Silver Wing Elementary School

3730 Arey Drive • San Diego, California 92154 • 619-423-3950 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Chula Vista Elementary School District
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Description

Silver Wing is one of 49 schools in the Chula Vista Elementary School District, including charters. Silver Wing was built in 1968 and was remodeled in 2003. Silver Wing is comprised of one one main building composed of administrative offices, cafeteria, library, multipurpose room, and 20 classrooms. 85% of our students are Hispanic/Latino. More than one half of our students have a first language other than English and are classified as English Learners. 84% of our students are classified as Socio-economically disadvantaged. Silver Wing is a Provision 2 school, with 100% of our students receiving free or reduced lunch.

Mission and Vision

The Silver Wing Elementary School community is committed to creating a challenging and nurturing environment where all stakeholders are valued and respected. We embrace our diversity; it is one of our greatest strengths. Through the cooperative efforts of the Silver Wing community students become high achieving, innovative critical thinkers, who are literate, emotionally secure and socially responsible citizens. We take pride in developing each child's full potential.

We are a community of learners. Learning is seen as a lifelong process that is meaningful and relevant to our changing world. The Silver Wing Elementary School community is dedicated to ensuring a love of learning that challenges the status quo and embraces a technological world. The Silver Wing Elementary School community envisions generations of children instilled with the academic skills to be successful not only in their educational careers, but in all facets of their lives.

Our Vision and Values

The Silver Wing Elementary community values the contributions of each stakeholder. Honesty, trust, mutual respect, personal responsibility, individual effort and accountability are values that we believe are the foundation of a safe, pleasant and stimulating learning and working environment. We look forward to the future with hope and confidence.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	49
Grade 2	72
Grade 3	56
Grade 4	56
Grade 5	50
Grade 6	57
Total Enrollment	406

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
Asian	0.7
Filipino	4.7
Hispanic or Latino	85
Native Hawaiian or Pacific Islander	0.5
White	3.9
Two or More Races	1.2
Socioeconomically Disadvantaged	84
English Learners	51.7
Students with Disabilities	7.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Silver Wing Elementary	17-18	18-19	19-20
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Silver Wing Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials
Year and month in which data were collected: August, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Reading Program **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifflin Harcourt Go Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Silver Wing Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Our custodial staff performs basic cleaning operations daily. Silver Wing is proud to consistently rank in the upper tiers of school cleanliness and there is consistent follow up in making sure school grounds are always clean, presentable and to ensure our school is one that all students will be proud to assist on a daily basis. Customer service is key and a crucial component in opening our doors to our community. We take pride in making sure all stakeholders are treated with the proper attention, courtesy and respect.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/12/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CR 205: Stains on carpet. CR 302: Stains on carpet. CR 311 RSP: Stains on carpet. Main Office: Stains on carpet. Multipurpose: Ceiling tile stain by speaker, stains on carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	CR 202: 1 light out, stains on carpet. Kinder CR 401: 1 light out, vents dirty in restroom Main Office Women's RR: 1 light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	CR 206: Sink cabinet need refinish, stains on carpet. Upper Boys RR: Stains on wall, loose toilet seat.
Safety: Fire Safety, Hazardous Materials	Good	Kitchen: Cleaning spray under sink
Structural: Structural Damage, Roofs	Good	Kinder Playground: Graffiti on slide, play toy rusted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 307: Sink cabinet is faded needs refinish, stains on rug
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	57	59	65	64	50	50
Math	42	50	51	51	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.5	23.5	27.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	214	96.40	58.88
Male	111	107	96.40	53.27
Female	111	107	96.40	64.49
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	185	177	95.68	59.32
White	11	11	100.00	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	189	181	95.77	55.80
English Learners	127	122	96.06	50.82
Students with Disabilities	19	17	89.47	17.65
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	223	217	97.31	49.54
Male	112	108	96.43	46.73
Female	111	109	98.20	52.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	186	180	96.77	48.60
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	184	96.84	45.90
English Learners	128	125	97.66	45.16
Students with Disabilities	19	17	89.47	5.88
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Contact person: Principal M. Theresa Corona
Contact Person Phone Number: 619-423-3950

At Silver Wing, we agree with research that has proven that the most effective schools in the United States are schools that have a high degree of family/parent and community involvement in their school programs. We encourage parents to visit Silver Wing often and to become active in our school program. Silver Wing Elementary School involves parents in various ways, such as the School Site Council (SSC), and an English Learner Advisory Committee (ELAC), and the Parent Teacher Organization (PTO). The parent and community members of these organizations participate in many projects and programs that benefit the students, staff and families of the Silver Wing community. Parents are also encouraged to participate and be informed about their child's school and educational well being through our Coffee with the Principal events, family social events, and parent curriculum nights.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Student safety and well being are promoted by activities including fire, emergency/disaster, earthquake, and evacuation drills, which are conducted on a monthly basis. Playground safety is promoted by ongoing supervision by the principal, classroom teachers, noon duty assistants, and custodial staff. Parent workshops focusing on parenting skills for effective child-rearing practices, parent-child engagement, and family involvement to promote student safety are provided when requested by parents. Silver Wing has focused on a tiered approach to behavior and academics through Multi Tiered Systems of Support. Silver Wing has established a Positive Behavior Intervention and Support program, where a responsible, respectful and safe environment is fostered and encouraged through a variety of programs. Data is taken on when and where behaviors are occurring that need to be addressed.

The School Site Council approved the School Safety Plan in October, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1.0
Other	3.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		16	3			22	1	2	
1	18	2	1		23		3		22	1	1	
2	22	1	1		19	1	1		22	1	2	
3	23	1	2		22	1	2		23	1	2	
4	29		2		25		2		28		2	
5	28		2		20	1	2		25		2	
6	30		3		26		3		19	1	2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Silver Wing staff has participated in various professional development opportunities to ensure teachers are best prepared to meet the needs of all our students. Silver Wing staff have attended professional development aimed at moving rigorously towards our instructional focus in collaborative conversations and discussions. Teachers will continue using Achieve 3000, Renaissance Learning, Smarty Ants and Freckly Math. Professional Development is delivered by the District Resource Teacher, staff and principal during staff meetings. Silver Wing has a part-time resource teacher that assists teacher with coaching, model lessons, and collaboration support. The principal holds student monitoring meetings twice per year with every teacher.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9,943.20	$2,334.15	$7,609.05	$70,346.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-9.5
School Site/ State	-41.1	-14.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Silver Wing provides programs and supplemental services that are available for the community. The school operates extended day tutoring opportunities to students at a various times throughout the year, this tutoring is in addition to the district funding extended day that occurs in Quarter 3. The school also employs a part-time Behavior Instructional Aide that supports students that may be having difficulties that impact their learning. The school also funds an after-school GATE program in Quarter 4 for identified students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.