

Thurgood Marshall Elementary School (TMES)

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	Thurgood Marshall Elementary School (TMES)
Street	2295 MacKenzie Creek Rd
City, State, Zip	Chula Vista, CA 91914
Phone Number	(619) 656-6252
Principal	Ricardo Cooke, Ed.D.
Email Address	Ricardo.Cooke@cvesd.org
School Website	http://www.thurgoodmarshallmustangs.org/
County-District-School (CDS) Code	37-68023-6070825

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

Description

Thurgood Marshall Elementary School (TMES), established in 1999, is located in San Diego County and serves a culturally and economically diverse population of 660 Transitional Kindergarten through sixth-grade students. The Chula Vista Elementary School District, with 50 schools including charters is the largest elementary school district in California. Our diverse population includes Hispanic, Asian, Filipino, White, Two or More Races, and African American students.

Diversity is celebrated at Marshall school and the cultures of our students are incorporated into our instructional curriculum and school-wide activities. A highly visible mural facing our community proudly displays the rich cultural heritage of our students. This mural, created in collaboration with Southwestern College, is updated to reflect the cultures of our newly enrolling students. Our school community values: honesty, integrity, respect, diversity, commitment, perseverance, teamwork, equity, optimism, and creativity. We are a school committed to justice, equality, and human rights in the spirit and ideals of Supreme Court Justice Thurgood Marshall.

TMES is a caring, safe community that focuses on the academic and social/emotional development of all students. The Mustang Way and PBIS Team encourages students to Be Respectful, Be Responsible, Be Resilient and Be Safe. Students are consistently recognized for demonstrating the Mustang Way in a myriad of ways including certificates, assemblies and prizes.

Vision Statement: Through the use of best practices, technology, community involvement, and collaboration, we will provide an inclusive personalized learning experience that inspires lifelong learning for everyone.

Mission Statement: Through excellence, rigor, innovation, creativity, and compassion, we inspire lifelong learners.

CVESD Instructional Focus:

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

2023-24 School Description and Mission Statement

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+)

Ultimate Goal: Teachers will be able to understand a model of learning that includes skill, will and thrill as important aspects of how children learn.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	57
Grade 2	59
Grade 3	65
Grade 4	70
Grade 5	82
Grade 6	73
Total Enrollment	481

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
American Indian or Alaska Native	0.2%
Asian	7.3%
Black or African American	4%
Filipino	12.5%
Hispanic or Latino	50.5%
Two or More Races	8.7%
White	16.4%
English Learners	17.5%
Foster Youth	0.2%
Homeless	0.8%
Socioeconomically Disadvantaged	26.4%
Students with Disabilities	16.6%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	25.20	97.12	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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	0.70	2.88	106.00	7.66	18854.30	6.86
Total Teaching Positions	26.00	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)	22.90	90.74	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)	0.60	2.61	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.98	33.90	2.36	11953.10	4.28
Unknown	1.10	4.59	109.80	7.63	15831.90	5.67
Total Teaching Positions	25.20	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	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.60

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	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.50

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	8
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

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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 Benchmark 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 English. An inventory of books is warehoused centrally for growth needs at the schools.

"Benchmark Advance is rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with the support of strong differentiated instruction and responsive teaching based upon ongoing assessments.

Benchmark Advance was built specifically to meet California's unique challenges. They provide the resources you need to meet the key instructional shifts in tandem with California's ELA/ELD instructional framework, ensuring you can meet its five themes:

- Building Content Knowledge
- Meaning Making
- Effective Expression
- Foundational Skills
- Language Development"

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		N/A
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

Currently, classroom space at Thurgood Marshall Elementary School supports 735 students. Currently, we have 478 students with 1-2 new students enrolling monthly. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Marshall custodial staff performs basic cleaning operations daily to ensure a high level of cleanliness for the students. Cleaning operations have been outlined in document form for shared expectations for the staff and custodial team.

