

School Accountability Report Card

Silver Gate Elementary Magnet School

Mr. Phil Yoon, Principal

1499 Venice Street, San Diego, CA 92107

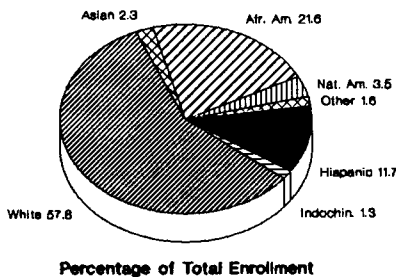
(619) 222-1139

School Profile

Silver Gate Magnet School is located in Point Loma, an older, well-established area of San Diego. The neighborhood is economically diverse, with ever-increasing ethnic diversity. 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 596 with 57 percent from the neighborhood and 43 percent transported from throughout San Diego.

Student Racial/Ethnic Composition
1992-93



There has been a significant growth in Silver Gate's student population, resulting in the addition of an additional kindergarten class this 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:

- 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 a working Site Governance Team comprised of the principal,

Report Card Meeting, Information

Date: March 31, 1993
Time: 2:00 p.m.
Place: Silver Gate 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. At a meeting on March 31 at 2 p.m. parents can discuss the report card and ask questions.

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

teachers, parents and a paraeducator representative, who assist in designing goals, objectives, the vision for the school, and in other shared decision making activities. In spite of state funding concerns, one of the top priorities for the SGT is the reduction of class size.

Student Learning

Student Achievement

How are students doing?

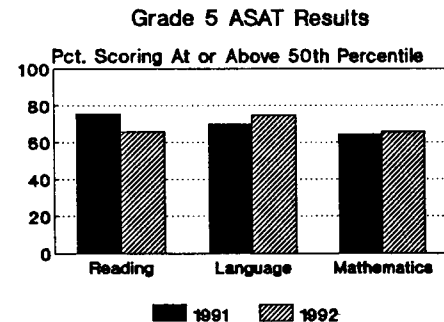
Students in San Diego City Schools take two sets of standardized tests:

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, writing, mathematics, and other selected areas (students will be tested in

grades 4, 8, and 10 this year; last year only students in Grade 8 were tested)

- 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.



Attendance/Dropouts

Do 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.

Our non-apportioned absences (those without district-approved excuses) for 1990-91 were 12.63 percent. Last year, we reduced this figure to 10.89 percent. Parental support in requesting independent study contracts for absences not due to illnesses has greatly helped this effort.

When students are tardy or truant for part of a day, they may not meet state minimum instructional day standards. A fall 1992 sampling of data found that 0.8 percent of the attendance claimed at our school did not meet these stan-

Year	% Absences Unexcused	% Actual Attendance
1987-88	15.5	94.2
1988-89	15.1	94.5
1989-90	12.9	94.5
1990-91	12.6	95.3
1991-92	10.9	95.1

dards. We could lose money in the future due to such part-day absences.

Discipline and Climate for Learning

Is this school a good place to learn?

The campus is peaceful and orderly. This environment enhances learning. 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.
- 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.

Silver Gate continually reassesses its discipline policy, refining and ensuring it meets current student needs. It is Silver Gate's goal to minimize instructional time lost to discipline problems.

Teaching Quality

Teaching Assignments

Do we have qualified teachers?

There are 22 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. Three teachers have credentials which qualify them for teaching children with learning handicaps.

Teacher/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 not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher. The principal is also evaluated every two years by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You can find them in *Facts for Parents* sent

home with every student at the start of the school year. You may call the principal or the School Services Division 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, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

Instructional and Leadership Quality

How good is it?

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

- 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
- Speech and language therapy
- Special education resource specialist program
- Music teacher

Our curriculum is aligned with state-adopted frameworks and guidelines.

Silver Gate students consistently score within the top elementary schools in the district. Although proud of the high academic achievement experienced by our overall student population, concern regarding the lack of success of African American and Hispanic American students persists. Programs to enhance the academic success levels of these children are being planned and implemented.

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.

Many of the teaching staff assume leadership roles within the school and district as key planners, committee chairpersons, and district curriculum representatives.

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.

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.

This year, the principal, teachers, and parents attended a variety of in-service training programs, on and off site, in the following areas: 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 four 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: com-

pleting a needs assessment, researching other magnets and possibly re-defining our magnet focus, visiting other school sites with model programs, attending the Greater San Diego Math Conference, the California State Reading Association Convention, and the Science Conference.

Counseling and Support Services

What support do we 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 provides small group, pull-out service to students needing additional support in the language arts and mathematics
- 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
- 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
- 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
- Small group, individualized math instructor

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

Textbooks and 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 use newly adopted textbooks and materials in social studies.

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.

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.

School Facilities and Safety

How clean, safe, and orderly is our school?

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. There is a problem with occasional nighttime and weekend vandalism, graffiti, litter, and misuse of property.

Class Size

Are classes too large?

Silver Gate had the following class sizes on September 27, 1992:

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.

Grade Level									
K	1	2	3	3-4	4	5	5-6	6	Sp Ed
30	31	32	29	16	28	30	15	31	14
30	30	31	28		29	30	30	31	13
30		31	28						

Integration and Diversity

Race and Human Relations

Do students get along with each other?

About 40 percent of our students live outside the residential area 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. As a result of everyone's efforts, the atmosphere on campus is generally harmonious.

We continue to investigate ways to increase parent participation.

Shared Decision-Making

Community Involvement

Does Silver Gate welcome parent and community involvement?

Our PTA's volunteer hours and fund-raising have enhanced the school with enrichment programs, educational materials and equipment, field trips, classroom support, a newsletter, and more.

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. We are participating in the Built Environment Education Program (BEEP), with local architects working

in the classroom with children. Personnel from the Navy's BOOST program are conducting the African American Male Support program on site and meet with the students weekly. The Midway McDonalds restaurant supports school activities by providing food, drinks and student incentives.

The Friends of Silver Gate is a non-profit 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. Staff and community involvement are encouraged.

Report Card Committee

Silver Gate parents and staff developed this report card.

Finances

Expenditures and Services Offered

Where does it all go?

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

Each school receives an instructional budget based on enrollment and programs and on formulas 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. 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 educa-

tional funding comes from the state, and if the public wants to increase financial support, pressure must be put on our state legislators.

School Budget, 1991-92		
Budget Category	Dollars per Pupil	
	School	Elem. Avg.
Regular Education	2,096	2,168
Special Education	368	371
Integration	514	191
Gifted and Talented	79	16
External Funding	81	310
Total	3,138	3,057

Regular Education—services, materials, and support to the general education program
Special Education—programs offering students with special needs appropriate, individualized education
Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils
Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential
External Funding—monies from agencies, usually federal or state, earmarked for specific services

Salary and Budget Data, Teachers and Administrators, 1990-91		
Position	Unified Districts (25,000+ ADA)	San Diego (116,685 ADA)
	Annual Salary (\$)	
Beginning Teacher	26,587	24,750
Midrange Teacher	39,614	38,930
Highest Teacher	50,275	48,293
School Principal	64,128	63,011
Superintendent	112,047	125,000
Salary Category	Pct. of Budget	Pct. of Budget
Administrative	5.75	4.11
Teacher	43.64	42.54

† Percentage of general fund expenditures. Does not include benefits.