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

General Information about the School Accountability Report Card (SARC)

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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
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| DataQuest | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| Internet Access | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

2022-23 School Contact Information

School Name	Tierra Bonita Elementary School
Street	44820 N. 27th Street East
City, State, Zip	Lancaster, CA 93535
Phone Number	(661) 946 3038
Principal	Akeysha Allen-goods
Email Address	aallengoods@eastsideusd.org
School Website	https://www.eastsideusd.org/Domain/8
County-District-School (CDS) Code	19-64477-6114227

2022-23 District Contact Information

District Name	Eastside Union Elementary School District
Phone Number	(661) 952-1200
Superintendent	Dr. Joshua Lightle
Email Address	jlightle@eastsideusd.org
District Website Address	www.eastsideusd.org

2022-23 School Overview

Eastside Union School District Mission:
To provide a rigorous education in a safe, inclusive learning environment with caring, passionate professionals who prepare students to reach their highest potential.

Eastside Union School District Vision:
Everyone contributes, every student achieves.

Tierra Bonita Elementary School Vision:
Tierra Bonita is a community that encourages and promotes excellence and equity for all students. Our school will provide students with opportunities to learn and become successful through collaborative efforts that include enrichment and interventions and when needed. Our school community embraces and shares the belief that all students can and will learn.

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	82
Grade 2	83
Grade 3	85
Grade 4	104
Grade 5	122
Grade 6	119
Total Enrollment	691

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.1
American Indian or Alaska Native	0.4
Asian	0.3
Black or African American	25.9
Filipino	1.4
Hispanic or Latino	64.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.6
White	4.3
English Learners	19.8
Foster Youth	4.5
Homeless	4.5
Migrant	0.0
Socioeconomically Disadvantaged	86.3
Students with Disabilities	10.6

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)	22.00	84.62	117.30	83.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.15	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.69	10.30	7.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.85	1.50	1.10	12115.80	4.41
Unknown	1.00	3.85	7.60	5.44	18854.30	6.86
Total Teaching Positions	26.00	100.00	139.80	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)	21.80	77.32	109.50	79.21	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	3.62	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	10.60	15.60	11.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.53	3.00	2.17	11953.10	4.28
Unknown	2.40	8.51	5.10	3.69	15831.90	5.67
Total Teaching Positions	28.30	100.00	138.30	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	2.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.00

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student at Tierra Bonita Elementary has a set of textbooks for use in the classroom or to take home as necessary. 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.

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify CKLA (K - 6) / Frogstreet (TK)	Yes	0
Mathematics	California Math Expressions Common Core, Houghton-Mifflin Harcourt 2015	Yes	0

Science	Houghton-Mifflin 2007	Yes	0
History-Social Science	Scott Foresman 2006; Prentice Hall 2006	Yes	0

School Facility Conditions and Planned Improvements

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 time, Campus Safety Supervisors monitor students during recess and lunchtime. In addition, the safety supervisors are on the grounds before students arrive in the mornings and ensure bus-loading/ parent pick-up safety in the afternoons.

Year and month of the most recent FIT report	08/24/2021

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		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	22	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	11	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	426	403	94.60	5.40	25.37
Female	197	190	96.45	3.55	28.57
Male	229	213	93.01	6.99	22.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	101	95	94.06	5.94	11.70
Filipino	--	--	--	--	--
Hispanic or Latino	277	263	94.95	5.05	28.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	46.15
White	24	23	95.83	4.17	26.09
English Learners	86	82	95.35	4.65	13.41
Foster Youth	11	11	100.00	0.00	0.00
Homeless	13	12	92.31	7.69	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	371	351	94.61	5.39	22.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	40	83.33	16.67	10.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	428	408	95.33	4.67	15.44
Female	199	192	96.48	3.52	12.50
Male	229	216	94.32	5.68	18.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	101	95	94.06	5.94	8.42
Filipino	--	--	--	--	--
Hispanic or Latino	279	269	96.42	3.58	15.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	53.85
White	24	22	91.67	8.33	18.18
English Learners	87	84	96.55	3.45	5.95
Foster Youth	11	11	100.00	0.00	0.00
Homeless	13	12	92.31	7.69	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	373	356	95.44	4.56	15.73
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	42	84.00	16.00	7.14

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	--	17.59	9.09	8.9	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	108	95.58	4.42	17.59
Female	55	53	96.36	3.64	18.87
Male	58	55	94.83	5.17	16.36
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	27	25	92.59	7.41	12
Filipino	--	--	--	--	--
Hispanic or Latino	74	72	97.3	2.7	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	20	90.91	9.09	10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	99	97.06	2.94	17.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	99.1%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The Eastside Union School District and Tierra Bonita Elementary School provide many opportunities for parents to receive support and training.
Tierra Bonita Elementary School provides opportunities for parents to be leaders through decision making committees such as English Language Advisory Committee, School Site Council, and Parent Teacher Association. The Eastside Union School District also provides Parent University which gives parents information and trainings on how to support students at home

ELAC, SSC and parent education occur monthly. The administration at Tierra Bonita provides "Tiger Talks" in order to receive feedback from parents and what their needs are. Parent nights provide education on preparing our students to be college and career ready.

