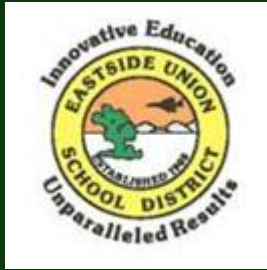




Tierra Bonita Elementary School

44820 N. 27th Street East • Lancaster, CA 93535 • (661) 946 3038 • Grades K-6
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Eastside Union Elementary School District

45006 30th St. East
Lancaster, CA 93535
(661) 952-1200
www.eastsideusd.org

District Governing Board

Ms. Janette T. Crawford
Mrs. Peggy Foster
Ms. Donna Martinez
Mr. Joseph Pincetich
Ms. Doretta N. Thompson

District Administration

Dr. Joshua Lightle
Superintendent
Mr. David Howard
**Assistant Superintendent of
Human Resources**
Dr. Donna Smith
**Assistant Superintendent of Ed.
Services**
Mr. Scott Lathrop
Chief Business Officer
Ms. Margo Deal
**Coordinator of Student Services &
Special Education**

School Description

Tierra Bonita Elementary School is a culturally rich and diverse community of learners. Our students are empowered to channel their energy and vitality to become thinking, caring, responSible, and creative students, capable and eager to achieve their full potential as life- long learners. Our primary goal is to stand for, promote, and achieve educational excellence in a safe, environment. We, the conscientious, educated, and hard-working staff of Tierra Bonita Elementary School, pledge that we shall bring together a community of learners where cultural and individual differences are the building blocks of academic, social, and developmental success for our children. We also pledge that we shall create a climate and culture where adults and children honor each other, want to learn from one another, and include each other in the world of learning.

TIGER Vision

Tierra Bonita Elementary School is a community of students, parents, and staff dedicated to the development of every individual's desire to learn and achieve. Collectively, we provide a safe, supportive environment that fosters curiosity, inquiry and a life-long passion for learning.

We Believe...

- We believe collaboration and continuous dialogue promotes high achievement and academic success for all.
- We believe that each child has a unique pathway to learning. We begin where they are and facilitate their progress toward reaching their fullest potential.
- We believe open communication between staff, students and parents fosters connections critical to the success of all students.
- We believe modeling, teaching, and applying the six character traits, develops well-rounded, contributing citizens for the future.
- We believe a positive school culture and climate embraces humor and the joy of learning.
- We believe our diverse community enriches the tapestry of our school culture.

We shall attain these beliefs and goals by participating in grade-level planning sessions, by attending research based professional development, and by creating powerful partnerships with the parents of our students. Teachers use their time from Professional Development and maintaining our belief that all students can achieve. We shall implement quality educational programs by collecting, examining, analyzing, and discussing student work and test scores with colleagues and by sharing in the decision-making processes.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	87
Grade 2	84
Grade 3	90
Grade 4	95
Grade 5	88
Grade 6	83
Total Enrollment	617

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	25.9
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	2.3
Hispanic or Latino	60.9
Native Hawaiian or Pacific Islander	0.2
White	7.3
Two or More Races	2.4
Socioeconomically Disadvantaged	88.8
English Learners	28.2
Students with Disabilities	9.4
Foster Youth	2.6

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			
15-16	16-17	17-18	
Tierra Bonita Elementary School			
With Full Credential	30	30	30
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Eastside Union Elementary School District			
With Full Credential	♦	♦	140
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
15-16	16-17	17-18	
Tierra Bonita Elementary School			
Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	1	4
Vacant Teacher Positions	0	0	5

* "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 2017-18)

Every student at Tierra Bonita Elementary has a set of textbooks for use in the classroom or to take home as necessary. This assures homework assignments can be done in a timely fashion. All instructional materials and textbooks utilized at Tierra Bonita are aligned with state content standards and are selected from the state adoption list. The district follows the state's adoption cycle in reviewing and adopting new materials and textbooks. A complete list of instructional materials and textbooks currently in use is available upon request.

Textbooks and Instructional Materials Year and month in which data were collected: 9/16/16	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Journeys 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Math Expressions Common Core, Houghton-Mifflin Harcourt 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton-Mifflin 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman 2006; Prentice Hall 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tierra Bonita Elementary School maintains an environment that is conducive to every aspect of the learning process, from structural soundness of the facilities to discipline procedures. All buildings, including its classrooms, meet state building codes, providing sufficient space for students and staff. Maintenance schedules and policies established through the district are met and carried out on-site by custodians. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly by groundskeepers and maintenance workers.

