

Argonne Elementary School

680 18th Avenue, San Francisco, CA 94121 (415) 750-8460

Ms. Rose Barragan, Principal

S. J.S.D. *1998-99 School Accountability Report Card* Fall, 1998

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 June providing an opportunity for a maximum of 208 days of attendance. This allows for an uninterrupted indepth 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, and seminars, the school community has developed working councils to do the annual work of implementing the school instructional plan.

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 is 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 all students. 2) The full implementation of Argonne Technology Plan. 3) Continued improvement of staff, parent and community participation in the educational process.

Philosophical Tenets

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

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

Grade Span:	K-5	Student Enrollment:	390	LEP/NEP ¹ :	28.5%
Building (sq.ft.):	52,000	Average Daily Attendance:	99.9	EDY ² :	17.2%
Year of Construction:	1997	Optional Enrollment Requests:	100%	% of Points Met ³ :	75.84%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

¹ LEP/NEP: Limited English Proficient or Non English Proficient

² EDY: Educationally Disadvantaged Youth

³ % of Points Met: Refers to the set of District objectives to achieve District goals

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Support for students is provided by the principal, paraprofessionals, speech therapist, resource specialist, the student advisor, classroom volunteers and a newly established Intervention TEAM. Counseling services, part of an intern program at JCYC, have been offered each year. 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.

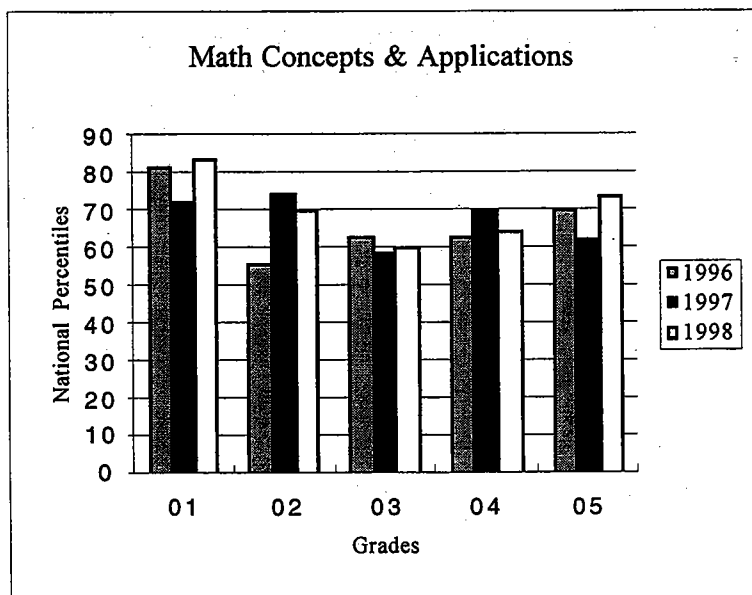
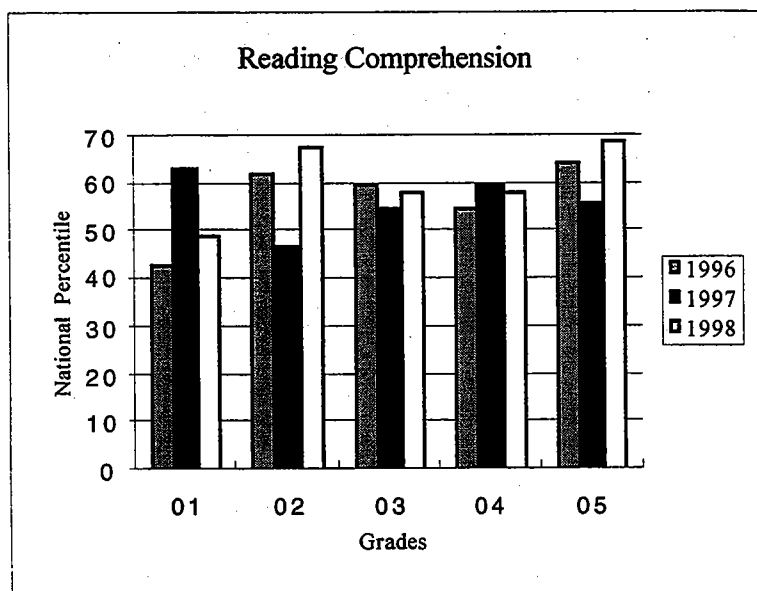
Student Achievement

CTBS (Spring 1996 - Spring 1998)

District K-5 Average National Percentiles

	1996	1997	1998
Reading	38	42	46
Math	48	53	58

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



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
390 Students	8.5	0.3	38.7	1.5	4.1	0.5	6.7	13.1	26.7
20 Certificated	0.0	0.0	25.0	5.0	0.0	0.0	5.0	0.0	65.0
3 Classified	0.0	0.0	66.7	0.0	0.0	0.0	0.0	0.0	33.3
10 Paraprofessional	10.0	0.0	30.0	0.0	20.0	0.0	10.0	10.0	20.0

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.

Student Attendance and Dropout Rate

Dropout rate 1995-96 = 0% 1996-97 = 0% 1997-98 = 1.7%

The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Argonne ES, attendance for the year was 99.9%, excused absences were 2.6%, unexcused absences were .1%, and the dropout rate was 1.7%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. 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.

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

	1995-96	1996-97	1997-98
School Suspension rates:	.9%	.8%	.8%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Argonne ES, 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.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. Our teachers are assigned according to their credentials, taking pride in the quality of their instruction and in their collegiality. The teaching staff is committed to remaining at Argonne therefore providing a very stable instructional environment. As part of our site governance, the staffing of Argonne school is done by an interview panel composed of parents, staff and principal.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	19.3	19.0	19.7	43,200
1	**	24	19.30	19.0	17.7	20.0	50,400
2	**	24	18.92	18.0	19.5	20.0	50,400
3	**	25	20.79	22.5	20.0	19.8	50,400
4	32.2	30	25.54	28.5	26.5	29.0	54,000
5	32.2	30	26.65	28.5	30.0	27.7	54,000

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

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

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 holds 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 circulated as needed. 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.

Average Salaries, Budget Percentages & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

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

Substitute Teachers

During the 1997-98 school year, the Argonne ES teacher attendance rate was 97%. Due to our extended year round program, the Argonne certificated staff takes up to 35 vacation days within the 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.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. 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 both Federal/State and those written by teacher/parent teams, and participation in special projects.

School Facilities and Safety

Current Conditions

Argonne now occupies a newly built facility. In addition to bright, spacious classrooms, the school plant offers a library media center, a designated and "hoped for" computer lab, a music room, 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