

# Argonne Alternative Elementary School

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Ms. Rose Barragan, Principal

## 1994-1995 School Accountability Report Card

San Francisco Unified School District

Fall, 1994

### 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 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. 6) To increase and expand inter-agency collaboration to better serve our 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. N/A indicates that the objective is not applicable to the school. No mark at all indicates that the objective has not been achieved. 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.

### 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 mid-June providing an opportunity for 204 days of attendance. This allows for an uninterrupted 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 has been redesigned employing findings of the latest educational research. Our instruction reflects 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 exploring student progress portfolios and is participating in a district-wide reporting form pilot that is more personalized to individual student performance. In addition, 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, seminars and training sessions involving the entire school community.

### 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 math, arts and science resources including S.F. State, the art museums, the Symphony, the Exploratorium, and workshops given by the business community for forward thinking, restructuring schools. Recently, the entire staff participated in offerings related to science, thematic instruction, and authentic assessment. Our teachers are 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 discuss both program and methodology.

Grade Span:	K-5	Student Enrollment:	353	LEP/NEP*:	31.2%
Building (sq.ft.):	21,700	Average Daily Attendance:	97.5%	Special Education:	4.8%
Yr of Construction:	1971	Optional Enrollment Requests:	85.8%	EDY**:	25.2%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	11.3%

435-1/1/95 by Planning, Research, and Information Systems

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

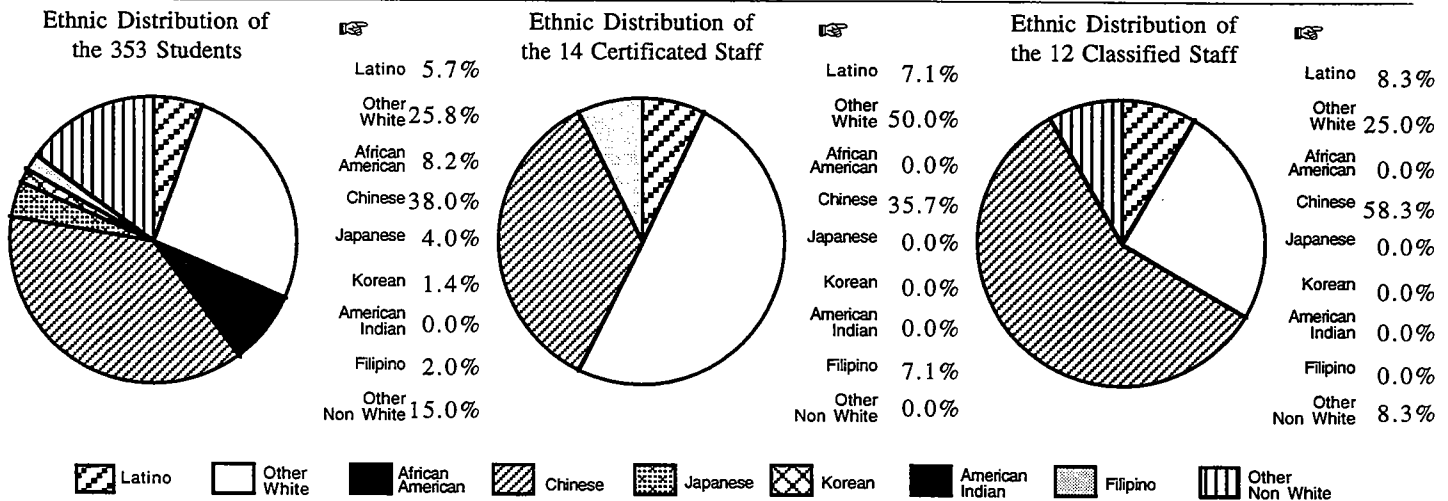
## Counseling and Student Support Services

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. We have recently taken advantage of the counseling services offered by a USF intern, and the Youth Aware Program. 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 has been 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 3,115 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 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 our pluralistic society.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1993-94 was 98.6% and the dropout rate was 1.7%. At Argonne, attendance for the year was 97.5%, excused absences were 3.4%, 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. Most students choose to attend all of the extended days offered. Our attendance is monitored carefully and our mobility rate is low.

**Objective 1o:** 1993-94 dropout rate will be reduced from its 1992-93 level.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	29.0	28.5
1	26.0	24	27.4	28.3
2	26.0	24	27.2	30.5
3	29.8	25	27.4	31.0
4	32.2	30	26.6	29.0
5	32.2	30	28.4	29.0

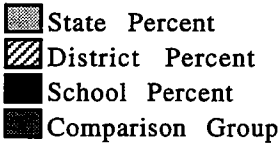

## Teacher Evaluation

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.