Year and month of the most recent FIT report 11/19/2023

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			400 Girl'sRR: First stall is missing the sanitary napkin container // 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 401: Holes on tackboard near the door // CR 402: Roof access door needs cleaning or painting // * Untreated fabric on walls 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"

School Facility Conditions and Planned Improvements

		<p>(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 board 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 // Communication Closet used as storage KCR 602: ceiling tiles are out of place Multi-Purpose: * 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. Phycologist Office: Stained ceiling tile,</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>	<p>CR 402: Roof access door needs cleaning or painting // * Untreated fabric on walls 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 board 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 // Communication Closet used as storage Fire Sprinkler Rise RM: needs to be cleaned and remove cob webs KCR 604: *</p>

School Facility Conditions and Planned Improvements

		<p>Adhesive residue on vinyl floor // too much items in room (makes difficult to cleaning) Kinder Playground: * Area needs to be hose down (only once per week) and tables wiped and disinfected daily and floor needs to be swept and mopped (juice/milk / apple sauce/ etc.) every day) Lunch Shelter: Concrete needs to be cleaned, powerwash and surface scrubbing is recommend durin the summer break, Then concrete needs to be sealed Staff Lounge: Roof access needs cleaning and painting ---- * 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. Stage: Clock missing / needs general cleaning back access</p>
<p>Electrical</p>	<p>X</p>	<p>200 Electrical RM: * Used as storage (recommend to clear room) // Blocked electrical panels by items stored --- Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 // regular extension in used (fire and safety concern - per district policy items are not allowed) // Electric Compressor in use --- Unapproved Devices applianceas shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. 1. Ensure all power strips UL approved surge protectors. 2. Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall. CFC 604.1.1 * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) 500 Safety Patrol: Electrical panels blocked by rack (backpacks) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 404: Blind rod too long // * intercomm volume too low (per teacher)</p>

School Facility Conditions and Planned Improvements

			<p>Library: Loose outlet on Data rail (by PC desks) // Clock missing in the office annex Stage: Clock missing / needs general cleaning back access</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>400 Girl'sRR: First stall is missing the sanitary napkin container // Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. 600All Gender RR: Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. Multi-Purpose Boys RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. Multi-Purpose Girls RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. Multi-Purpose Men's RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. Multi-Purpose Womens RR: *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>200 Electrical RM: * Used as storage (recommend to clear room) // Blocked electrical panels by items stored --- Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 // regular extension in used (fire and safety concern - per district policy items are not allowed) // Electric Compressor in use --- Unapproved Devices applianceas shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. 1. Ensure all power strips UL approved surge protectors. 2. Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall. CFC 604.1.1 * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) 500 Electrical II: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from</p>

the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustibile items from Electrical room. CFC Section 604.3 500 Electrical SDGE: Storage of A frames (covid) // PC cart in storage * recommend to be move to other place Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustibile items from Electrical room. CFC Section 604.3 500 Safety Patrol: Electrical panels blocked by rack (backpacks) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustibile items from Electrical room. CFC Section 604.3 CR 201: Mini blind rod over whiteboard too long // no fire extinguisher *** only one extinguisher per classroom pod (safety issue) 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 board 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 202: Roof access needs paint // untreated fabrics on the wall (fire retardant) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees,

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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 board 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 // *** only one extinguisher per classroom pod (safety issue) CR 203: *** only one extinguisher per classroom pod (safety issue) -- 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 board 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 402: Roof access door needs cleaning or painting // * Untreated fabric on walls 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

School Facility Conditions and Planned Improvements

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Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		400 Custodian: Door mechanism cover missing Kinder Play Toy: Powder coating peeling // needs cleaning (power wash)

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)	68	64	54	53	47	46
Mathematics (grades 3-8 and 11)	57	56	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	301	294	97.67	2.33	63.95
Female	155	150	96.77	3.23	68.67
Male	146	144	98.63	1.37	59.03
American Indian or Alaska Native	0	0	0	0	0
Asian	25	23	92.00	8.00	82.61
Black or African American	12	12	100.00	0.00	33.33
Filipino	41	41	100.00	0.00	68.29
Hispanic or Latino	150	146	97.33	2.67	56.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	81.82
White	51	50	98.04	1.96	72.00
English Learners	27	24	88.89	11.11	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	75	98.68	1.32	49.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	50	90.91	9.09	32.00

