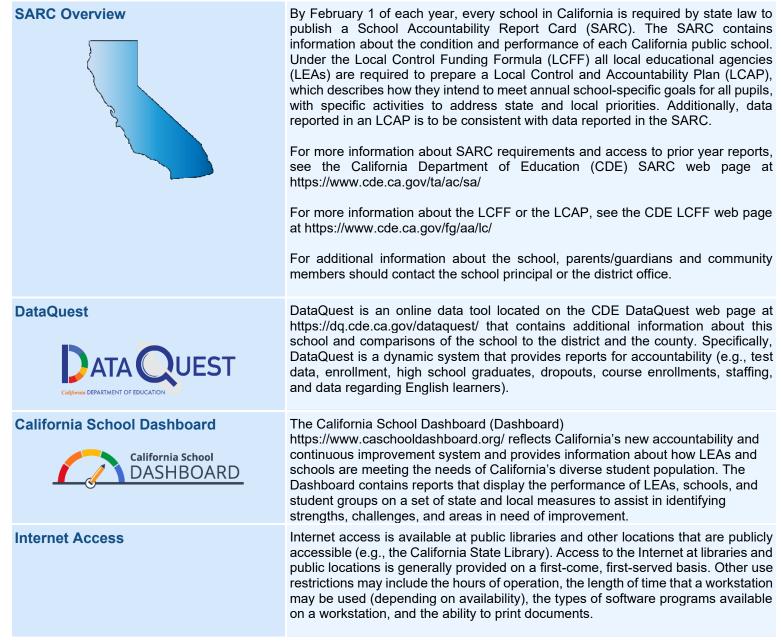# Burton C. Tiffany Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the 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. |
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).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2022-23 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	Dr. Crystal Sutton
Email Address	crystal.sutton@cvesd.org
School Website	https://tiffany.cvesd.org/
County-District-School (CDS) Code	37-68023-6095020

2022-23 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website Address	www.cvesd.org

2022-23 School Overview

Burton C. Tiffany School is one of 49 schools and 3 independent charter schools in the Chula Vista Elementary School District. Tiffany School includes 24 classes, K-6, an SDC preschool, a diagnostic preschool and three special day classes. We started a Dual Language Immersion Program during the 2019-2020 school year and currently have Dual Immersion grades K-3rd, expanding to 4th in the 2023-24 school year.

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	67
Grade 2	71
Grade 3	63
Grade 4	77
Grade 5	58
Grade 6	59
Total Enrollment	469

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.0
Male	55.0
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	3.0
Filipino	9.8
Hispanic or Latino	65.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.6
White	14.1
English Learners	20.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	39.2
Students with Disabilities	22.4

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

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)	18.60	88.90	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	3.14	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	1.60	7.91	106.00	7.66	18854.30	6.86
Total Teaching Positions	20.90	100.00	1383.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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. (New adoption coming soon)	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	Benchmark Adalante (Spanish district adopted curriculum)	Yes	0%
Health	N/A		N/A

Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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 remolded.

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.

In early 2022, a new fence was added at the exterior of the 500 building at the front of the school to add 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.

Year and month of the most recent FIT report	1/16/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		Admin Work Room: stained ceiling tiles Cr 301: Floor in wet area needs Cleaning and treatment is required Cr 303: Spot on carpet //ceiling tile stain // cracked ceiling tiles // * Regular extension in use (fire and safety concern - per district policy items are not allowed) Cr 306: Cracked ceiling tiles // Stained tiles above the sink Cr 307: Stain on ceiling // * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard) Cr 401: Stained ceiling tiles // Broken floor tile CR 403: 2 lamps have shades // 8 stained ceiling Tiles CR 501: Carpets spots // crack tiles floor tile under sink // Cabinet door needs adjustment // Hole in ceiling tile CR 604: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) // Stained and Sagging tiles on ceiling

School Facility Conditions and Planned Improvements			
			Cr 606: Stained Ceiling tiles // Sink need to be cleaned // * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) CR 607: Carpet stains Kinder work room: Stained Ceiling Tile Main Office: Work room 310: Stains on ceiling tile 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 // Wet area ned to be cleaned and floor treated
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		400 boys: Vents dirty // Caulk sinks and floor dirty 400 girls: Vents dirty // Floor and walls dirty // Caulk toilets and sinks 600 girls RR: FRP has holes // Stains on floor // Ceiling tiles dirty // Bugs inside the lamps casing 600 Staff RR: Cobwebs // Dirt and cobwebs behind the door Admin mens RR: Toilet need calking, Admin womens RR: toilet need caulking CR 504: Cabinet door under sink does not close properly // Spider webs // Carpet is stained and dirty Cr 601: Cobwebs // Dirty Window sills Cr. Kinder 202: Loose data connector (USB Port) by the Desk // Cove base is unglued // Door is splatter from stripping floors Play toy: bench near "wall ball" is rusted badly - vinyl coating peeling off
Electrical	X		Cr 602: Pencil sharpener missing shaving container // Holes on tackboard near the door // Stained Tiles //Broken light switch plate Cr. Kinder 202: Loose data connector (USB Port) by the Desk // Cove base is unglued // Door is splatter from stripping floors Library/computer lab: Missing electrical outlet cover // Hole in ceiling tile
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	300 ext.boys RR: Urinal needs caulking, vents dirty. 400 boys: Vents dirty // Caulk sinks and floor dirty 400 girls: Vents dirty // Floor and walls dirty // Caulk toilets and sinks 400 womens: Caulking around toilets 600 boys RR: FRP has holes and is dirty // Sink and Urinals need caulking // Cracked Toilet inside the HC stall // Tile Covebase damage under the Urinals Admin mens RR: Toilet need calking, Admin womens RR: toilet need caulking CR 501: Carpets spots // crack tiles floor tile under sink // Cabinet door needs adjustment // Hole in ceiling tile CR 504: Cabinet door under sink does not close properly // Spider webs // Carpet is stained and dirty

