

School Accountability Report Card

Silver Gate Elementary Magnet School

Mr. Phil Yoon, Principal

1499 Venice Street, San Diego, CA 92107

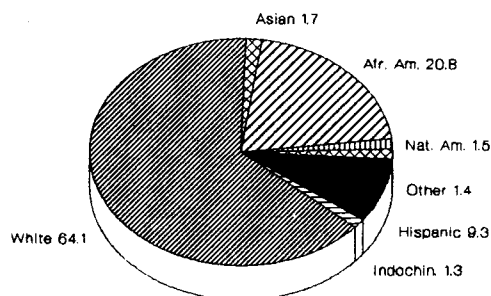
(619) 222-1139

School Profile

Silver Gate Magnet School is located in Point Loma, an older, well-established area of San Diego. The neighborhood is made up of middle- and upper-income families. The school, originally built in 1952, consists of three permanent buildings and two portables used as the library/media center.

Current student enrollment is approximately 534 with 68 percent from the neighborhood and 32 percent transported from throughout San Diego. In 1968, Silver Gate became the first "Model School"—part of the district's efforts to promote racial integration. In 1977, it chose to become an Individualized Instruction Magnet as part of the district's court-ordered integration program.

Student Racial/Ethnic Composition
1991-92



Percentage of Total Enrollment

The school population remains stable; however, due to a decrease in enrollment, and a desire to strengthen the school, we will be recruiting students for next year.

Mission and Goals

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

It is the mission of [our district] to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.

All district schools have set several goals in each of four major areas to accomplish this mission:

Student Learning

Student Achievement

How are students doing?

Students in San Diego City Schools take two sets of standardized tests:

Report Card Meeting, Information

Date: Tuesday, March 10, 1992

Time: 6:30 p.m.

Place: Silver Gate Elementary Cafeteria

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Silver Gate Elementary's policies, programs, and progress. A meeting will be held March 10 at 6:30 p.m. to discuss the report card and answer questions.

Additional information about all areas covered in this report card is available at Silver Gate Elementary School. We invite parents to come to Silver Gate to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Silver Gate staff believe that all students learn in a positive, supportive, quality environment. Staff strive to provide academic excellence through a program balancing basic skills, critical thinking skills, enrichment, and utilization of community resources. Fostering positive attitudes of students about themselves and others helps students develop a better understanding of, and relationship with, people of diverse backgrounds, cultures, and ethnicities.

Our report card is organized around the four district goal areas. This will help parents understand our school's strengths and weaknesses as well as our success in improving the school by meeting the goals we have set.

Silver Gate has recently established a Site Governance Team as the first step in the district's process of shared decision-making. One of the primary tasks for the team this year, will be to develop a vision and mission statement for the school, and to develop the associated goals.

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, language, mathematics, and other selected areas (grades 4, 5, and 10 are being piloted this year; in past years students were tested in grades 3, 6, 8, and 12; last year, due to budget cuts, the state did not conduct CAP tests)

- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7 Silver Gate students continue to perform above average on all standardized achievement tests.

CAP results over the years are displayed below.