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	301	295	98.01	1.99	56.27
Female	155	151	97.42	2.58	56.29
Male	146	144	98.63	1.37	56.25
American Indian or Alaska Native	0	0	0	0	0
Asian	25	24	96.00	4.00	75.00
Black or African American	12	12	100.00	0.00	41.67
Filipino	41	41	100.00	0.00	63.41
Hispanic or Latino	150	146	97.33	2.67	45.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	72.73
White	51	50	98.04	1.96	68.00
English Learners	27	25	92.59	7.41	16.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	75	98.68	1.32	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	50	90.91	9.09	26.00

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)	54.93	52.00	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	83	79	95.18	4.82	49.37
Female	39	37	94.87	5.13	51.35
Male	44	42	95.45	4.55	47.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	38	92.68	7.32	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	64.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	21.43

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	85.71%	90.48%	90.48%	90.48%	90.48%

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

Thurgood Marshall staff members believe parent input is critically important to the success of our school and, therefore, embrace a student-based decision-making model. Through the school Newsletter (Smores), principal messages, classroom communications, announcements on the school marquee, school messenger, monthly calendar, and Coffee with the Principal, parents are encouraged to attend committee meetings.

These committees include: Parent Teacher Club (PTC), School Site Council (SSC), and English Learner Advisory Committee (ELAC). Parents are encouraged to attend educational workshops and parent/teacher/student conferences.

TMES employs a student-based (consensus) decision-making model that involves all staff and community members to determine goals and budget expenditures. Curriculum and program decisions result from analyzing current research, disaggregated data, and state content standards. When appropriate, students are also encouraged to participate in discussions relevant to issues affecting their overall educational program. Staff work to increase parent involvement by increasing communication via School Messenger, Class Dojo, E-mail communication, Website, Flyers, PeachJar, Mustang Daily Rally, District Trainings, Parent Academy, and Curriculum Night.

Parent outreach programs and activities include: Welcome Back Parent/Student gathering, PTC Events, Watch D.O.G.S., Weekly/Monthly site Communication, Flyers, Peach Jar, Curriculum Night, Coffee with the Principal, School Messenger and School Blog. Grades 3rd through 6th hold end-of-unit social studies days, Kumeyaay Day, Gold Rush Day, Early America Day, and Egyptian Day. In addition, Career Day, Red Ribbon Week, Random Acts of Kindness Week, Read Across America, and Bullying Prevention Week are implemented at the site.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	519	83	16.0
Female	259	255	35	13.7
Male	266	264	48	18.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	43	41	3	7.3
Black or African American	23	23	2	8.7
Filipino	64	63	10	15.9
Hispanic or Latino	263	261	56	21.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	45	44	4	9.1
White	84	84	8	9.5
English Learners	98	97	22	22.7
Foster Youth	1	1	0	0.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	141	141	35	24.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	101	31	30.7

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	0.93	0.76	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	0.76	0
Female	0.39	0
Male	1.13	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.33	0
Black or African American	4.35	0
Filipino	1.56	0
Hispanic or Latino	0.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.02	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.71	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.86	0

2023-24 School Safety Plan

Student safety is promoted daily at TMES during our announcements. Our school-wide expectations are to Be Safe, Be Respectful, Be Responsible and Be Resilient. During the year, TMES goes through periodic emergency drills earthquake/disaster, fire, lock-down, secure campus, shelter-in-place, and bus evacuation drills. Adequate playground supervision is maintained at all times. Students are educated on the dangers of drug and alcohol abuse during Red Ribbon Week and the importance of making positive life choices is delivered through the Sanford Harmony project, Be a Buddy, and Schoolwide Mustang Expectations Assemblies. Additionally, our School Safety Patrol helps ensure the physical and emotional security of our students as they walk to and from school each day.

