

Burton C. Tiffany Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Burton C. Tiffany Elementary School
Street	1691 Elmhurst Street
City, State, Zip	Chula Vista, CA 91913
Phone Number	(619) 421-6300
Principal	Crystal Sutton
Email Address	crystal.sutton@cvesd.org
School Website	
County-District-School (CDS) Code	37-68023-6095020

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

Burton C. Tiffany School is one of 46 schools and 3 independent charter schools in the Chula Vista Elementary School District. Tiffany School includes 30 classes, K-6, an SDC preschool, and three special day classes. We opened up a kindergarten Dual Language Immersion Program for the 2019-2020 school year and will be adding one grade level each subsequent year until the program is implemented in kindergarten through sixth grade.

Mission

Our mission at Tiffany School is to provide an educational environment that encourages all students to achieve their full potential:

Instructional Excellence

Student Responsibility

Parent Support and Involvement

Shared Vision

Tiffany's learning community (students, staff, and parents of Tiffany students) believes in an environment where all stakeholders are valued and respected, where learning is a life-long process, and where we empower character development and celebrate cultural diversity. We take pride in our school and provide instruction based on clear academic standards and high expectations. We believe that the learning and working environment should be safe and nurturing.

Students are provided with the tools and strategies to become proficient in English Language Arts, Mathematics, Social Studies, Science, and the Visual/Performing Arts. With the guidance of their teachers, students will become self-starters that strive to be good citizens and socially responsible.

Teachers and staff are provided with opportunities to effectively practice and enhance their teaching. We are committed to working as a team to support one another as leaders in our learning community.

At Tiffany School, students, staff, parents and all community members are encouraged to give input, work together as a team, and demonstrate professionalism and personal integrity. We will take responsibility for bringing our vision to reality so that all of our students can reach their personal and academic goals.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	72
Grade 2	80
Grade 3	73
Grade 4	62
Grade 5	62
Grade 6	53
Total Enrollment	476

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.2
Asian	1.9
Black or African American	5.5
Filipino	11.8
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5.9
White	14.9
English Learners	14.7
Foster Youth	0.8
Socioeconomically Disadvantaged	39.9
Students with Disabilities	19.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	88.9	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.6	3.1	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	1.6	7.9	106.0	7.7	18854.3	6.9
Total Teaching Positions	20.9	100.0	1383.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

July 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Reading. Adopted in spring 2016.	Yes	0%
Mathematics	Go Math, grades K-6 Adopted spring 2015	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish).	Yes	0%

	Adopted Spring 2007.		
Foreign Language	Benchmark Adalante (Spanish district adopted curriculum)	Yes	0%

School Facility Conditions and Planned Improvements

The school was built in 1975 and is characterized as a loft school. In the summer of 2005 Tiffany School was remodeled. The entire infrastructure was remodeled.

In the summer of 2011, a new fence was built to enclose the Kindergarten play area. This space is now self-contained. Gates exists on both the north and south side for access.

In the summer of 2013, a new upper area parking lot for staff was constructed to alleviate traffic and parking concerns.

In September of 2021, a new fence was installed at the end of the 600 building to provide added security.

The custodian is responsible for on-going maintenance/inspection of school facilities including checking for loose items, leaks, unsafe equipment, plumbing problems, etc.

The school has adequate protection against slipping in hallways, adequate protection against falls from recreational equipment, and landscape designs that prevent students from climbing to dangerous heights.

Children and playground supervisors are instructed on the proper usage of equipment.

Regular reports on school crime and safety data are made at public school board meetings, and school advisory meetings will be supported.

We continue to update our computer lab with the best available technology on a yearly basis.

Year and month of the most recent FIT report				10/1/2020
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			400 womens: Toilet seat loose toilet bowl is loose
Interior: Interior Surfaces		X		Cr 303: Spot on carpet, ceiling tile stain, back door doesn't close properly cracked ceiling tiles Cr 306: Cracked ceiling tiles Cr 307: Stain on ceiling CR 501: carpets spots; broken floor tile CR 604: Cleaners, chemicals and spray paint under sink, leak under sink. CR 607: 1 stained ceiling tile, 4 lamps out, pencil sharpener broken, carpet stains. Cr. Kinder 202: Door to playground not closing properly, Work room 310: , stains on ceiling tile