Attendance/Dropouts

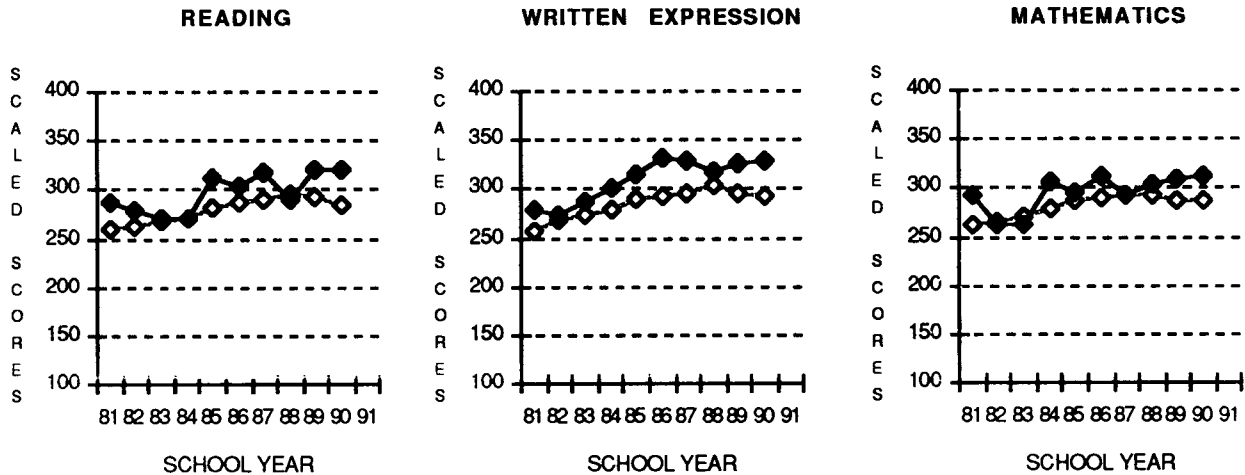
Do more students attend and stay in school?

An important goal of all schools in our district is to keep students in school from early childhood through high school. The average daily attendance rate at Silver Gate for last year was 95.34 percent. This average is high and reflects the efforts of our staff and parents towards making school attendance a high priority.

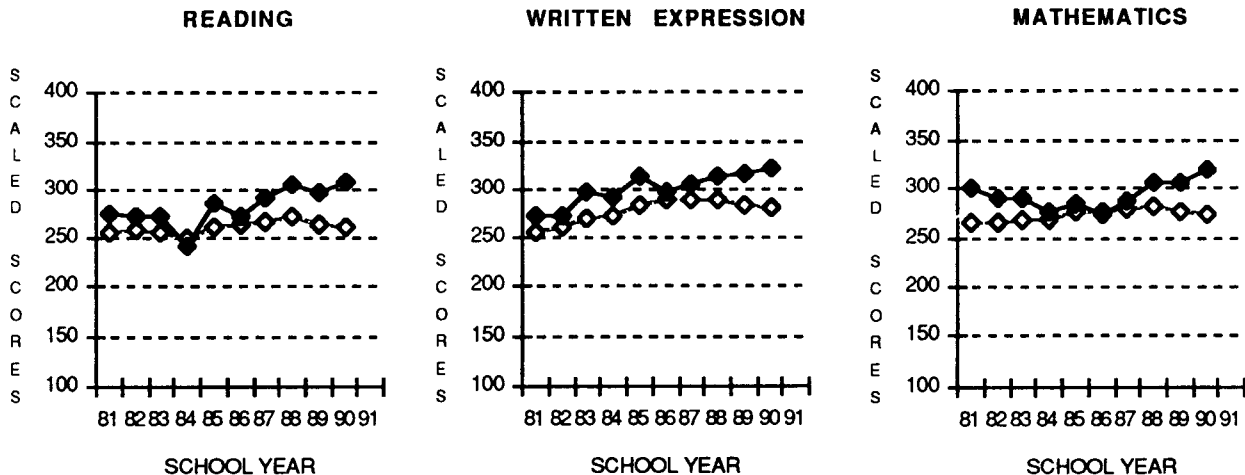
Our non-apportioned absences (those without district-approved excuses) for 1989-90 were 12.93 percent. Last year, we reduced this figure to 12.63 percent. Parental support in requesting independent study contracts for absences not due to illnesses has greatly helped this effort.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1986-87	14.2	94.9
1987-88	15.5	94.2
1988-89	15.1	94.5
1989-90	12.9	94.5
1990-91	12.6	95.3

CALIFORNIA ASSESSMENT PROGRAM
 DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
 1980-81 THROUGH 1990-91
 GRADE 3



GRADE 6



CODE: ◆ ——— ◆ = SCHOOL ◇ ——— ◇ = DISTRICT

When students are tardy or truant for part of a day, they may not meet state minimum instructional day standards. A fall 1991 sampling of data found that all of the attendance claimed at our school met these standards. Silver Gate is doing an excellent job! However, it is possible in the future that, should trancies or tardies increase, we could lose state money because of part-day absences.

