

# Argonne Alternative Elementary School

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Myrna Tsukamoto, Principal

## 1989-1990 School Accountability Report Card

San Francisco Unified School District

Spring, 1990

### District Mission

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.

**Goals** In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 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 achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

**Objectives and Site Plans** For each goal there are a number of measurable objectives. Every school develops a school site plan to achieve each objective.

**Philosophical Tenets** In order to achieve these objectives, the Board has adopted the following set of philosophical tenets. Each staff member working in the District is expected to accept and act in accordance with these tenets:

- All individuals can learn.
- Each individual learns best in a particular way.
- Learning has both cognitive and affective dimensions.
- Parents want their children to attain their fullest potential as learners and to succeed academically.
- All individuals are both potential learners and potential teachers.
- 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 can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching.
- All individuals are entitled to be treated with respect and dignity.
- All individuals learn in many different ways and at varying rates.
- If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action.

### School Description

Argonne Elementary Year-Round Alternative School provides for the educational needs of each child in an ethnically integrated environment which allows children to develop to their fullest. Because Argonne is an alternative school and draws its students from various parts of San Francisco, it serves a culturally

diverse student body. The school year begins in July and ends in mid-June. Vacations are flexible and pupils attend from 180 to 215 days. There is more time to provide an enriched educational program as well as basic skills with no loss of learning time.

Grade Span:	K-5	Student Enrollment:	350	LEP/NEP*:	22.6 %
Building (sq.ft.):	21,700	Average Daily Attendance:	99.8 %	Special Education:	3.1 %
Yr of Construction:	1971	Optional Enrollment Requests:	100.0 %	EDY**:	33.1 %

435-4/16/90 by ICC

\*LEP/NEP: Limited English Proficient or Non English Proficient  
\*\*EDY: Educationally Disadvantaged Youth

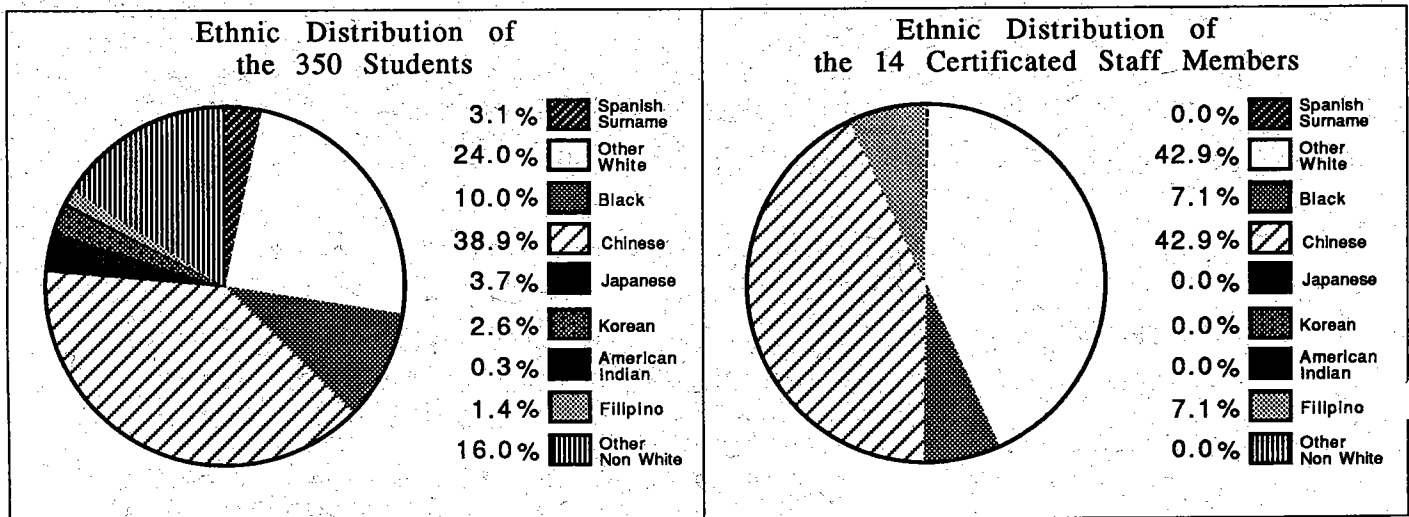
## Counseling and Student Support Services

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. Additional support for students is provided by the principal, paraprofessionals and classroom volunteers. Our Student Council serves as the decision-making body for yard standards and resolution of any school problems. Some paraprofessionals speak Mandarin and Cantonese to assist those students.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1988-89 was 99.1% and the dropout rate was 3.6%. At Argonne, attendance for the year was 99.8%, excused absences were 3.6%, unexcused absences were 0.2% and the dropout rate was 0.5%. 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. Our mobility rate is lower than most schools in the District. Attendance is monitored carefully.

## School Data



## Teacher Assignment

Out of 3,772 teachers in the District, only 51 are teaching out of their credentialed areas. At Argonne, all teachers are teaching in the areas in which they are credentialed. Teachers are assigned according to credential for primary and bilingual classes. Most of our teachers have taught at Argonne for years. 28% have advanced degrees, 38.5% have additional credentials.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.6	28	28.3	29.5
1	26.0	24	26.5	26.0
2	26.0	24	26.1	27.3
3	32.6	25	26.9	29.5
4	32.6	30	27.7	31.0
5	32.6	30	28.6	31.0

## Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development opportunities to enable new and experienced teachers to implement the District's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies.

