

Burton C. Tiffany Elementary School

1691 Elmhurst Street • Chula Vista, CA 91913 • (619) 421-6300 • Grades K-6

Jonathan Morello, Principal

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<http://schools.cvesd.org/schools/tiffany/Pages/default.aspx#.Vi41w8nn-M8>



2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

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District Governing Board

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Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Burton C. Tiffany School is one of 46 schools and 3 independent charter schools in the Chula Vista Elementary School District. Tiffany School includes 30 classes, K-6, an SDC preschool, and three special day classes.

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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	74
Grade 1	61
Grade 2	64
Grade 3	54
Grade 4	72
Grade 5	71
Grade 6	74
Total Enrollment	470

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.0
Asian	1.5
Filipino	10.4
Hispanic or Latino	60.9
Native Hawaiian or Pacific Islander	0.4
White	18.3
Socioeconomically Disadvantaged	40.0
English Learners	16.2
Students with Disabilities	15.5
Foster Youth	0.6

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

Teacher Credentials			
Burton C. Tiffany Elementary School	16-17	17-18	18-19
With Full Credential	26	24	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Burton C. Tiffany Elementary	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: July 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading. Adopted in spring 2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math, grades K-6 Adopted spring 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/13/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	300 ext.boys RR: Urinal needs caulking, vents dirty. Admin reception: Damaged ceiling tile CR 503: Ceiling tile loose. Cr 305: damaged ceiling tile, webs by entrance door. Cr 306: carpet spotted and stained; cleaning and unmarked spray bottles, cabinet door loose. Cr 307: Stain on ceiling Cr 402: Stains on carpet, stuffy room Cr 603: 1 household cleaner under sink, stains on carpet, drinking fountain cap loose. CR 604: Cleaners, chemicals and spray paint under sink, ceiling tile stain, stain on carpet, pencil sharpener missing cover. CR 607: 1 stained ceiling tile, 4 lamps out, pencil sharpener broken, carpet stains. Cr. Kinder 202: Door to playground not closing properly, ceiling tile off grid Cr203: Stains on rug. Kinder work room: 1 stained ceiling tile, reffridgerator Work room 310: Stains on carpet, stains on ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	400 ext. Boys RR: Drinking fountain dirty and low pressure, webs on ceiling. 600 boys RR: 2 ceiling tiles stained; FRP has holes and is dirty, sink needs caulking and urinals too. 600 girls RR: electrical box missing cover plate; FRP has holes, stains on floor Health office: Damaged ceiling tile, tackboard dirty, dirty vent in restroom Play toy: bench near "wall ball" is rusted badly - vinyl coating peeling off