Discipline and Climate for Learning

Is this school a good place to learn?

Most Silver Gate students follow rules well. The campus is peaceful and orderly. This environment enhances learning. The school is free of serious problems such as drugs and gangs. The following policies contribute to the positive atmosphere:

- We encourage mutual respect and responsible behavior.
- We expect self-control and good behavior.
- Every week we honor students for outstanding citizenship and academic achievement at Gator Gram assemblies.

- Children receive "good work" bulletins, bumper stickers, free time coupons, bus behavior rewards, perfect attendance rewards, and coupons for free treats at the Midway McDonald's for positive achievements.
- Gator Aides (cross-age tutors) provide support to targeted students.
- The Navy volunteers from Fleet Combat Training Center, Pacific (FCTCPAC) provide one-to-one tutoring.
- Each child is recognized at some point in the year for positive improvements.
- At the end of the year we honor parents and community volunteers with a special assembly at which students perform.
- All students who have served the school in such capacities as office monitor, safety patrol member, or cafeteria worker are given awards at a special assembly.

Although our school's new and consistent discipline policy provides a positive learning environment for the students, we have a very small percentage of students who, while on the school grounds or on the buses, require additional support.

Teaching Quality

Teaching Assignments

Do we have qualified teachers?

There are 20 highly qualified classroom teachers at Silver Gate. The average teaching experience of our teaching staff is 16 years. Thirteen teachers have master's degrees. Each teacher is properly credentialed to teach the grade level at which they are presently assigned. Nine of the classroom teachers have credentials for teaching children classified as gifted (GATE). Three of our teachers have credentials which qualify them for teaching children with learning handicaps.

Teacher and Administrator Evaluation

How are teachers and administrators evaluated?

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is less than effective, the principal identifies specific areas which need improvement and develops a program for improvement with the teacher.

The principal is also evaluated every two years in a similar manner by a central office supervisor. Additionally, as a pilot within our restructuring efforts, the Site Governance Team will assess the principal in the area of shared decision-making, and the staff will assess the area of leadership. Both groups will complete anonymous surveys to be submitted to the Assistant Superintendent in April 1992.

If you are concerned about a teacher, administrator, or other staff member, there is a procedure that you can follow. You can find it in *Facts for Parents* sent home with every student at the beginning of the school year. You may call the principal or the School Services Division, as appropriate, to discuss this subject at any time.

Substitutes

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, a credentialed teacher may substitute at any grade level and in any subject. Every effort is made to place substitute teachers in their area of expertise.

Quality of Instruction and Leadership

How good is it?

Silver Gate has a variety of programs to reach the needs of our diverse population:

- Regular student classrooms
- Gifted seminar and cluster classrooms
- Special day learning handicapped classes (some of whose students are mainstreamed to regular classrooms for a variety of subjects)
- Basic skills lab for special needs in reading and math
- English as a Second Language instruction
- Adaptive physical education and physical education prep time for teachers program
- Speech and language therapy
- Special education resource specialist program
- Young-at-Art program
- Music teacher

Our curriculum is aligned with state-adopted frameworks and guidelines. We are in the fourth year of our new math program adoption and the second year of our new language arts reading program.

Silver Gate students consistently score within the top elementary schools in the district; however, a major concern we have is the large number of students per classroom. It is extremely difficult for students to receive the individualized attention they need. Class size is determined by funding received from the state legislature. In California, during the 1990-91 school year, the pupil-to-teacher ratio was nearly the highest in the nation. The quality of education could be significantly improved by lowering class size.

