	1	0
<b>Teachers in Alternative Routes to Certification</b> (District and university internships)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (Not qualified for credential/internship but meets minimum reqs)	0	0	0
<b>Teachers with Waivers</b> (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
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	1	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
<b>Vacant Teacher Positions</b>	0	0	0

## **Teacher Education Level**

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

	School	District
<b>Doctorate</b>	0.0	1.3
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.6
<b>Master's Degree</b>	31.6	23.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	57.9	62.4
<b>Bachelor's Degree</b>	10.5	12.5
<b>Less than Bachelor's Degree</b>	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.**

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**

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.

### **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.

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

### **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.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>

## **Section IX - Curriculum and Instruction**

### **School Instruction and Leadership**

#### **Curriculum improvement programs and opportunities for improvement.**

This year all grade levels are focusing on implementing the new Rigby English Language Learner adoption. In literacy we are on both reading comprehension strategies and literary response to help our students better understand the both fictional and nonfictional text and to communicate this understanding. Each month teachers are collecting writing samples in a specific genre from each student using Step Up to Writing techniques. All classes participate in classroom "Literary Teas" in which family members are invited to hear students share their writing. In mathematics, our teachers are focusing on mathematical thinking, problem solving and communicating math ideas 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.**

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 bimonthly 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.

**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.**

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.

**Summary of overall achievement by subgroups.**

This year all of our subgroups met their API targets.

**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.

Argonne teachers regularly attend inservices and conferences on specific content areas and/or teaching practices related to interdisciplinary instruction, English language acquisition, or technology. A team of teachers will attend the Northern California Math Conference in December. Our whole school professional development time this year will be spent on the new ELL adoption, Step Up to Writing and strategies to help our students use critical thinking strategies in reading and mathematics. Teachers meet in collaborative groups to plan lessons and analyze assessment related to the content standards.

**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
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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.

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

## **Technology**

### **School educational technology program.**

Argonne has a paraprofessional computer lab teacher. All kindergarten 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.

<b>Computers</b>	
<b>Number of Computers</b>	91
<b>Number of Classrooms with Internet</b>	19

## **Instructional Minutes**

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

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>Requirement</b>
<b>K</b>	50900	36,000
<b>1</b>	50900	50,400
<b>2</b>	50900	50,400
<b>3</b>	50900	50,400
<b>4</b>	54300	54,000
<b>5</b>	54300	54,000
<b>6</b>		54,000
<b>7</b>		54,000
<b>8</b>		54,000
<b>9</b>		64,800
<b>10</b>		64,800
<b>11</b>		64,800
<b>12</b>		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
<b>Beginning Teacher Salary</b>	\$40,310	\$37,061
<b>Mid-Range Teacher Salary</b>	\$55,213	\$58,294
<b>Highest Teacher Salary</b>	\$70,407	\$72,876
<b>Average Principal Salary (Elementary)</b>	\$89,885	\$94,471
<b>Average Principal Salary (Middle)</b>	\$94,152	\$98,940
<b>Average Principal Salary (High)</b>	\$98,209	\$107,418
<b>Superintendent Salary</b>	\$223,525	\$179,061
<b>Percent of Budget for Teacher Salaries</b>	34.8 %	41.4 %
<b>Percent of Budget for Administrative Salaries</b>	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.

Arts Education Collaborative

Beginning Teacher Support & Assessment (BTSA)

City Science

Conflict Resolution Program

Junior Achievement

San Francisco Education Fund

Science and Health Education Partnership (UCSF SEP)