- Community Safety Walk with parents, City of Chula Vista, and Jose Cortez Director of CVESD Safety (October 2023).
- The SSP was shared with various stakeholders including parents and staff during the month of October of 2023.

The Board of Education approval date for the CSSP is January 17, 2024.

Process:

The SSC is informed of the process for the CSSP timeline.

- The PBIS team reviews the plan and goals
- The TMES staff receives the draft plan, the plan is sent to the TMES staff via e-mail for input and suggestions.
- Parents are informed and invited to participate in the SSP on the Thurgoodmarshallmustangs blog
- The plan is posted on the SSC agenda and Parent Weekly.
- The plan, after approval is available in the front office. In addition, individuals can schedule to review the plan with the school secretary via MS Teams online.

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	23	4		1
1	17	2	2	
2	18	1	3	
3	25	3		3
4	36	1	1	2
5	31	2		3
6	40	1		3

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	2	3	
1	11	4	1	
2	17	2	2	
3	17	1	3	
4	20	1	3	
5	19	1	3	
6	17	2	3	

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	15	2	3	0
1	14	2	2	0
2	12	4	1	0
3	16	2	2	0
4	18	2	2	0
5	16	3	2	0
6	18	2	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	962

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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	14,766.19	5,730.82	9,035.37	92,336
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	1.9	7.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	31.2	5.6

Fiscal Year 2022-23 Types of Services Funded

In conjunction with community stakeholders (School Site Council), the Site Plan for Student Achievement (SPSA) was created to account for various site expenditures. Consolidated funds are allocated for expanding the hours of our library clerk and English Language Instructional Assistant, staff professional development, substitutes for grade-level planning/equity, MUMT, Data, PBIS, NGSS, and instructional supplies. School-wide schedules are flexibly designed to provide extra support to individual grade levels as determined by data analysis.

We have site SSTs to support the needs of students. The Resource Specialist Teacher, Resource Specialist Instructional Assistant, Limited English Proficient Instructional Assistant, and Special Day Class Teachers and Instructional Assistants (Support Staff), collaborate with general education teachers to provide intervention services. In addition, the IMPACT teacher provides instructional intervention pullouts for literacy for struggling students.

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 assistants, and other support staff. Activities reflect the school's goals and objectives and are part of our School Plan for Student Achievement.

CVESD LCAP Goal #4: By June 2023, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

Through intentional*, collaborative planning, teachers will cultivate learning environments that allow students to showcase their own collaborative conversations and discussions with a larger audience, as well as demonstrate their synthesis of academic content learning and self-efficacy to the greater community.

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse, and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+)

2023/2024. Building on previous instructional plans as well as current professional development provided by the National Center for Urban School Transformation, this year's Instructional Leadership team is introducing instructional plans around Focusing on Understanding and Mastery. The ILT works with grade level teams to implement strategies for learning targets (What, Why, How) and creating a common assessment calendar with interventions. In addition, the ILT has created a PD calendar for multiple opportunities to observe and study teachers and develop new teaching strategies.

2022/2023. TMES Instructional Focus: By utilizing best practices (at teacher/grade discretion) which results in student engagement, target students (GATE, Tier 2, EL, SEL, IEP) will show their own individual growth by the end of the year. Specifically, we have had specific development in DELD, CVESD ILT Cohort, Culturally Responsive Teaching and the Brain, Equity, i-Ready data dive, Sanford Harmony, GATE Review, Math and Collaborative Conversation, Quality Indicators, Data dives, and more.

2021/2022. TMES staff worked towards designated ELD, equity, Harmony SEL, writing, culturally responsive teaching, and student individual needs towards growth. we are continuing our learning focus is to work towards increasing academic achievement and develop social and emotional learning to inspire collaborative conversations & corporative learning for students' and staff. Due to COVID-19, as a school community, we would like to continue our work towards supporting students and staff. Specifically, we have had specific development in Achieve 300, i-Ready, Sanford Harmony, Zones of Regulation, Gate testing, Cultural proficiency, Math and Collaborative Conversation, Quality Indicators, Data dives, and more.