Another concern is the loss this year of almost half of our classroom aide time. Due to state regulations we have had to convert many of our teacher's assistant positions to more expensive instructional aides. Therefore, we have aides working in our classrooms only two and a half hours a day instead of four hours a day as in previous years.

Also, we have lost our full-time library aide position and our library is now fully staffed only three and a half hours a day.

Many of the teaching staff assume leadership roles within the school and district as key planners, committee chairpersons, and district curriculum representatives. This year, with the establishment of our Site Governance Team, we have 11 staff members and seven parents involved in providing leadership for the school and its programs.

Teachers voluntarily seek professional development through university courses, conferences, workshops, and institutes on local, state, and national levels. This enables them to bring the best of current teaching practices to our school.

Silver Gate does not have a vice principal because it does not qualify for one based on student enrollment.

Training and Curriculum Improvement

What are we doing to improve staff?

The staff and principal of Silver Gate are committed to ongoing professional development for all members of our educational team, including principal, teachers, parents, and classroom aides. The principal supports opportunities for individuals to attend conferences, workshops, and mentor teacher demonstrations. The resource teacher supports these professional activities by facilitating necessary paperwork, substitute requests, and budgetary requirements for arranging many of these activities. In some cases, the school budget covers the cost of substitutes and conference fees.

This year, the principal, teachers, and parents attended a variety of in-service training programs, on and off site, in the following areas: the new music and art adoptions, Family Reading, inventions, disaster preparedness, Study Skills for Success, parent education, collaboration skills, Socratic Seminars, site-based management, restructuring, conflict resolution, science, and health issues such as AIDS and hepatitis. In addition, our school and staff have been represented at the state Language Arts Convention, the California State Reading Association Convention, the annual Association for the Gifted conference, the National Science Teachers Association, and other district workshops and conferences. Instructional aides continue to be trained in several areas, including disaster preparedness, literature-based instruction, playground supervision and games rules, and health issues. Each time staff attended special workshops and/or conferences they shared information with other members of the staff.

In addition to the above training, staff will be involved in five staff development days during the school year. These are days when children are not in attendance and staff spend the entire day updating and fine tuning their skills. Topics for the year include: completing a needs assessment, researching other magnets and possibly re-defining our magnet focus, visiting other school sites with model programs, and attending the Greater San Diego Math Conference.

Counseling and Support Services

What kind of support does Silver Gate offer students?

Students at Silver Gate receive a variety of support services from highly qualified credentialed staff who work at Silver Gate on an interim basis.

These services include the following:

- A district counselor three days a week and a guidance aide six hours per day
- A basic skills teacher 20 hours a week, November through mid May, providing reading and math basics to students needing reinforcement
- A full-time special education resource specialist
- A music teacher two half-days per week
- A nurse two days per week and a health aide two days per week
- A full-time magnet resource teacher
- An adaptive physical education teacher two sessions per week
- A full-time physical education teacher facilitating the prep-time program
- An art instructor (Young at Art) 26 hours per week for eight months
- A language, speech and hearing specialist three days per week
- A school psychologist one day per week
- A library aide 3.5 hours per day
- An occupational therapist serving students in the special education class

As in previous years, we have seen a decrease in our support services due to state cuts in funding.

Textbooks and Other Instructional Materials

How current are our materials?

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle. This year schools will begin using newly-adopted textbooks and materials in visual arts and music.

The instructional program at Silver Gate uses a variety of materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. In addition, classrooms use core literature sets from our district instructional media center, and novel sets from our school library. Every student is provided with textbooks and sufficient support materials such as workbooks. As funds allow,

we replace worn out and obsolete materials like dictionaries and maps. Each classroom is equipped with at least one computer with limited software.

All students have access to the Silver Gate library at regularly scheduled classroom visits and at recess. Our library is stocked with nearly 7,000 fiction and non-fiction books and about 2,200 audiovisual aids. Because of state funding cuts, we now have a library aide rather than a certificated librarian and no longer have such activities as research and library skills instruction.

