

Argonne Alternative Elementary School

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Ms. Rose Barragan, Principal

1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

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. 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.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

Philosophical Tenets

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

Teacher/Staff Training, and Curriculum Improvement Programs

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 training 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. Our entire staff and parent representatives have attended workshops to explore and implement shared decision making techniques. Our teachers attend District inservices and workshops such as those given by the Lawrence Hall of Science; San Francisco arts and science resources including the S.F. art museums, S.F. Symphony, and the Exploratorium; as well as EQUALS and Family Math offerings. We regularly meet to evaluate and improve curriculum to meet the needs of our students.

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 potential. Students are drawn from various parts of San Francisco, creating a culturally diverse student body. The school year runs from July through mid-June. Although the State of California requires 180 days attendance, the children have the opportunity of attending the full 215 days of instruction allowing more time for the implementation of an enriched educational program as well as the development of basic skills with no interruption in the flow of learning. Instruction is presented through group or individualized lessons depending on the subject. Methods to develop independent study skills are also stressed. Most Argonne students attend from kindergarten through fifth grade providing a greater continuity for their educational growth. Argonne is developing a Site Based Shared Decision-Making structure through an ongoing series of seminars and training sessions within the school community which will establish the basis for further restructuring. Argonne.....a school in session throughout the four seasons, can be symbolized as: Blossoming....in our restructuring efforts (Spring), full and rich....in our curriculum (Summer), diverse and colorful....in appreciation of our individual students and their cultures (Fall), and reflective....in efforts to crystallize our ideas about schooling and how we can develop the best learning place possible for our students (Winter).

Grade Span:	K-5	Student Enrollment:	340	LEP/NEP*:	20.6%
Building (sq.ft.):	21,700	Average Daily Attendance:	99.9%	Special Education:	3.2%
Yr of Construction:	1971	Optional Enrollment Requests:	100.0%	EDY**:	23.5%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	17.6%

435-11/1/91 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, elementary advisor, paraprofessionals, speech therapist, resource specialist and classroom volunteers. Our Student Council is part of the decision-making body for yard standards and is consulted in the resolution of school problems. In addition, some paraprofessionals speaking Cantonese and Mandarin are available to assist students and interpret for parents.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Argonne, attendance for the year was 99.9%, excused absences were 3.5%, 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. Our mobility rate is lower than most schools in the District. Attendance is monitored carefully.

Teacher Assignment

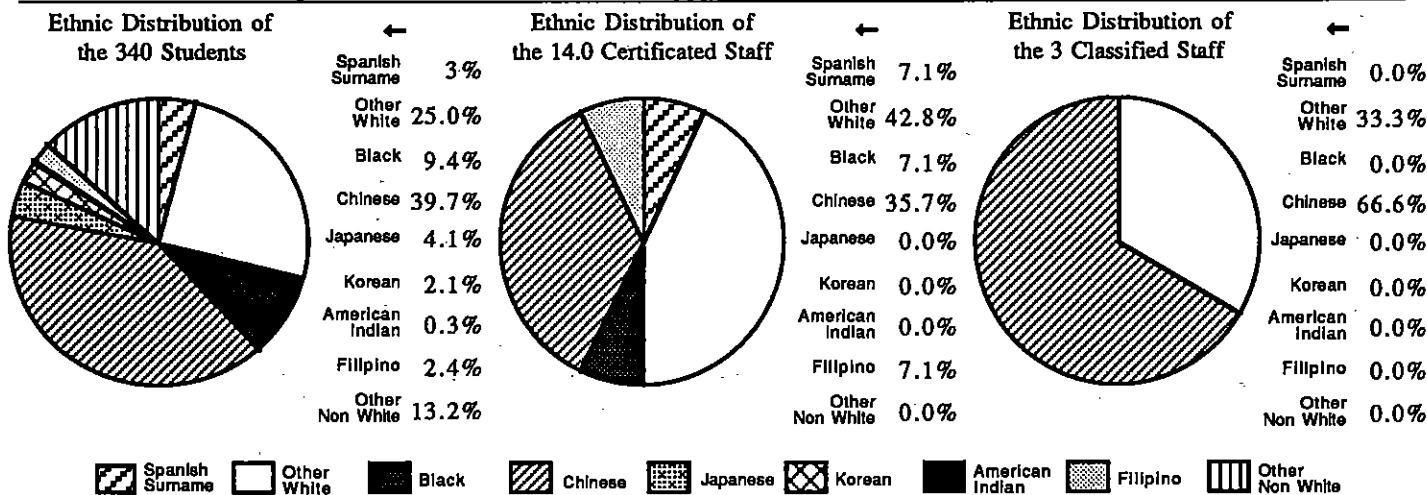
Out of 3,103 certificated in the District's schools, none are teaching out of their credentialed areas. Teachers are assigned according to credential for primary and bilingual classes. Most of our teachers have taught at Argonne for years. 28% have advanced degrees; 38.5% have additional credentials.

Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	27.7	27.5
1	26.0	24	26.3	27.0
2	26.0	24	26.0	27.5
3	29.8	25	27.5	29.5
4	32.2	30	27.3	30.0
5	32.2	30	29.0	29.0

Ethnic Diversity



Objective 4a: 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.

The staff and parent decision making team at Argonne Alternative school is committed to ethnic diversity in both staff and student body, recognizing the richness of the experience that is brought to the school community and the importance of validating our pluralistic society.

Teacher Evaluation

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

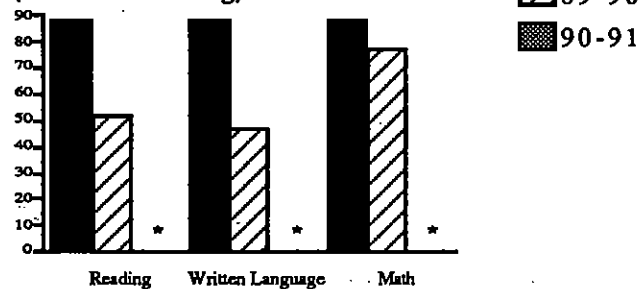
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

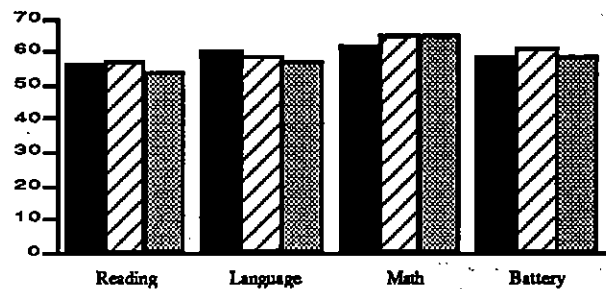
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Argonne, 5 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Each family at Argonne receives the District's Student Behavior Handbook and Argonne's Parent Handbook. Orientation meetings with students and parents are held. Respect for self and others is encouraged. Conflict resolution techniques are employed. *Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.*

Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



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



LEP/NEP = 20.6% Special Education = 3.2% EDY = 23.5% GATE & High Potential = 17.6%

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. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested. * Not administered

Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.

Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.

Quality of School Instruction and Leadership

Argonne's School Site Council meets monthly for shared decision-making on curriculum issues. Argonne's School site council meets monthly for shared decision-making on school issues. Through restructuring, staff, parents and community are currently involved in further developing our shared decision making process in order to improve site based management. 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.

Substitute Teachers

During the Spring of the 1990-91 school year, the Argonne teacher attendance rate was 89%. 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.

Expenditures and Services Offered

1989-90 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	25,131	25,715
Mid-range Teacher Salary	37,672	39,831
Highest Teacher Salary	46,240	44,960
Principal's Average Salary	61,700	59,843
Superintendent Salary	105,022	110,000
* Districts over 25,000 ADA		

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. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. The Argonne staff understands that curriculum implementation far exceeds the limitations of a single text. 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: video resources, such as The Voyage of the Mimi and other "block" taping of PBS offerings; computer software; and "hands on" materials for both math and science instruction. These materials are purchased through Special Funded Programs, grants sought by teacher/parent writing teams, PTA funds, and RIF Project participation.

School Facilities and Safety

Current Conditions:

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. Rewiring to establish one room as a computer center is underway.

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.

Objective 3b: The appearance of the school site will be improved

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. All parents are expected to volunteer time in order to enhance the Argonne program. Volunteers work in classrooms and the school office, prepare and distribute the bi-monthly newsletter, organize and participate in fund raising activities, accompany classes on field trips, and other school activities. 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.

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.

If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.

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 paggapaliwanag ng mga dukumentong ito sa Pilipino.

Xin gọi điện thoại 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。

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