During the 2019/2020 school year, our learning focus is to work towards increasing academic achievement and developing social and emotional learning to inspire collaborative conversations & corporative learning for students and staff. We are utilizing the Collaborative for Academic, Social, and Emotional Learning (CASEL) model to guide our work. This is our second year as a Sanford Harmony Demonstration School. All of our teachers are using the Sanford Harmony curriculum daily within the classroom and during our school-wide buddies. Also, we have partnered with I heart Chula Vista to have a Trauma Therapist Wanda Brothers train our staff and community on Attachment, Anxiety, Mental Health, Stress, and Coping Strategies.

We believe that this shift will help yield positive results for our students to develop their ability to solve problems and communicate their thinking in all areas of life, including math. As a community, we are building all areas of the brain so we can inspire students to take ownership of their learning. Specifically, we have three professional learning cycles. First quarter focused on the meetup. The second quarter was the buddy up. Third quarter we tapped into our students' ability to collaborated and talk with their peers ad they build their problem-solving skills. Teachers received training on the math block, three reads protocol, and math data review. Within all three cycles, teachers had professional readings. Our site ILT team paved the way for teacher learning and creating an environment for staff to thrive.

The primary focus during the 2017/2018 was to develop the growth mindset of staff and students through goals and the success criteria. Professional development was held to support teachers. Students also received lessons on growth mindset. A professional development cycle was created to support the implementation of success criteria in the area of problem-solving. Professional developments were held during the teacher contract hour. ILT meetings attended cohort sessions to support

Professional Development

building the capacity of the ILT members. During the cycle, teachers read professional readings, visited peer classes and discuss student performance. In addition, teachers received support from the principal and Resource teacher during admin-designated collaboration time. Furthermore, there was a site-wide interest and investment into Sanford Harmony Social Emotional curriculum. Teachers received professional development from National University Harmony training team on how to successfully implement Harmony within the classroom. This was also done with the use of visible learning strategies such as Metacognition Strategies, Learner Goals, Learning Intentions, Reflection and Evaluation. Training last year included, but was not limited to: See..Think..Wonder, ELPAC, Data Review, Technology, Illuminate, NGSS, GATE, Metacognitive Strategies, Benchmark Education, Problem Solving in Math, Achieve 3000, Smarty Ants, Harmony, Safety training, Social and Emotional Learning, RTI, Cash Handling, and more. In addition, TMES supports the CVESD them on impacting the human spirit through relationships.

During the 2016-17 school-year, Thurgood Marshall's main focus area for the is reading and writing. During the 2015-16 school-year, it was reading comprehension. Professional development this year included: ELD, Imagine Learning, Team Building, Technology Programs, GATE, NGSS, Occupational Therapy, Speech-Language Pathology, Safety, Math, ELA, GLAD, Report Card, Close Reading, Development, Writing, Social-Emotional, Supporting the needs of students. During the 2015-16 school year, professional development included Wilda Storm Close Reading and Vocabulary Development, Go Math, SIPPS, and Achieve3000. In the 14-15 year, we received professional development on Lucy Calkins Units of Study, Socratic Seminar, vocabulary development and Achieve3000. In the 2013-14 school year, we supported teachers with 8 Mathematical Practices training, Common Core State Standards and Achieve3000 professional development.

Other staff development areas include, but is not limited to, the support an individual teacher needs: Differentiated Instruction, Technology as a Teaching/Learning Tool, Developmental Spelling, ELD Standards, Effective Reading and Writing Strategies, OARS - On-line Assessment Reporting System assessment, Intervention strategies, and Guided Language Acquisition Development (GLAD), and Common Core Standards. Professional development for teachers is provided during teacher professional development meetings on modified school days, through after-school workshops. This professional development is provided by the principal, district Resource Teacher, and an Instructional Leadership Team. New teachers receive additional training and support through the Beginning Teacher Support Assistance program (BTSA). During the 2016-17 school year, we had one teacher receiving this support. All Marshall teachers have completed training for CLAD certification. Additionally, two teachers have received National Board Certification.

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	18	18	18