There will be increased parent involvement with Columbia Elementary School. We will increase parent involvement through school sponsored functions, including family game nights, Coffee and Conversation meetings, Literacy Night, computer classes, parenting classes, School Site Council meetings, English Language Advisory Committee meetings, Student of the Month and Semester assemblies. Our PTA will participate in various fundraisers and school functions. Columbia will also be coordinating with our Parent Liaison to create workshops for parents and guardians.

Other resources include:
Parent Conferences
Community Liaison
Attention to Attendance Meetings
Instructional Assistants
Mental Health referrals
District Social Worker

Parents are encouraged to participate in various school committees and school wide activities. Tierra Bonita will implement joint-training and team-building activities for site administrators, teachers, and parent leaders.

Tierra Bonita will ensure parents are offered effective parental involvement practices.

2022-23 Opportunities for Parental Involvement

Tierra Bonita will establish family-friendly volunteer policies to recruit, organize, help, and support parents and families.
Tierra Bonita will train parents to successfully participate in curricular and budgetary decision-making.
Tierra Bonita will identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Additionally Tierra Bonita will ensure staff and family access to training in effective school, family, and community partnerships.
Tierra Bonita will train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education.
Tierra Bonita will ensure that teachers and families have knowledge and tools to help students with homework and other curriculum-related activities; involvement is a high priority at Tierra Bonita Elementary School. Monthly parent meetings are conducted to keep parents apprised of school initiatives. A school site council is formed by parent nominations and voting. An ELAC is formed for parents of English language learners as well as a district EPAC representing all parents of students within the district.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	822	763	350	45.9
Female	397	370	167	45.1
Male	424	392	183	46.7
American Indian or Alaska Native	3	3	1	33.3
Asian	3	3	1	33.3
Black or African American	210	199	105	52.8
Filipino	10	10	3	30.0
Hispanic or Latino	534	490	214	43.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	26	24	11	45.8
White	34	32	13	40.6
English Learners	161	151	59	39.1
Foster Youth	51	40	12	30.0
Homeless	36	33	17	51.5
Socioeconomically Disadvantaged	728	681	320	47.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	91	57	62.6

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.48	6.43	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.04	0.00	5.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.04	0.00
Female	0.50	0.00
Male	5.42	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.87	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	2.94	0.00
English Learners	1.24	0.00
Foster Youth	13.73	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.06	0.00

2022-23 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 safety supervisors monitor students at breaks, lunch, and before and after school. All visitors to the campus must report to the front office, sign into "RAPTOR", 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 the school community.
The initial school safety meeting will occur on Jan 27, 2022 with a follow up meeting on Feb. 1, 2022. The School Site Council will approve the plan on Feb 8, 2022. After presenting to the school community, the School Safety Plan will be approved and signed on Feb. 8, 2022

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	22	1	3	
2	24		3	
3	22		4	
4	30		3	
5	27		3	
6	27		3	
Other	11	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	23		4	
2	23		4	
3	19	4		
4	29		3	
5	34			2
6	34			1
Other	16	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	26		3	
2	27		3	
3	20	1	3	
4	34		1	2
5	32		1	1
6	35		1	2
Other	19	2	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	691

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4627.78	$101.76	$4,525.87	$86,519.61
District	N/A	N/A	$6,732.03	$81,739
Percent Difference - School Site and District	N/A	N/A	-39.2	5.7
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-37.2	2.2

2021-22 Types of Services Funded

All professional learning opportunities are carefully planned and topics are aligned to support the Common Core State Standards and the Eastside Union School District's vision. 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 weekly PLC meetings, grade level meetings, monthly workshops, and a limited number of other days to conduct professional development and staff development. Teachers are also provided district level professional development opportunities focusing on, but not limited to English Language Arts, Mathematics, and English Language Development.

The school provides a number of supplemental programs and services to meet the diverse needs of all students:
* Special-education services including speech and language, a resource program, special day class, adaptive physical education, and other services for identified students with special needs
* English language development for English learners
* Extended Learning Opportunities in Math, Reading and Writing providing intensive instruction for identified students in grades K-6
* Safe, Drug and Bully Free Schools and Communities
*

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,749	$51,591
Mid-Range Teacher Salary	$74,846	$79,620
Highest Teacher Salary	$102,472	$104,866
Average Principal Salary (Elementary)	$131,024	$131,473
Average Principal Salary (Middle)	$125,985	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$213,725	$205,661
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Teachers and administrators help select and evaluate professional development activities based on school and district improvement needs. Faculty meeting time and grade-level/department meetings are also used throughout the school year for collegial data analysis, improvement activities, instructional planning and sharing instructional strategies. 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 are provided Professional Development focusing on Mathematics and English Language Arts. 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 and other workshops to increase student achievement by utilizing best teaching practices. As a result, the school uses PLC meetings, grade level meetings, monthly workshops, and a limited number of other days to conduct professional development and staff development. Teachers are provided sufficient time during every month to meet with their grade levels and collaborate. During this time, teachers meet and collaborate in professional learning communities to evaluate data, make instructional decisions, generate lessons and create a plan to monitor student academic progress. Staff development opportunities are aligned to the common core standards, learner performance, and the professional needs of the staff. Staff and administration have developed Staff Development opportunities based on the needs and assessments described in the school site plan. Tierra Bonita Elementary staff is committed to high learner achievement and exemplary professional staff development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3