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		400 boys: ceiling access panel not fully closed; door doesn't shut all the way, vents dirty. Caulk sinks and floor dirty 400 ext. Boys RR: Drinking fountain dirty and low pressure, webs on ceiling. 400 girls: door doesn't close all the way, vents dirty. Floor and walls dirty caulk toilets and sinks 600 boys RR: FRP has holes and is dirty, sink needs caulking and urinals too. 600 girls RR: electrical box missing cover plate; FRP has holes, stains on floor Ceiling tiles dirty Admin mens RR: Toilet need calking, Cr 303: Spot on carpet, ceiling tile stain, back door doesn't close properly cracked ceiling tiles First grade storage next to 301: door wheather stripping cobwebs Health office: Damaged ceiling tile, Kitchen Pantry/Office: Termites under cabinet Play toy: bench near "wall ball" is rusted badly - vinyl coating peeling off Principal: Cobwebs
Electrical		X	600 girls RR: electrical box missing cover plate; FRP has holes, stains on floor Ceiling tiles dirty Cr 304: Cr 308: 2 light diffusers not closed all the way; drinking fountain low pressure CR 403: 1 Light out Cr 601: lamp out, Cr 603: 1 household cleaner under sink. Projector screen not working Library/computer lab: Sink countertop and tackboard stained, missing electrical outlet cover, 2 lights out hole in ceiling tile Multi purpose: 2 lights out. Stained ceiling tiles Storage/ladder room: Panel access blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	400 boys: ceiling access panel not fully closed; door doesn't shut all the way, vents dirty. Caulk sinks and floor dirty 400 ext. Boys RR: Drinking fountain dirty and low pressure, webs on ceiling. 400 girls: door doesn't close all the way, vents dirty. Floor and walls dirty caulk toilets and sinks 400 womens: Toilet seat loose toilet bowl is loose Cr 308: 2 light diffusers not closed all the way; drinking fountain low pressure

School Facility Conditions and Planned Improvements

			<p>Cr 404: Sink drains slow,adjust door closure</p> <p>CR 501: carpets spots; broken floor tile</p> <p>Kitchen: main sink faucet - swivel joint nut loose.</p> <p>Lounge: Door to kitchen not closing properly, sink needs recaulking and has mold</p>
Safety: Fire Safety, Hazardous Materials	X		<p>Cr 304:</p> <p>Cr 603: 1 household cleaner under sink.Projector screen not working</p> <p>CR 604: Cleaners, chemicals and spray paint under sink, leak under sink.</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X	<p>300 ext. girls RR</p> <p>: Door dirty and closure leaking oil, light cover dirty, vent dirty</p> <p>400 boys: ceiling access panel not fully closed; door doesn't shut all the way, vents dirty. Caulk sinks and floor dirty</p> <p>400 girls: door doesn't close all the way, vents dirty. Floor and walls dirty caulk toilets and sinks</p> <p>400 mens: door doesn't close all the way</p> <p>Admin womens RR: Door does not close properly, toilet need caulking Dirty floor</p> <p>CR</p> <p>503: Door closure needs adjustment</p> <p>Cr 204: Adjust door closure</p> <p>Cr 301fridge: ; door doesn't close all the way</p> <p>Cr 303: Spot on carpet, ceiling tile stain, back door doesn't close properly cracked ceiling tiles</p> <p>Cr 305: adjust door closure</p> <p>Cr. Kinder 202: Door to playground not closing properly,</p> <p>First grade storage next to 301: door wheather stripping cobwebs</p> <p>Kinder 201: Adjust door closure</p> <p>Kinder playground: Cracks on black top, sand box needs sand, 1 table scraped paint peeling.</p> <p>Kinder work room: 1 stained ceiling tile, refridgerator</p> <p>Lounge: Door to kitchen not closing properly, sink needs recaulking and has mold</p> <p>Mail room: Lounge to mailroom door and top of jam has big holes ,</p> <p>Play toy: bench near "wall ball" is rusted badly - vinyl coating peeling off</p>

School Facility Conditions and Planned Improvements

				<p>Playground: basketball courts - asphalt has cracks, needs patching; high spots near trees due to roots; wood shed between storage containers - bottom damaged</p> <p>YMCA: outside - ramp needs to be recoated (non slip paint) and is lifted up at the point where it meets the landing, ceiling tiles pushed up. Movie screen not working</p>
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Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	NT	NT	NT	NT
Female	122	NT	NT	NT	NT
Male	128	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	25	NT	NT	NT	NT
Hispanic or Latino	153	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	NT	NT	NT	NT
Female	122	NT	NT	NT	NT
Male	128	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	25	NT	NT	NT	NT
Hispanic or Latino	153	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	250	239	96	4	63
Female	124	117	94	6	69
Male	126	122	97	3	57
American Indian or Alaska Native	0	0	0	0	0
Asian	28	26	93	7	75