Students attending Tierra Bonita Elementary School are constantly under adult supervision. Aside from the supervision of their teachers during class periods, campus coaches monitor students during recess and lunchtimes. In addition, the coaches are on the grounds before students arrive in the mornings and ensure busloading/ parent pick-up safety in the afternoons.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/01/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Repaired paint in Boys RR Short Hall and Cafeteria RR Boys and Girls,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Removed Clutter in Room 112 and 330
Electrical: Electrical		X		Lighting fixture or bulbs were replaced, Classroom 105 (Comp lab), Staff Lounge, and Cafeteria Removed extension cords in Rm 119
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repaired Sink/Fountain in room 102 and Girls RR 3
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/01/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	19	29	34	31	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	28	27	23	23	48	48
Math	23	27	15	14	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.6	28.4	15.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	89	86	96.6	29.1
Male	46	44	95.7	22.7
Female	43	42	97.7	35.7
Black or African American	29	27	93.1	11.1
Hispanic or Latino	50	49	98.0	38.8
Socioeconomically Disadvantaged	83	81	97.6	28.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	354	348	98.31	27.01
Male	180	177	98.33	25.42
Female	174	171	98.28	28.65
Black or African American	101	101	100	10.89
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	209	204	97.61	34.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100	35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	326	320	98.16	25.94
English Learners	115	113	98.26	28.32
Students with Disabilities	42	41	97.62	4.88
Students Receiving Migrant Education Services	--	--	--	--
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 2016-17 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	355	350	98.59	26.86
Male	181	179	98.9	28.49
Female	174	171	98.28	25.15
Black or African American	101	101	100	10.89
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	210	206	98.1	33.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100	35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	327	322	98.47	25.47
English Learners	116	115	99.14	30.43
Students with Disabilities	42	41	97.62	2.44
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	11	11	100	45.45

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Christa Waldvogel Contact Person Phone Number: (661) 946-3038

The school promotes parental involvement in the educational process, offering comprehensive programs and guides for the benefit of students and parents. Both the local community and Tierra Bonita Elementary benefit greatly from their collaboration and commitment to each other. Parents and community members are encouraged to participate in organized activities. If you wish to become involved in the school's activities, or volunteer to work in a classroom.

Tierra Bonita implements family engagement activities that allow parents and community members to actively participate in the various advisory groups. Some of these groups are:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)
- Establishing district family involvement policies and programs
- Eastside Parent Advisory Committee (EPAC)
- Involving families in advisory bodies and training strategies.
- Tiger Talks with administration
- Tiger Parent Workshops- Parent Education

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

Tierra Bonita is dedicated to a team commitment for educational excellence with a caring and motivating environment to meet the needs of an increasingly diverse and challenging world. Tierra Bonita promotes high self-confidence in its student body by creating a climate that is positive, nurturing, safe, and supportive.

With the assistance of the School Site Council, Leadership Team, Community Members, Teacher/Staff input as well as the Safety Committee, Tierra Bonita Elementary School shall assess all components of the Comprehensive School Safety Plan. Safety of students and staff is an important concern. Administrators, teachers, and campus supervisors monitor students at breaks, lunch, and before and after school. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass. This pass must be displayed at all times. The Comprehensive School Safety Plan is evaluated and revised annually. All revisions are shared immediately with staff members and school community.

The initial school safety meeting occurred on October 19, 2017, with a follow up meeting on November 16, 2017. The last draft meeting occurred on December 4, 2017 with the final meeting on December 7, 2017. After presenting to the school community, the School Safety Plan was approved on December 15, 2017 when it was signed and approved.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	12.2	8.7	6.8
Expulsions Rate	0.0	0.1	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	7.1	6.8	6.3
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.7
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist	1.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	680

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	18	16		5	6	24	1				
1	21	19	20	7	4	3	21		1			
2	19	22	20	29		4		4				
3	24	19	18		3	5	24	3				
4	30	32	25			1	18	3	3			
5	27	27	29				18	3	3			
6	30	29	28				18	3	3			
Other	15			10								

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

Professional Development provided for Teachers

Leadership teams and administration at Tierra Bonita Elementary School work throughout the year on the instructional program, striving to improve upon the quality education already provided. All aspects of standard curriculum and instruction are aligned with state content standards in order to provide students with the most comprehensive educational experience possible. Teachers have been provided Professional Development focusing on Mathematics and English Language Arts. The district and school site have provided teachers the opportunity to work in district grade levels in order to collaborate on lesson studies using the latest math adoption. With our new adoption of English Language Arts, teachers are also receiving professional development for the new adoption.

Teaching concepts are bolstered by a diverse array of conferences and workshops throughout the year, after which participating teachers can share information with colleagues. Publishing houses also arrange for training when new textbooks or materials are approved to support the adoption.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,053	\$47,034
Mid-Range Teacher Salary	\$70,450	\$73,126
Highest Teacher Salary	\$95,069	\$91,838
Average Principal Salary (ES)	\$112,178	\$116,119
Average Principal Salary (MS)	\$117,069	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$159,583	\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5179.08	302.58	4876.50	76423.74
District	♦	♦	4104.88	\$75,720
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			18.8	7.9
Percent Difference: School Site/ State			-8.8	10.6

* Cells with ♦ do not require data.

Types of Services Funded

All staff development days are carefully planned and topics are aligned to support the Common Core State Standards. Planning time is provided for teachers to review student performance of common assessments that are based on Common Core State Standards.

Site funds are available for staff to participate in off-site professional development. As a result, the school uses general staff meetings, grade level meetings, monthly workshops, and a limited number of other days to conduct professional development and staff development. Teachers are also provided monthly professional development on the newly adopted math and language arts curriculum.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.