School Facility Conditions and Planned Improvements

			Cr 606: Stained Ceiling tiles // Sink need to be cleaned // * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Cr203: Center Cabinet door is broken (hinge came loose) // Lounge: Sink needs recaulking and has organic growth

Safety:
Fire Safety, Hazardous Materials
	X		309 ext. Custodian: Command center cover lid has been removed
			Cr 303: Spot on carpet //ceiling tile stain // cracked ceiling tiles // * Regular extension in use (fire and safety concern - per district policy items are not allowed)
			Cr 307: Stain on ceiling // * Doors shall not be concealed by decorations, finishes, curtains or drapes or similar materials (Fire Code and Safety Hazard)
			Cr 308: Door to 306 is blocked // * Household wipes, insecticides, disinfecting spray's, and cleaning products (no MSDS present on site - health hazard) //
			CR 503: * Household wipes, insecticides, disinfecting spray's, and cleaning products (no MSDS present on site - health hazard)
			Cr 603: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed)
			CR 604: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) // Stained and Sagging tiles on ceiling
			CR
			309 Music Room: * Fire Extinguisher Bracket is bent (needs to be replace so it can hold the item)

Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		300 ext. girls RR : Door dirty and closure leaking oil, light cover dirty, vent dirty Kinder playground: Cracks on black top, sand box needs sand, 1 table scraped paint peeling. Mail room: Lounge to mailroom door and top of jam has big holes (from old Mechanism) Playground: basketball courts - asphalt has cracks, needs patching; high spots near trees due to roots; wood shed between storage containers - bottom damaged

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	49	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	40	N/A	41	N/A	33

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	253	97.68	2.32	49.01
Female	119	117	98.32	1.68	58.12
Male	140	136	97.14	2.86	41.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	68.00
Hispanic or Latino	168	165	98.21	1.79	43.64
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	21	21	100.00	0.00	52.38
White	34	31	91.18	8.82	61.29
English Learners	49	48	97.96	2.04	22.92
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	112	109	97.32	2.68	42.20
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	70	68	97.14	2.86	17.65

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	254	98.07	1.93	39.76
Female	119	118	99.16	0.84	40.68
Male	140	136	97.14	2.86	38.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	60.00
Hispanic or Latino	168	166	98.81	1.19	33.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	21	21	100.00	0.00	47.62
White	34	31	91.18	8.82	61.29
English Learners	49	49	100.00	0.00	16.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	112	109	97.32	2.68	34.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	70	68	97.14	2.86	14.71

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.81	--	36.97	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100	0	22.81
Female	26	26	100	0	23.08
Male	31	31	100	0	22.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100	0	15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100	0	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100	0	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	82.46%	82.46%	82.46%	82.46%	82.46%

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.

2022-23 Opportunities for Parental Involvement

Contact person: Principal Dr. 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. A weekly blog is published and send to parents both in email and on our Tiffany Blog to inform parents of the happenings of the school and ways for families to be involved.

Tiffany School had a very active Parent-Teacher Association during the 2022-23 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. Ane Flammand is our current PTA President.

Currently, parents and members of the community volunteer regularly. Five 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) is growing to meet the needs of our MEL students.

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	507	501	183	36.5
Female	228	225	79	35.1
Male	279	276	104	37.7
American Indian or Alaska Native	1	1	1	100.0
Asian	5	5	1	20.0
Black or African American	20	20	7	35.0
Filipino	52	50	10	20.0
Hispanic or Latino	324	321	132	41.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	34	33	15	45.5
White	70	70	17	24.3
English Learners	108	107	46	43.0
Foster Youth	0	0	0	0.0
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	215	214	92	43.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	126	125	59	47.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.20	0.02	0.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.36	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	0.31	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	0.93	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.79	0.00

2022-23 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. Peace Patrol is out on our playgrounds so that students may seek out other students to find peaceful resolutions to problems on the playground. 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 in October 11, 2022. The Safe School Committee holds quarterly 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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	3	1	
2	18	1	3	
3	16	3	1	
4	19	1	3	
5	19	1	2	
6	20	1	2	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	16,215.25	7,462.87	8,752.38	79,268
District	N/A	N/A	8,864.49	$85,506
Percent Difference - School Site and District	N/A	N/A	-1.3	-7.6
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	28.1	-9.6

2021-22 Types of Services Funded

Tiffany is comprised of 19% emergent bilingual students, 22% special education and 38% free/reduced lunch.

Site funds have allowed for a full-time counselor and full time behavioral specialist this year to support our students on campus.

iReady Math is used in K-6th grades to provide students opportunities for conceptual math understanding, fluency, and problem solving. iReady Reading was added mid-year, paid for by site funds, to support reading needs.

We are currently exploring ways to update our technology to enhance the way our students interact in the classroom.

Lastly, Tiffany with five other schools makes up a cohort within the district and focuses on a common need. As a cohort, we meet quarterly with our Instructional leadership teams (ILT) for professional development opportunities. This usually constitutes approximately 8-10 team members from each site. This support is provided by the district with a lens on the district initiatives that support high-impact language strategies and reinforce individual site-based instructional foci.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,430	$52,641
Mid-Range Teacher Salary	$79,101	$83,981
Highest Teacher Salary	$105,363	$107,522
Average Principal Salary (Elementary)	$139,463	$136,247
Average Principal Salary (Middle)		$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$313,246	$242,166
Percent of Budget for Teacher Salaries	35%	34%
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 criterial. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement		12	