

Argonne Alternative Elementary School

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Ms. Rose Barragan, Principal

1992-1993 School Accountability Report Card

San Francisco Unified School District

Fall, 1992

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.

Each school has a set of 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. Argonne teachers attend District inservices and specific 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. Teachers also attend conferences sponsored by math and science collaboratives and those given by the business community for forward thinking, restructuring schools. Our teachers have committed to professional development in the area of English as a second language with a focus on becoming certified as an English Language Development Specialists. We are currently working with district staff development providers to further our course of study. Regular meetings are held to improve methodology and curriculum for the purpose of meeting the needs of our students.

School Description

Argonne Year-Round Alternative School provides a highly academic program that 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. Children have the opportunity to attend a full 215 days of instruction thus avoiding interruption in the flow of learning and allowing more time for the implementation of an enriched educational program provided in a warm and nurturing environment. Most Argonne students attend from kindergarten through fifth grade providing a greater continuity for their educational growth. Argonne is committed to the SFUSD Restructuring Schools Initiative. As a result, the delivery of instruction has been redesigned to incorporate the theory of multiple intelligences developed by Howard Gardner of Harvard University. This instruction is presented in an interdisciplinary method focusing on concept development and the development of critical and creative thinking. In addition, as part of our restructuring effort, the Argonne community has created its own Shared Decision-Making structure through an ongoing series of surveys, brainstorming sessions, seminars and training sessions involving the entire school community. This 10 council structure has become the basis of our school governance. Argonne hopes to become the eighth school nationwide to be recognized as promoting the idea of Multiple Intelligences and its significance regarding educational practices for the 21st century.

Grade Span:	K-5	Student Enrollment:	352	LEP/NEP*:	19.3%
Building (sq.ft.):	21,700	Average Daily Attendance:	99.9%	Special Education:	6.3%
Yr of Construction:	1971	Optional Enrollment Requests:	100.0%	EDY**:	24.4%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	15.9%

435-11/1/92 by Planning, Research, and Information Systems

*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, speech therapist, resource specialist, student advisor and classroom volunteers.

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 conflict manager's program is in the process of being implemented this year.

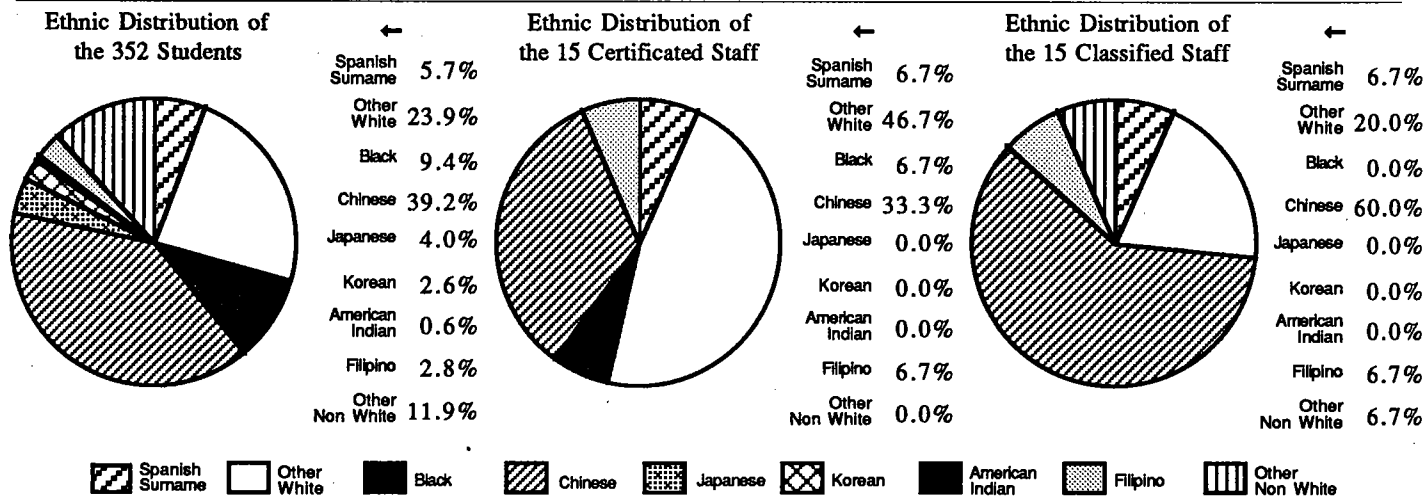
This program

follows the model of Community Boards using a facilitator and a dialogue process to assist students in resolving their own conflicts.

Teacher Assignment

Out of 3,042 certificated 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 upon assignment 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 and staff and selection is made by consensus.

Ethnic Diversity



Objective 4a: 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.

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 a pluralistic society.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1991-92 was 99.0% and the dropout rate was 1.9%. At Argonne, attendance for the year was 99.9%, excused absences were 3.1%, unexcused absences were 0.1% and the dropout rate was 0.3%. 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.