School Facilities and Safety

How clean, safe, and orderly is our school?

The school site is 40 years old. The facility consists of three single-story classroom wings, an administration building, a combination auditorium/cafeteria building with an outside lunch arbor, two detached kindergarten classrooms with a shared playground, and two portable classrooms used as a library/media center. There is an asphalt playground and a large dirt and gravel area. Many staff, parents, and children want the dirt and gravel area to be planted with grass.

To promote student and staff safety, we review procedures for student emergencies, fires, and disasters with the staff, parents, and students. Disaster supplies are available in each room. Adult supervision is provided on campus 15 minutes before school starts, during recess and noon playtime, as well as on three of the nine buses for transported students. (Bus supervision has been reduced from eight to the current three bus aides.) There is a problem with occasional night-

time and weekend vandalism, graffiti, litter, and misuse of property.

Student safety to and from school has been enhanced by an additional crosswalk and our school patrol, which controls a busy and potentially dangerous street crossing.

There is limited student participation in playground litter control at recess and lunch playtime. For the past two years two classrooms a week are responsible for litter patrol. This has been named our "Ecology Club." Due to lack of funding, custodial services for classrooms and rest rooms are inadequate.

Class Size

Are classes too large?

Silver Gate had the following class sizes on September 27, 1991:

Grade Level								
K	1	2	3	4	5	6	Comb	SpEd
30	26	31	34	29	29	32	26	9
31	26 24	31	32	27	31	27	18 18	18

Class size has decreased from last year in grades 1 and 4, while increasing in kindergarten and grade three, with the rest of the classrooms remaining about the same. We believe we could do a better job of educating students if our class enrollments were lower. Through our restructuring efforts we are looking at ways to increase the adult-to-child ratio.

Integration and Diversity

Race and Human Relations

Do students get along with each other?

At Silver Gate, approximately 32 percent of our students are from areas of the city other than the immediate neighborhood of the school. Our students are from varied ethnic backgrounds and are all part of the Silver Gate family. Part of our emphasis is to help children develop an appreciation and an

understanding of the diversity of backgrounds of others. Classroom teachers constantly involve children in values clarification and multicultural activities. The PTA has many activities that help bring parents, students, and teachers together. As a result of everyone's efforts, the atmosphere on campus is generally harmonious.

We continue to investigate ways to increase parent participation at the local and non-resident levels.

Shared Decision-Making

Community Involvement

Does Silver Gate welcome parent and community involvement?

Silver Gate's PTA—through volunteer hours and fund-raising—has enhanced the school with enrichment programs, educational materials and equipment, field trips, classroom support, a newsletter, and more. An important PTA goal is to greatly increase the participation by parents of our non-resident students. Over the past few years, there has been a downward trend in the number of parent volunteer hours.

Activities involving the community include our long-standing partnership with the Navy Fleet Combat Training Command-Pacific (NFCT) and student teachers from Point Loma Nazarene College. Also this year we are participating in the

Built Environment Education Program (BEEP), with local architects working in the classroom with children.

This year a new group has formed called the Friends of Silver Gate. This group is a nonprofit corporation comprised of concerned parents and teachers whose goal is to enrich programs through fund-raising. Donations made to "Friends" are tax deductible and will benefit Silver Gate students.

The formation of the Site Governance Team represents a major step forward in shared decision-making. This team of parents, teachers, staff, and principal will form a vision and direction for Silver Gate, prioritize tasks, and implement required actions to drive Silver Gate in the desired direction.

The operating premise of the Site Governance Team is that all meetings are open to the public. Community involvement is encouraged and will be solicited on occasion.

Finances

Expenditures and Services Offered

Where does it all go?

The budget chart below shows the major areas of district funding for Silver Gate Elementary and other district schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, and district administration.

