

Argonne Alternative Elementary School

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Ms. Myrna Tsukamoto, Principal

1990-1991 School Accountability Report Card

San Francisco Unified School District

Fall, 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. In order to achieve each goal, schools will develop, implement, and evaluate plans:

- to insure that every counselor will meet with his or her counselees at least once every school year. (Secondary schools only)
- to insure that its 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.
- to reduce the percentage of its students which score two years below the Grade Equivalency on the Total Battery Score compared to the percentage of students in the same category on the 1990-91 CTBS.
- to insure that the 1990-91 average growth in grade equivalency for each ethnic group will be the same or higher than the 1989-90 average growth.
- to increase 1990-91 in-class attendance over the 1989-90 level. (Secondary schools only)
- to reduce its 1990-91 dropout rate from its 1989-90 level.
- together with parent leaders from established site committees and organizations to increase parent participation during the 1990-91 school year.
- which provide interventions which result in the reduction of the number of suspensions and expulsions.
- to improve the appearance of the school site.
- to insure that when filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

Philosophical Tenets In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of the philosophical school tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

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:	344	LEP/NEP*:	21.2%
Building (sq.ft.):	21,700	Average Daily Attendance:	99.9%	Special Education:	3.2%
Yr of Construction:	1971	Optional Enrollment Requests:	99.1%	EDY**:	20.3%

435-11/1/90 by ICC

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

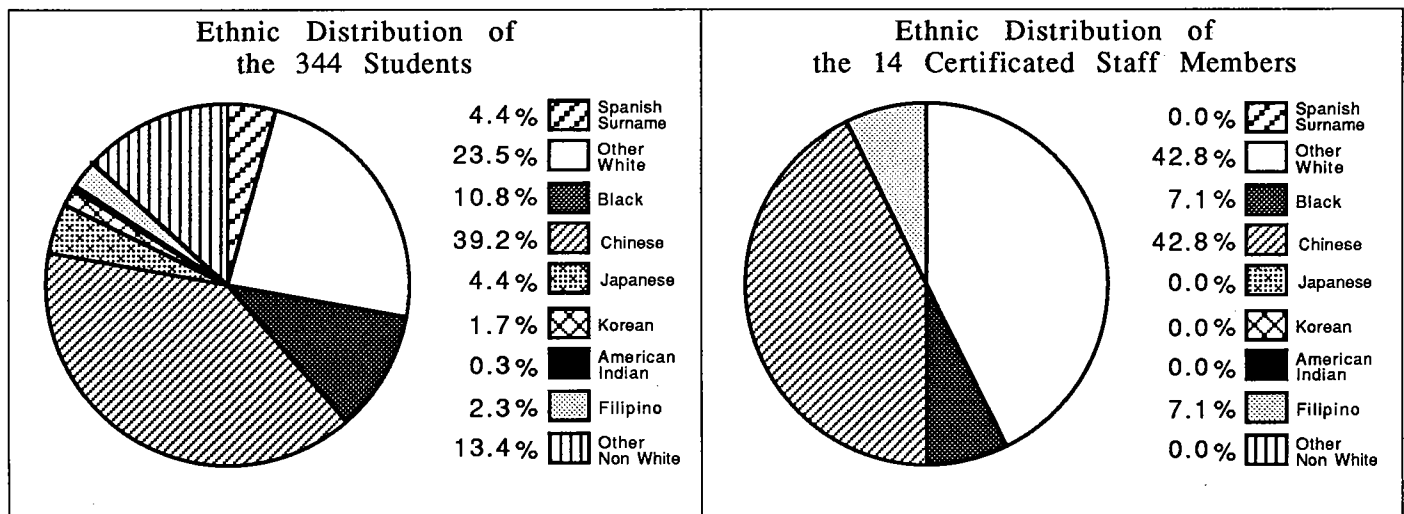
Counseling and Student Support Services

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 1989-90 was 98.9% and the dropout rate was 1.6%. At Argonne, attendance for the year was 99.9%, excused absences were 2.9%, unexcused absences were 0.1% and the dropout rate was 0.0%. 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 3,739 teachers in the District, only 13 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	31.4	28	26.7	28.0
1	26.0	24	26.4	28.3
2	26.0	24	26.0	28.0
3	30.0	25	27.3	27.0
4	32.4	30	28.8	30.0
5	32.4	30	28.5	30.3

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.

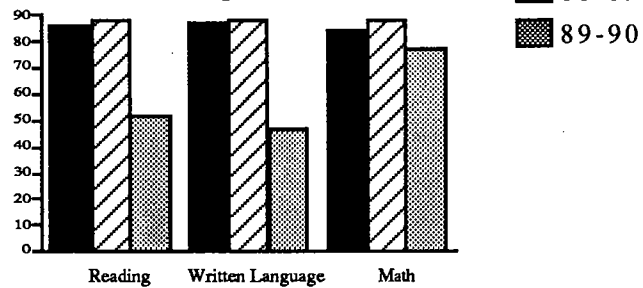
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

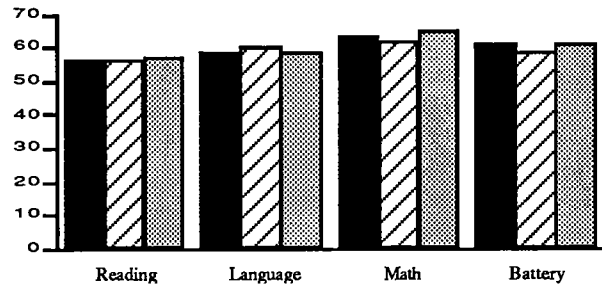
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Argonne, 10 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce 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 = 21.2% Special Education = 3.2% EDY = 20.3% GATE & High Potential = 18.0%

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 1990-91, the District has allocated \$742,062 at Argonne from the general fund. Additionally, the District is supervising the expenditure of \$88,068 in special grant funds for a total of \$830,130 to operate the school for a year. This works out to \$2,413 per student per year.

In the District, the starting salary for teachers is \$31,767, the mid-range is \$50,821 and the highest is \$57,320. At the elementary school level, the average salary for principals is \$72,162. The superintendent's salary is \$132,130 (all salaries include benefits). Districtwide, 61.6% of the general fund goes to teachers' salaries/benefits and 6.2% goes to administ salaries/benefits.

Substitute Teachers

During the Spring of the 1989-90 school year, the Argonne teacher attendance rate was 91.1%. Substitute teachers covered 100.0% of the absences.

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 past school year (1989-90), the amount of State and District funds allocated for each student was \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. The allocated amount is determined in November of each year. 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 điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa vụ 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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