Black or African American	14	12	86	14	50
Filipino	0	0	0	0	0
Hispanic or Latino	153	148	97	3	59
Native Hawaiian or Pacific Islander	2	2	100	0	100
Two or More Races	17	17	100	0	71
White	36	34	94	6	69
English Learners	41	38	93	7	34
Foster Youth	2	2	100	0	0
Homeless	0	0	0	0	0
Military	49	42	86	14	65
Socioeconomically Disadvantaged	114	108	95	5	53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	51	98	2	25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	250	231	92	8	30
Female	124	112	90	10	27
Male	126	119	94	6	32
American Indian or Alaska Native	0	0	0	0	0
Asian	28	24	86	14	54
Black or African American	14	10	71	29	7
Filipino	0	0	0	0	0
Hispanic or Latino	153	144	94	6	24
Native Hawaiian or Pacific Islander	2	2	100	0	50
Two or More Races	17	17	100	0	41
White	36	34	94	6	36
English Learners	41	37	90	10	20
Foster Youth	2	2	100	0	0
Homeless	0	0	0	0	0
Military	49	39	80	20	39
Socioeconomically Disadvantaged	114	104	91	9	25
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	52	51	98	2	10
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	38	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Contact person: Principal Crystal Sutton
Contact Person Phone Number: (619) 421-6300

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Coffee with the Principal events to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

Tiffany School had a very active Parent-Teacher Association during the 2021-22 school year with a high membership. Our PTA sponsors many projects for the benefit and welfare of our children and the community and our PTA is well regarded throughout Chula Vista and San Diego County. Parent Kelly Gaona is our current PTA President.

Currently, parents and members of the community volunteer regularly. Seven Tiffany School parents are members of the School Site Council and take an integral part in the development and implementation of the Tiffany Site Plan for Student Achievement. Our English Language Acquisition Committee (ELAC) meets monthly to discuss and become informed on policies and programs for our English Learners.

Please call 421-6300 if you wish to become involved in school activities. Spanish translation is available.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	504	492	29	5.9
Female	243	237	12	5.1
Male	261	255	17	6.7
American Indian or Alaska Native	1	1	0	0.0
Asian	9	9	0	0.0
Black or African American	27	27	5	18.5
Filipino	57	57	1	1.8
Hispanic or Latino	303	295	20	6.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	31	29	0	0.0
White	72	70	3	4.3
English Learners	92	91	5	5.5
Foster Youth	6	6	1	16.7
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	208	207	17	8.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	121	118	5	4.2

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills. Provisions and supplies for emergency evacuations have been obtained, and a comprehensive evaluation plan is in place. Consistent expectations communicated regularly promote student safety and good decision-making. The YMCA has a child care facility. In partnership with the City of Chula Vista, Tiffany has an after-school program called DASH, Dynamic After School Hours, which is designed to provide elementary school children with a variety of structured, recreational activities in a safe after-school setting. Activities are designed to foster teamwork, athletic skills, positive attitudes and self-esteem. First-aid and CPR classes are offered to staff through the district, the American Heart Association, and the American Red Cross. An automated external defibrillator (AED) has been added and is located in the Multi-purpose Room. The school has adequate protection against slipping in hallways, adequate protection against falls from recreational equipment, and landscape designs that prevent students from climbing to dangerous heights. Children and playground supervisors are instructed on the proper usage of equipment. Standard incident-reporting procedures are in place. This year we have added Peace Patrol to our playgrounds so that students may seek out other students to find peaceful resolutions to problems on the playground. The community will use the school during off-hours with the use of permits submitted through "School Dude". After-school, evening, and weekend use of school facilities by community organizations, and athletic groups is encouraged. The School Site Council approved the School Safety Plan on October 26, 2021. The Safe School Committee holds meetings to address safety concerns and to set goals for the year in regards to safety issues for staff and students.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	23		3	
2	22		2	
3	20	2	2	
4	27		2	
5	27		2	
6	23	1	3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	3	
1	19	1	2	
2	20	1	3	
3	17	4		
4	22	1	2	
5	17	1	2	
6	21	1	3	
Other	20	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	2	
1	18	1	3	
2	20	1	3	
3	18	1	3	
4	21	1	2	
5	21	1	2	
6	18	1	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.8
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,513.42	5,976.62	8,536.80	85,003
District	N/A	N/A	190,145,679	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	3.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	1.1	-1.0

