

Argonne Elementary School

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Ms. Rose Barragan, Principal

S.F.U.S.D.

1997-1998 School Accountability Report Card

Fall, 1997

School Description

Argonne Year-Round Alternative School provides an academic program that allows children to develop to their fullest potential. Students attend from various parts of San Francisco, creating a culturally diverse student body. The school year runs from July through mid-June providing an opportunity for a maximum of 215 days of attendance. This allows for an uninterrupted in-depth learning flow and also provides more time for the implementation of an enriched educational program. Most Argonne students attend from kindergarten through fifth grade providing greater continuity for their educational growth. Argonne is committed to the SFUSD Restructuring Schools Initiative. As a result, the delivery of instruction is continually being redesigned to employ findings of the latest educational research. Our instruction is progressing in our attempt to reflect Howard Gardner's "Theory of Multiple Intelligences." Teachers employ their knowledge of this theory within an interdisciplinary/thematic focus as they create learning situations in which concepts and skills are developed. Instruction is also designed to develop critical and creative thinking. Staff is presently implementing student progress portfolios and is committed to more personalized student performance reporting. As part of our restructuring effort, the Argonne community has created a shared decision-making structure through an on-going series of surveys, brainstorming sessions, seminars and training sessions involving the entire school community.

District Mission and Goals

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

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

School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Develop and apply instructional strategies to better meet the needs of the students. 2) Improve the assessment practices to more accurately measure achievement. 3) Improve science education. 4) To improve staff, parent and community participation in the educational process. 5) To improve the literacy of all 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:	380	LEP/NEP*:	28.7%
Building (sq.ft.):	52,000	Average Daily Attendance:	99.9%	EDY**:	17.6%
Year of Construction:	1997	Optional Enrollment Requests:	100.0%	% of Points Met***:	78%
Children Center/Childcare: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Title I / State Pre-K Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

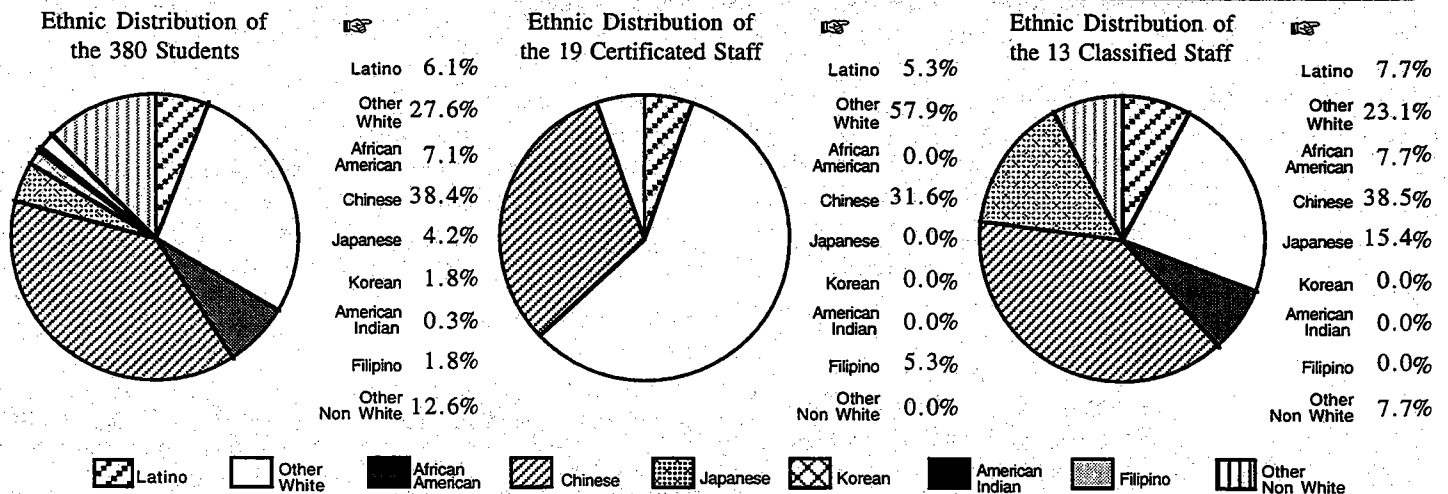
Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Support for students is provided by the principal, paraprofessionals, speech therapist, resource specialist, the student advisor and classroom volunteers. We have recently taken advantage of the counseling services offered by an intern program at JCYC. 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 follows the model using a facilitator and a dialogue process to assist students in resolving their own conflicts.

Teacher Assignment

Out of 2,698 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. Argonne teachers are assigned according to their credentials, taking pride in the quality of their instruction and in their collegiality. Teachers choose to remain as members of Argonne's teaching staff therefore providing a very stable instructional environment. As part of our site governance, staffing of Argonne school is done by an interview panel composed of parents, staff and principal. Selection is made by consensus.

Ethnic Diversity



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

The staff and parent decision making team of Argonne School is committed to ethnic diversity in both staff and student body. Our commitment recognizes the richness of experience that can be brought to a school community in which diversity is valued. It also recognizes how important this validation is to the future of our pluralistic society.