We do not have extra funds for inservice instruction on-site. Our teachers attend District inservices, pay their own fees, and attend the Lawrence Hall of Science and Golden Gate Park Museum Workshops. During the summer months, we meet after school for curriculum development for special needs students.

## Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

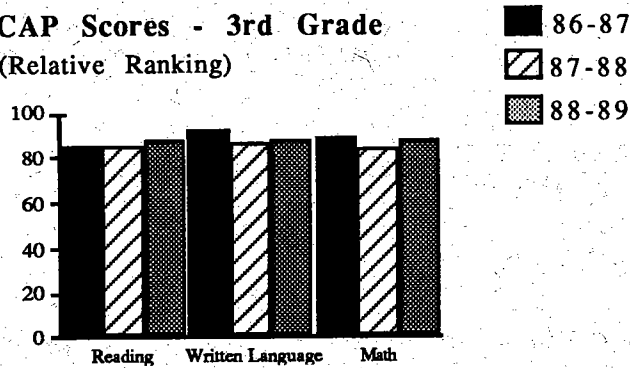
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Behavior

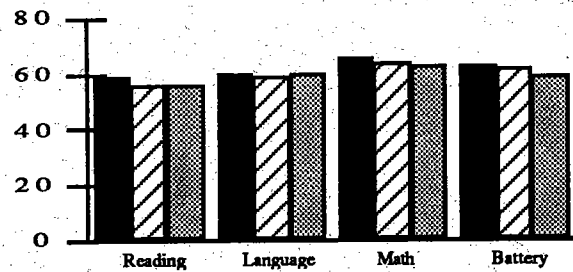
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Argonne, 5 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Each family receives the District Student Behavior Handbook and Argonne's Parent Handbook. Orientation meetings with students and parents are held. Respect for self and others is encouraged.

## Student Achievement

CAP Scores - 3rd Grade  
(Relative Ranking)



CTBS (Combined [K-5] Normal Curve Equivalents)



LEP/NEP = 22.6%      Special Education = 3.1%      EDY = 33.1%      GATE & High Potential = 17.1%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. We rank among the top in our District. On the CAP tests Argonne's third graders improved in the reading from 315 to 321, language 318 to 321 and math 312 to 323. Half of our second graders qualified for GATE. Our bilingual and black students tested better than the rest of the District. On the CTBS, we ranked eighth in reading, ninth in language and fourteenth in math out of seventy two elementary schools.

## Quality of School Instruction and Leadership

Argonne's School Site Council meets monthly for shared decision-making on curriculum issues. Parents have equal voting with staff and serve on subcommittees, i.e. enrichment and bilingual. Pupils are placed in various grade groupings making it possible to progress at their own speed and work with others who are mastering the same skills. Shared teaching and peer tutoring are encouraged. All classes are integrated with LEP, GATE and RSP students. Students are offered the bilingual program as enrichment and GATE students are not segregated into a single classroom.

## Expenditures and Services Offered

In 1989-90, the District spent \$718,783 at Argonne. Additionally, the District supervised the expenditure of \$89,156 in special grant funds for a total of \$807,939 to operate the school for a year. This works out to \$2,308 per student per year. The \$58,010 from State categorical funds is used to pay for paraprofessionals to assist the classrooms, provide assistance to bilingual, computer, library, ESL, and "at risk" students. Teachers seek grants from the S.F. Education fund, and the PTA raises enrichment funds for special programs and field trips.

## Substitute Teachers

During the fall of 1989, the Argonne teacher attendance rate was 94.4%. Substitute teachers covered 94.6% of the absences. The other 5.4% were covered by the principal or by dispersing the students to other classes. As a year-round school we are fortunate to have a cadre of substitute teachers who have worked with us for many years.

## Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

### School Site Textbook/Material Allocations

For the 1989-90 school year, the amount of State and District funds allocated for each student is \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. Lottery monies and candy sales helped to provide consumables for 1st and 2nd graders. Carryover monies were saved from the past by not purchasing Gr. 4,5 spellers. These funds were used to buy supplementary materials for the new reading series. An S.F. Ed. Fund team grant provided for literature manipulatives and supplementary materials for 5 classes.

## School Facilities and Safety

### Recent Improvements:

Under Prop A Funds, our site has been painted, carpeted and the schoolyard painted. We were also provided additional electrical outlets in the classrooms and photosensor fixtures for outside the school.

### Planned Improvements:

An additional bungalow will be added to be used for music, library, and parent programs.

### Needed Improvements:

Muffling the noisy heater casings in eight rooms is needed so that teachers can instruct and be heard. Heaters in ten rooms that emit black soot should be serviced.

## Parent Involvement

As an alternative school, Argonne's parents are actively involved in the operation and programs of the school through the SSC and PTA. To date 28 parents have given 2,000 hours of classroom volunteer time. Four parent workdays are planned each year to assist the teachers in preparing materials, fixing the play structure, cleaning classrooms and the school. Parents are involved in staff interviews and planning the yearly calendar. They attend staff inservices, i.e. computer, PTA workshops, Family Math and overnight trips. They are an invaluable asset to Argonne.

*Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.*

*Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa pagpapaliwanag ng mga dokumentong ito sa Pilipino.*

*Xin gọi diên thoai cho nhà trường để biết ngày hướng dẫn và các nghĩa về tài liệu này bằng tiếng Việt.*

*請打電話向學校詢問有關訓練程序日期之中文說明文件。*

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

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