2020-21 Types of Services Funded

At Tiffany, the following programs are included: Limited English Proficient, English Language Acquisition Program, LCAP and Site. These funds provide an opportunity for Tiffany School to acquire human resources, equipment, supplies, technical services and materials, and professional development and training.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,655	\$52,060
Mid-Range Teacher Salary	\$77,932	\$84,043
Highest Teacher Salary	\$103,806	\$107,043
Average Principal Salary (Elementary)	\$137,246	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$308,616	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Instructional support for staff development is provided by the Principal, Specialists within the CVESD Instructional Services, and Support Department.

Activities reflect the school's goals and objectives and are part of our Single Site Plan for Student Achievement. The 2018-19 area of focus was determined by staff and School Site Council after analyzing data from the Common Core Standards: Increasing student efficacy through learning Intentions and Success Criteria. Grade level collaboration is also being utilized to analyze student performance. Staff training is delivered at staff meetings, district meetings, conferences and workshops. Staff is supported by grade level meetings, walkthroughs, principal feedback, and assessments.

Principal Cohort Group meetings and walkthroughs are another source of professional development for the staff. Together, the Principal Cohort Group provides objective feedback on the implementation of the Single Site Plan. Teachers continue to work on the developing standards based learning intentions and success criteria along with implementing social emotional learning.

During the 2020-21 school year, the staff will focus on students demonstrating deep understanding of source text through learning intentions and success criteria. We will also focus on strategies that will enable English Learners to meet standards in all areas. These include GLAD strategies as well as a lens on comprehension during designated and integrated ELD instruction. We will also continue to strengthen and align our K-2 balanced literacy programs.

Previous staff development is as follows:

Staff development for the 2010-11 school year focused on: Expository Text, Gradual Release of Responsibility, Mathematics - Algebra Initiative, and Side by Side Training.

Staff development for the 2011-12 school year focused on the Gradual Release of Responsibility (focus lessons) and using data to drive instruction.

Staff development for the 2012-13 school year focused on GRR (focus lessons, guided practice) and curriculum mapping.

Staff development for the 2013-14 school year is focused on Common Core implementation, particularly on Complex Text, Balanced Literacy, and writing in the 3 text types using Step Up to Writing.

Staff development for the 2014-15 school year was focused on math in Common Core.

Staff development for the 2015-16 school year was focused on student collaboration as well as an initial look at Close Reading in order to better reading comprehension skills.

Staff development for the 2016-17 school year was focused on examining standards for English Learners for designated ELD instruction as well as continuing to increase student collaborative conversations.

Staff development for the 2018-19 school year was focused on teacher clarity in math and developing learning intentions and success criteria tied to standards.

Staff development for the 2019-20 school year was focused students demonstrating a deep understanding of source text through collaborative conversations and short constructed responses.

Staff development for the 2020-21 school year was focused students demonstrating a deep understanding of source text through collaborative conversations and short constructed responses with a continued focus on learning intentions and success criteria.

Staff development for the 2021-22 school year focused on SEL supports for students and staff, ELD (Q1 and Q4), continuing working with collaborative conversation and discussions - in line with the CVESD's instructional focus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			12

Chula Vista Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

Black or African American	526	489	93	7	56
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8260	95	5	46
Native Hawaiian or Pacific Islander	40	39	98	3	65
Two or More Races	607	571	94	6	67
White	1337	1238	93	7	65
English Learners	3019	2856	95	5	21
Foster Youth	38	35	92	8	21
Homeless	55	49	89	11	18
Military	1436	1338	93	7	69
Socioeconomically Disadvantaged	6841	6449	94	6	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1975	1692	86	14	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12276	94	6	27
Female	6269	5959	95	5	26
Male	6733	6317	94	6	28
American Indian or Alaska Native	29	28	97	3	31
Asian	1752	1660	95	5	56
Black or African American	526	487	93	7	23
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8251	95	5	20
Native Hawaiian or Pacific Islander	40	39	98	3	30
Two or More Races	607	573	94	6	39
White	1337	1238	93	7	35
English Learners	3019	2858	95	5	8
Foster Youth	38	35	92	8	3
Homeless	55	49	89	11	4
Military	1436	1333	93	7	39
Socioeconomically Disadvantaged	6841	6430	94	6	15
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					