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

Student Attendance and Dropout Rate

The District's elementary average attendance for 1996-97 was 99.1% and the dropout rate was 1.7%. At Argonne, attendance for the year was 99.9%, excused absences were 3.0%, unexcused absences were 0.1% and the dropout rate was 0.0%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Argonne's attendance rate is excellent. Most students choose to attend all of the extended days offered. Our attendance is monitored carefully and our mobility rate is low.

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	19.0	43,200
1	***	24	19.0	17.7	50,400
2	***	24	18.8	19.5	50,400
3	***	25	24.5	20.0	50,400
4	32.2	30	26.6	26.5	54,000
5	32.2	30	27.3	30.0	54,000

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

Teacher Evaluation

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

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

Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Argonne, 3 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: 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.

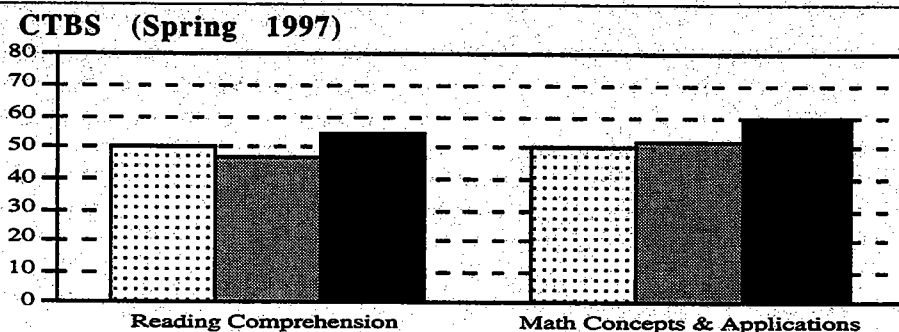
Objective 3a: Schools will reduce the number of suspensions per year to meet district standards. *



Student Achievement

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

CTBS:
 National
 District
 School



LEP/NEP = 28.7%

Special Education = 4.2%

EDY = 17.6%

GATE & High Potential = 6.6%

Teacher/Staff Professional Development, and Curriculum Improvement

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, use data to plan instructional improvement strategies, and to acquire new instructional strategies for continuous instructional improvement. Leadership development across content areas is facilitated centrally and multiple professional development institutes engage educators and parents in instructional leadership development. Argonne teachers attend District inservices and specific workshops designed for forward thinking, restructuring schools. Our teachers are committed to professional development in the areas of Thematic/Interdisciplinary Instruction, Literacy, Math and Science, the Arts and reaching students with English as a second language. Most of the teaching staff hold State of California English Language Development Certificates.

Quality of School Instruction and Leadership

Argonne's Councils meet regularly to focus on curriculum, technology, finance, communications and the concerns of individual stakeholder groups. We have put a shared decision making model into action. Most decisions are reached through discussion and consensus. In order to expand the involvement of parents, "Town Hall" meetings are held and surveys are regularly circulated. We continue to refine our model as we progress. Our community is committed to provide a rich and powerful curriculum connected meaningfully to the lives of our students. Our aim is to provide the necessary support systems that will guarantee our students the opportunities to develop a lifelong love of learning.

Substitute Teachers

During the 1996-97 school year, the Argonne teacher attendance rate was 96%. Due to our year round program, Argonne teachers take between 32 and 35 vacation days within the extended school year. We are fortunate to have a cadre of substitute teachers who work with us in a partnering relationship. We consistently attract qualified substitute coverage.

Average Salaries, Budget Percentages and Expenditure Per Student

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

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

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1996-97, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics and science are being implemented. The Argonne staff understands that curriculum implementation far exceeds the limitations of one adopted text devoted to one discipline. Therefore, in addition to the textbooks selected by the district process and provided by allocated state textbook funds, the Argonne instructional team is committed to supplementing these materials with ever growing library/media resources including single titles and multiple copy literary works. These enhancements are acquired by utilizing community-raised funds, grants written by teacher/parent teams, and participation in special projects.

School Facilities and Safety

Current Conditions:

Argonne has returned to a newly built facility. In addition to bright and spacious classrooms, the school plant also offers a library media center, a computer lab, a music center, a multi-purpose room, a community kitchen to support Argonne social events, two childcare programs, a "to be designed" roof garden, and a parent center.

Planned Improvements:

Our new facility is one of the best secured and provides a well designed emergency plan for our students and staff.

Needed Improvements:

Parent Involvement

Our governance plan provides for parents to become involved in the operation and programs of the school. At present, the Argonne Council of Empowerment, ACE, is the body of the whole. It acts on all major decisions by survey, panel participation, or community meetings. Each of the working councils has parent and teacher members. Parents fully participate in all program related councils. Under the guidance of our BAC, our Cantonese speaking Outreach Consultant, who also serves as the chairperson, guides discussions on topics of importance to participating parents. In addition, an active cadre of parents volunteer on site, from their workplace, or at home.

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

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

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

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

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

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

San Francisco Unified School District

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San Francisco, CA 94102

Attn: Argonne Elementary School