Objective 1m: 1991-92 dropout rate will be reduced from its 1990-91 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	31.3	30.0
1	26.0	24	26.5	29.0
2	26.0	24	26.0	28.0
3	29.8	25	29.3	28.0
4	32.2	30	27.7	30.0
5	32.2	30	29.0	29.5

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, 4 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: Our families receive the District's Student Behavior Handbook and will be receiving the newly organized and updated Argonne's Parent Handbook. Respect for self and others is expected and encouraged through the use of Conflict Resolution techniques.

Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.



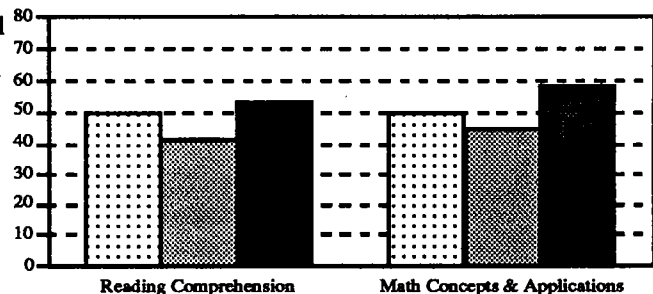
Student Achievement

CAP Scores

The California Assessment Program (CAP) tests for Grades 4 and 5 are currently being developed by the California State Department of Education. In Spring 1993 Grade 4 students will be tested in English-Language Arts (Reading and Writing) and in Mathematics. Grade 5 students will take trial tests in Science and History/Social Science.



CTBS



LEP/NEP = 19.3%

Special Education = 6.3%

EDY = 24.4%

GATE & High Potential = 15.9%

The California Assessment Program (CAP) is a state mandated annual test. It is currently being revised with trial tests being given at grades 4,5,8, and 10. Portions of the comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

In 1991-92, 24 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1e; Desegregation, Tenets, and Site Plan: 4a, - 4g. GROUP B: College Preparation, and Graduation: 1f, - 1j; Attendance and Drop-out Prevention: 1k, - 1m; Parent Participation, School Environment and School Portfolio Assessment: 2a, 3a, 3b, 4h. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Criteria for meeting the objectives were: 0 - 6, NOT MET; 7 - 11, PARTIALLY MET and 12 -13, FULLY MET. Argonne has successfully met 11 out of 13 objectives.

Quality of School Instruction and Leadership

Argonne's Councils meet regularly on issues relevant to curriculum, technology, evaluation, finance, and the needs/concerns of the individual stakeholder collaboratives. Decision making is shared and reached through consensus. All stakeholders meet and/or respond to surveys as members of the Argonne Council of Empowerment(ACE) for decisions not delegated to an appropriate council. Most important to every member of the Argonne community is the commitment to provide a rich and powerful, curriculum connected meaningfully to the lives of our students and to provide the necessary support systems that will guarantee our students the opportunities to develop a lifelong love of learning.

Substitute Teachers

During the Spring of the 1991-92 school year, the Argonne teacher attendance rate was 97%. Argonne teachers take their vacations within our 215 day 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.

Expenditures and Services Offered

1990-91 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	26,587	26,136
Mid-range Teacher Salary	39,614	40,394
Highest Teacher Salary	50,275	47,162
Principal's Average Salary	64,128	60,942
Superintendent Salary	112,047	116,000
* 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 were 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, eg... The Voyage of the Mimi and other "block" taping of PBS offerings; computer software; and "hands on" materials for math and science instruction. This is done by utilizing community-raised funds; grants, written by teacher/parent teams; and participation in special projects such as Menu Math and RIF.

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. We have recently received an upgraded phone system that will allow more direct parent/teacher communication and facilitate future computer networking.

Planned Improvements:

We are in the process of evaluating our building needs relative to our overall plan to create physical environments that allow us to maximize interdisciplinary studies. Ramping has been designed to provide wheelchair access and will be installed shortly. Matting beneath a playstructure area is deteriorating and giving off an unpleasant odor. A request has been

Needed Improvements:

Th noise level of heaters and lighting in the classrooms needs evaluation. A district developed plan of noise control needs to be implemented. The existing partitions in the principal's office need to be extended to the ceiling to insure privacy when required. Currently we are seeking to create a technologically rich environment which will need wiring

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



Parent Involvement

Argonne's parents are actively involved in the operation and programs of the school through our new governance plan. The Argonne Council of Empowerment..ACE is the body of the whole and acts on all major decisions by survey, panel participation, or community meetings. Each of the working councils has parent and teacher members. The Parent Council, a stakeholder collaborative for parents, meets monthly to discuss parent concerns and parent education interests. Meetings in Chinese language are also held. In addition, Argonne school has an active cadre of parents that volunteer, when available, to give their support on site, from their workplace, or at home.

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 dokumentong ito sa Pilipino.

Xin gọi diên thoai cho nhà trường để biết ngày hướng dân 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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