

Silver Wing Elementary School

3730 Arey Drive • San Diego, California 92154 • 619-423-3950 • Grades K-6

M. Theresa Corona, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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District Governing Board

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Superintendent

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Oscar Esquivel

**Assistant Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Silver Wing is one of 46 schools in the Chula Vista Elementary School District. Silver Wing was built in 1968 and it was remodeled in 2003. Silver Wing is comprised of one one main building composed of administrative offices, cafeteria, library, auditorium, multipurpose room, and 20 classrooms. %v 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. 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 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.

The Silver Wing Elementary School community is committed to creating a challenging and nurturing learning environment where all people are valued and respected. We believe that the diversity Silver Wing brings is our strength. Through the cooperative efforts of the community, students become high achieving, innovative thinkers 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 community is dedicated to ensuring a love of learning that challenges the status quo and embraces a technological world. The community envisions generations of children instilled with hope for their future.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	54
Grade 2	58
Grade 3	55
Grade 4	58
Grade 5	78
Grade 6	67
Total Enrollment	438

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	6.2
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.7
White	5.3
Two or More Races	0.5
Socioeconomically Disadvantaged	79
English Learners	48.9
Students with Disabilities	5.9
Foster Youth	0

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			
Silver Wing Elementary School	15-16	16-17	17-18
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Silver Wing Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "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 2017-18)

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. 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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

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: 8/22/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Kitchen: Door closure covers keep falling off. Locker not secured Multipurpose: (4) Tear in tack board (between extinguisher). (15) Back stage door to hallway drags.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				Kinder CR 401: (5) Dirty Exhaust Vents Upper Boys RR: (5) dirty Upper Custodial Rooms: (5) Dirty vents Upper Girls RR: (5) Floor dirty and wet (9) Outside fountain-lower fountain flow too low
Electrical: Electrical	X				300E ELL: Five lamps out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				300 Girls RR: loose toilet seats. CR 204: (9) Fountain set too high. Kinder CR 402: Aerator leaks
Safety: Fire Safety, Hazardous Materials	X				CR 301: (11) House cleaners underneath sink.
Structural: Structural Damage, Roofs	X				Kinder Playground:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				CR 304: one lamp out. Sink cabinet door missing handle CR 305: CR 307: (15) Door does not close completely on its own. CR 309: (15) Door closes too fast (in 3 seconds). Multipurpose: (4) Tear in tack board (between extinguisher). (15) Back stage door to hallway drags.
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	55	62	62	48	48
Math	36	48	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	56	62	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.4	42.5	30.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	72	69	95.8	62.3
Male	35	33	94.3	63.6
Female	37	36	97.3	61.1
Hispanic or Latino	63	60	95.2	58.3
Socioeconomically Disadvantaged	56	56	100.0	57.1
English Learners	28	26	92.9	34.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	249	238	95.58	55.04
Male	126	118	93.65	47.46
Female	123	120	97.56	62.5
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	16	16	100	87.5
Hispanic or Latino	214	204	95.33	52.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	200	193	96.5	52.85
English Learners	156	150	96.15	52
Students with Disabilities	23	20	86.96	15

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 2016-17 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	249	242	97.19	48.35
Male	126	121	96.03	44.63
Female	123	121	98.37	52.07
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	16	16	100	81.25
Hispanic or Latino	214	207	96.73	45.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	200	197	98.5	44.16
English Learners	156	154	98.72	45.45
Students with Disabilities	23	20	86.96	25

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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). 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 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 bringing support groups for our students in the upper grade to focus on social needs and awareness of making positive choices on tough decisions.

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 and it was shared with the staff in September of 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.0	0.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	0.4
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1
Other	2
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	19	23	3	2			1	3			
1	18	20	18	3	2	2		1	1			
2	15	23	22	4		1		2	1			
3	18	24	23	4		1		3	2			
4	23	30	29				2	2	2			
5	24	30	28				3	3	2			
6	25	31	30				2	2	3			

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

Professional Development provided for Teachers

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 and the Imagine Learning English software programs to meet the needs of our English Language Learner population. Professional Development is delivered by the District Resource Teacher, staff and principal during weekly staff meetings. Teachers receive on-going support during weekly collaboration meetings with their respective grade level. Additionally, the Resource Teacher provides modeling and 1-1 coaching.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

Types of Services Funded

Silver Wing provides programs and supplemental services that are available for the community. The site supports one Physical Education Teacher and one Art Teacher. This team assists informing teachers on intervention strategies for students with academic, social and emotional needs and also assisting with early intervention strategies for our students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,943.20	\$2,334.15	\$7,609.05	\$70,346.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			11.0	-0.3
Percent Difference: School Site/ State			36.7	-4.7

* Cells with ♦ do not require data.