Each school receives an instructional budget based on its enrollment and programs and on formulas which are set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Over the last 10 years, decrease in funding has led to program reductions. Since Proposition 13, the per-pupil spending by the state has dropped below the current national average of \$4,216. Aide time has been decreased and district counseling time is down. We no longer have a reading specialist on site, our computer lab has been closed and our library technician is gone. The Young-at-Art program is funded only through private foundation funds and PTA contributions and may not have the private funding next year.

California ranks far below the national average in the amount of money spent per pupil. It is important for the public to understand that 79 percent of educational funding comes from the state, and if the public wants to increase financial support, pressure must be put on our state legislators.

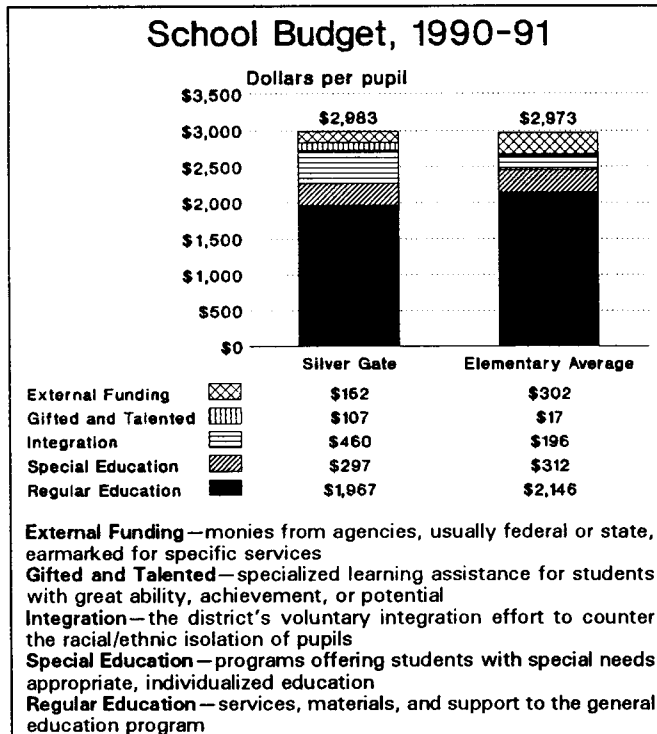
Recent legislation has required school districts to report salary comparisons. The salary table below compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 and 25,000 or more students, respectively. The data are for the 1989-90 school year.

Position	Other Large Unified Districts (1,500+ ADA)	Very Large Unified Districts (25,000+ ADA)	San Diego (116,685 ADA)
Beginning Teacher's Salary	\$23,779	\$25,131	\$23,832
Midrange Teacher's Salary	\$36,952	\$37,672	\$36,213
Highest Teacher's Salary	\$45,284	\$46,240	\$46,021
School Principals' Salary [†]	\$57,284	\$61,700	\$61,751
Superintendents' Salary [‡]	\$82,324	\$105,002	\$96,773
Administrative Salaries as Percentage of Budget	5.67%	5.45%	4.09%
Teacher Salaries as Percentage of Budget [*]	43.50%	44.23%	42.61%

[†] All school site managers—principals, vice principals, etc.

[‡] Superintendents, deputy, associate, and assistant superintendents.

^{*} Percentage of general fund expenditures. Does not include benefits.



Report Card Committee

The following parents and staff contributed in developing this report card:

Judy Ashcraft, teacher
 Brenda Baniaga, magnet resource teacher
 Rick Berry, teacher
 Suzanne Caterson, teacher
 Toni Conn, teacher
 Tom Gray, parent
 Jim Hinrichs, parent
 Helen Kinnaird, parent
 Genevieve McPhatter, instructional aide
 Jane Miller, teacher
 Susan Murphy, teacher
 Dave Ness, parent
 Antoinette Nunez, teacher
 Kathy Peterson, resource specialist
 Leah Raab, parent
 Giovanna Rauchbach-Gorman, parent
 Cynthia Ryan, parent
 Phil Yoon, principal