

Burton C. Tiffany Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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

2023-24 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	www.cvesd.org

2023-24 School Description and Mission Statement

Burton C. Tiffany School is one of 50 schools, including charter schools, in the Chula Vista Elementary School District. Tiffany School includes 26 classes, TK-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 TK-4th, expanding to 5th in the 2024-25 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	73
Grade 2	69
Grade 3	72
Grade 4	68
Grade 5	72
Grade 6	60
Total Enrollment	480

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
American Indian or Alaska Native	0.2%
Asian	1%
Black or African American	3.8%
Filipino	10.8%
Hispanic or Latino	65%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	4.8%
White	13.8%
English Learners	20.2%
Homeless	1.7%
Socioeconomically Disadvantaged	37.3%
Students with Disabilities	20.8%

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)	22.00	89.80	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.08	33.90	2.36	11953.10	4.28
Unknown	1.40	6.08	109.80	7.63	15831.90	5.67
Total Teaching Positions	24.50	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A	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	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 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.

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.

In the summer of 2023, two new modular classrooms were added to the campus to support the addition of two TK classrooms for the 2023/24 school year.

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

11/24/2023

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 // * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. Cr 303: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.//ceiling tile stain // cracked

School Facility Conditions and Planned Improvements

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: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.// 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

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: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.

Kinder 201: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.

Kinder work room: Stained Ceiling Tile

Main Office: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot hater as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The

School Facility Conditions and Planned Improvements

			<p>third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>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</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>400 boys: Vents dirty // Caulk sinks and floor dirty // finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard. 400 girls: Vents dirty // Floor and walls dirty // Caulk toilets and sinks // finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard. 600 girls RR: FRP has holes // Stains on floor // Ceiling tiles dirty // Bugs inside the lamps casing // finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard. 600 Staff RR: Cobwebs // Dirt and cobwebs behind the door // finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard. 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 // Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and</p>

School Facility Conditions and Planned Improvements

			<p>decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 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 // Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 Play toy: bench near "wall ball" is rusted badly - vinyl coating peeling off</p>
<p>Electrical</p>	<p>X</p>		<p>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 // Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching</p>

School Facility Conditions and Planned Improvements

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<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>300 ext. girls RR : Door dirty and closure leaking oil, light cover dirty, vent dirty // *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. 300 ext.boys RR: Urinal needs caulking, vents dirty. // *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. 400 boys: Vents dirty // Caulk sinks and floor dirty // finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. 400 girls: Vents dirty // Floor and walls dirty // Caulk toilets and sinks // finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. CR 501: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.// 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 // Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title</p>

School Facility Conditions and Planned Improvements

			<p>19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 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</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>309 ext. Custodian: Command center cover lid has been removed Cr 303: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.//ceiling tile stain // cracked ceiling tiles // * Regular extension in use (fire and safety concern - per district policy items are not allowed) Cr 304: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1.All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced</p>

in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 Cr 305: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 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 402: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided

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Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 502:

Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.

Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 503: *

Household wipes, insecticides, disinfecting spray's, and cleaning products (no MSDS present on site - health hazard) CR 504: Cabinet door under sink does not close properly // Spider webs // Carpet is stained and dirty // Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.

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by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

School Facility Conditions and Planned Improvements

			<p>by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-an</p>
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 // *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard. 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) Play toy: bench near "wall ball" is rusted badly - vinyl coating peeling off 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	53	54	53	47	46
Mathematics (grades 3-8 and 11)	40	47	41	43	33	34

2022-23 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	272	262	96.32	3.68	53.44
Female	129	124	96.12	3.88	56.45
Male	143	138	96.50	3.50	50.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	34	34	100.00	0.00	76.47
Hispanic or Latino	175	170	97.14	2.86	44.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	37	33	89.19	10.81	75.76
English Learners	41	39	95.12	4.88	30.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	105	99.06	0.94	41.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	59	92.19	7.81	10.17

2022-23 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	272	264	97.06	2.94	46.59
Female	129	125	96.90	3.10	38.40
Male	143	139	97.20	2.80	53.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	34	34	100.00	0.00	64.71
Hispanic or Latino	175	171	97.71	2.29	38.01
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	37	34	91.89	8.11	61.76
English Learners	41	41	100.00	0.00	29.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	106	100.00	0.00	32.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	59	92.19	7.81	13.56

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.81	33.82	36.97	34.95	29.47	30.29

2022-23 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	73	68	93.15	6.85	33.82
Female	34	31	91.18	8.82	29.03
Male	39	37	94.87	5.13	37.84
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	34.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	10	76.92	23.08	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	15	83.33	16.67	6.67

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	82.19%	83.56%	83.56%	83.56%	82.19%

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.

2023-24 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 sent 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 2023-24 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 School 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	508	122	24.0
Female	244	238	49	20.6
Male	275	270	73	27.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	0	0.0
Black or African American	24	22	3	13.6
Filipino	58	58	11	19.0
Hispanic or Latino	331	324	82	25.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	28	27	9	33.3
White	69	68	17	25.0
English Learners	105	102	33	32.4
Foster Youth	2	2	0	0.0
Homeless	11	11	8	72.7
Socioeconomically Disadvantaged	208	202	62	30.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	122	119	36	30.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.20	0.96	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0
Female	0	0
Male	1.82	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.91	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.57	0
White	1.45	0
English Learners	2.86	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	0.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.46	0

2023-24 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 10, 2023. 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. The Board of Education approval date for the CSSP is January 17, 2024.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	4	1	0
1	18	1	3	0
2	17	1	3	0
3	18	1	3	0
4	17	2	2	0
5	18	1	3	0
6	20	1	2	0
Other	0	0	0	0

2022-23 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

2022-23 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	1
Nurse	0.6
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$87,887
Percent Difference - School Site and District	N/A	N/A	-1.3	-7.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	28.1	-9.6

Fiscal Year 2022-23 Types of Services Funded

Tiffany is comprised of 18.3% emergent bilingual students, 20% special education (TK-6th), 25% special education when factoring in preschool and 42% free/reduced lunch.

Site funds have allowed for a full-time counselor and a 4 day per week 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 this year for 12 of our classrooms, 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

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 School Plan for Student Achievement. The area of focus is 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.

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.

Professional Development

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.

Staff development for the 2022-23 school year was focused on SEL support, behavioral support and first year implementation of small group instruction

Staff development for the 2023-24 school year is focused on SEL, behavior and second year of small group instruction lead by ILT at the site level.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	20	21