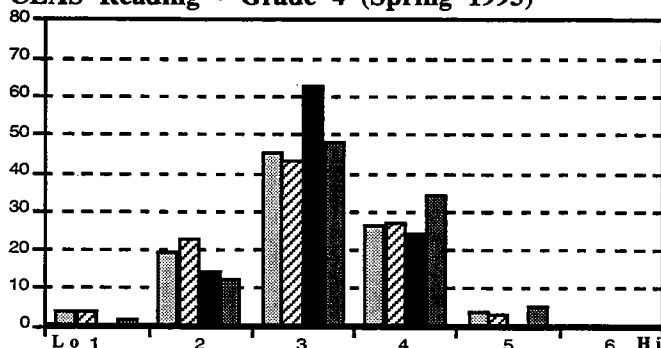
## Student Achievement

The California Learning Assessment System (CLAS) is a state mandated annual test. It is currently being administered each Spring at Grades 4,5,8, and 10. Portions of the Comprehensive Tests of Basic Skills (CTBS) are also used by this District to measure individual student progress and proficiency standards.

CLAS:  CTBS: 

Percent

CLAS Reading - Grade 4 (Spring 1993)

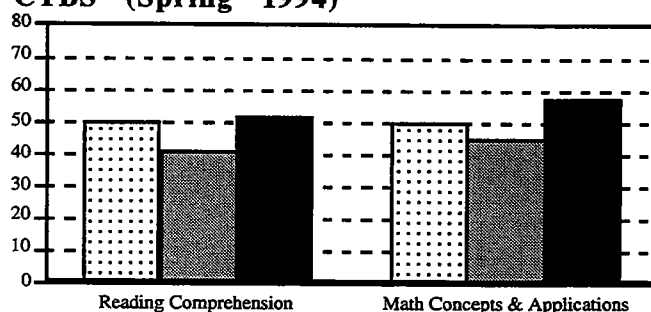


## Student Behavior

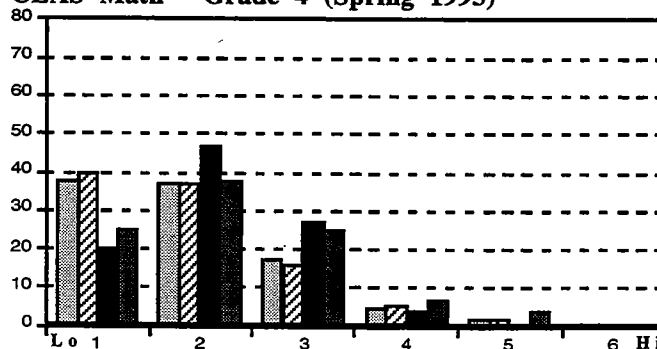
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Argonne, no students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: In order to communicate general behavior expectations we distribute the SFUSD Student Behavior Handbook. In addition, we open each school year with activities that emphasize the building of positive relationships and that teach conflict resolution.

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

CTBS (Spring 1994)



CLAS Math - Grade 4 (Spring 1993)



LEP/NEP = 31.2%

Special Education = 4.8%

EDY = 25.2%

GATE & High Potential = 11.3%

## Quality of School Instruction and Leadership

Argonne's ten Councils meet regularly on issues relevant to curriculum, technology, evaluation, finance, as well as the concerns of individual stakeholder groups. We are presently putting our shared decision making model into action in which decisions are reached through consensus. In order to expand the involvement of parents "Town Hall" meetings are held and surveys are circulated. Most important to every member of our 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 1993-94 school year, the Argonne teacher attendance rate was 95%. Argonne teachers take 33 vacation days within the extended 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

1992-93 SALARY COMPARISON

	* STATE	SFUSD
Beginning Teacher Salary	25,963	26,136
Mid-range Teacher Salary	40,787	38,378
Highest Teacher Salary	50,783	47,162
Principal's Average Salary	65,360	**59,033
Superintendent's Salary	108,046	120,000
Expenditure per Student	-	3,220
% of Budget for Teacher Salaries	43.9%	44.9%
% of Budget for Administrators	5.0%	3.7%

\* Districts over 20,000 ADA

\*\* Elementary Schools Only

## 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 1993-94, there was a district-wide adoption of K-8 science instructional materials which have been implemented over a two-year period. During the 1995-96 school year, there will be the adoption and beginning implementation of a new K-8 mathematics instructional program. 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, i.e. "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:

Our site was been painted ('88), carpeted, the schoolyard painted for games, additional electrical outlets added in the classrooms, photosensor fixtures attached for evening lighting, and ramps and decks added for wheelchair access. 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 presently in the process of creating a full evaluation of site physical needs. Matting beneath the metal play structure area has deteriorated and is giving off an unpleasant odor. Its replacement is scheduled for Dec. We have recently been given a \$1500 gift to purchase a PA system. Committees are presently meeting to plan the PA purchase.

### Needed Improvements:

The wooden play structure is rapidly deteriorating and needs to be replaced. The noise level of heaters and lighting throughout the site has been evaluated and found to be in need of replacement. We need wiring enhancement and modem installations to meet our technological growth. Ventilation in rooms along the Office wing needs evaluation and upgrading.

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



## Parent Involvement

It is the intent of the governance plan that parents become involved in the operation and programs of the school. At present, the Argonne Council of Empowerment (ACE) is the body of the whole and is designed to act 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 held to provide information and discuss issues. In addition, an active cadre of parents volunteer 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 goi diên thoai cho nhà trường dê biêt ngày huóng dân và cát nghĩa vê tài liêu này bang tiếng Viêt.*

*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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