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/13/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	600 girls RR: electrical box missing cover plate; FRP has holes, stains on floor Cr 204: fridge,microwave,coffee maker, 3 lights out, electrical plug cover broken. Cr 301fridge: 1 lamp out; 1 household cleaner under sink; door doesn't close all the way Cr 304: Cr 308: 2 light diffusers not closed all the way; drinking fountain low pressure Cr 401: 1 light diffuser not closed all the way, sink loose, faucet and cap loose. Cr 601: lamp out, water fountain stays stuck Cr 603: 1 household cleaner under sink, stains on carpet, drinking fountain cap loose. Library/computer lab: Sink countertop and tackboard stained, missing electrical outlet cover, 2 lights out Multi purpose: 2 lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	309 ext. Custodian: Drinking fountain dirty and low pressure. 400 ext. Boys RR: Drinking fountain dirty and low pressure, webs on ceiling. 400 womens: Toilet seat loose Cr 308: 2 light diffusers not closed all the way; drinking fountain low pressure Cr 401: 1 light diffuser not closed all the way, sink loose, faucet and cap loose. CR 403: Water fountains gets stuck CR 501: carpets spots; drinking fountain has low pressure. Cr 602: pencil sharpener missing shaving container, drinking fountain handle comes off, ceiling stain. Kinder 201: 2 stained ceiling tile; 2 household cleaners and 2 unmarked spray bottles under sink, tackboard stained and dirty. Kitchen: main sink faucet - swivel joint nut loose. Lounge: Door to kitchen not closing properly, sink needs recaulking and has mold YMCA: fountain low; 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/13/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Cr 301fridge: 1 lamp out; 1 household cleaner under sink; door doesn't close all the way Cr 304: Cr 306: carpet spotted and stained; cleaning and unmarked spray bottles, cabinet door loose. Cr 603: 1 household cleaner under sink, stains on carpet, drinking fountain cap loose. CR 604: Cleaners, chemicals and spray paint under sink, ceiling tile stain, stain on carpet, pencil sharpener missing cover. Kinder 201: 2 stained ceiling tile; 2 household cleaners and 2 unmarked spray bottles under sink, tackboard stained and dirty.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	300 boys: ceiling access panel not fully closed; door doesn't shut all the way, vents dirty. 300 ext. girls RR : Door dirty and closure leaking oil, light cover dirty, vent dirty 300 girls: door doesn't close all the way, vents dirty. 400 mens: door doesn't close all the way Admin womens RR: Door does not close properly, toilet need caulking Cr 301fridge: 1 lamp out; 1 household cleaner under sink; door doesn't close all the way Cr 302: Front door doesn't close properly. Cr 303: Spot on carpet, ceiling tile stain, back door doesn't close properly Cr. Kinder 202: Door to playground not closing properly, ceiling tile off grid Kinder playground: Cracks on black top, sand box needs sand, 1 table scraped paint peeling. Lounge: Door to kitchen not closing properly, sink needs recaulking and has mold Mail room: Lounge to mailroom door and top of jam has big holes , 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 Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	67.0	68.0	62.0	65.0	48.0	50.0
Math	49.0	50.0	49.0	51.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	256	93.77	67.58
Male	142	133	93.66	63.16
Female	131	123	93.89	72.36
Black or African American	14	14	100.00	85.71
Asian	--	--	--	--
Filipino	36	36	100.00	88.89
Hispanic or Latino	165	152	92.12	59.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	39	90.70	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	105	99	94.29	51.52
English Learners	59	56	94.92	51.79
Students with Disabilities	43	38	88.37	15.79
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	256	93.77	50.39
Male	142	133	93.66	51.88
Female	131	123	93.89	48.78
Black or African American	14	14	100	71.43
Asian	--	--	--	--
Filipino	36	36	100	69.44
Hispanic or Latino	165	152	92.12	39.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	39	90.7	64.1
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	105	99	94.29	31.31
English Learners	59	56	94.92	39.29
Students with Disabilities	42	38	90.48	10.53
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact person: Principal Jonathan Morello

Contact Person Phone Number: (619) 421-6300

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

Tiffany School had a very active Parent-Teacher Association during the 2018-19 school year with a high membership. Our PTA sponsors many projects for the benefit and welfare of our children and the community and our PTA is well regarded throughout Chula Vista and San Diego County. Parent Janice Oani is our current PTA President.

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills. Provisions and supplies for emergency evacuations have been obtained, and a comprehensive evaluation plan is in place. Consistent expectations communicated regularly promote student safety and good decision-making. The YMCA has a child care facility. In partnership with the City of Chula Vista, Tiffany has an after-school program called DASH, Dynamic After School Hours, which is designed to provide elementary school children with a variety of structured, recreational activities in a safe after-school setting. Activities are designed to foster teamwork, athletic skills, positive attitudes and self-esteem. First-aid and CPR classes are offered to staff through the district, the American Heart Association, and the American Red Cross. An automated external defibrillator (AED) has been added and is located in the Multi-purpose Room. The school has adequate protection against slipping in hallways, adequate protection against falls from recreational equipment, and landscape designs that prevent students from climbing to dangerous heights. Children and playground supervisors are instructed on the proper usage of equipment. Standard incident-reporting procedures are in place. This year we have added Peace Patrol to our playgrounds so that students may seek out other students to find peaceful resolutions to problems on the playground. The community will use the school during off-hours with the use of permits submitted through "School Dude". After-school, evening, and weekend use of school facilities by community organizations, and athletic groups is encouraged. The School Site Council approved the School Safety Plan in October of 2018. The Safe School Committee holds meetings to address safety concerns and to set goals for the year in regards to safety issues for staff and students.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.2	1.8	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0.4
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	20	21	1	2	1	3	2	3			
1	25	25	22				2	2	2			
2	24	23	23				3	3	3			
3	23	23	21			1	3	3	1			
4	24	20	22	1	1	1	3	3	3			
5	30	25	27				3	3	2			
6	22	24	21	2	1	1	3	3	3			
Other			8			1						

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

Professional Development provided for Teachers

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

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

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

During the 2018-19 school year, the staff will continue to focus on developing self efficacy in math through clear learning intentions and success criteria. We will also focus on strategies that will enable English Learners to meet standards in all areas. These include GLAD strategies as well as a lens on comprehension during designated and integrated ELD instruction.

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.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

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

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,235.94	\$4,015.69	\$7,220.25	\$80,636.00
District	♦	♦	\$166,094,33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-2.2	13.3
Percent Difference: School Site/ State			20.4	8.3

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.