



**Tierra Buena School
School Accountability Report Card
Reported Using Data
from the 2018-19 School Year
Published During 2019-20**



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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Tierra Buena School
Street	1794 Villa Ave.
City, State, Zip	Yuba City CA, 95993
Phone Number	(530) 822-5280
Principal	Yvonne Anast-Erb
Email Address	yanast@ycusd.org
Website	http://tierra.ycusd.k12.ca.us/
County-District-School (CDS) Code	51-71464-6053441

Entity	Contact Information
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Doreen Osumi
Email Address	dosumi@ycusd.org
Website	http://www.ycusd.org/

School Description and Mission Statement (School Year 2019-20)

The mission of Tierra Buena School is to promote a lifelong love of learning that is reflected in student performance, self-esteem and citizenship.

Tierra Buena School, home of the Eagles, continues in its commitment to inspire students to academic excellence within a community that nurtures mindfulness, empathy, honesty, tenacity, wisdom, and courage, all with a positive attitude. Our goal is to prepare students for life in the 21st century with skills that enhance creativity, critical thinking/problem solving, collaboration, communication and curiosity.

The staff at Tierra Buena is fully engaged in collaborating to develop lessons and align all instruction to meet the rigor and depth of knowledge expected by the California Common Core Standards, CCCS. We are a team of educators who use both formative and summative data across all subject areas to drive instruction and make the curriculum accessible to all of our students. Our district believes in professional development for our teachers that match district and site goals.

Our goal is that all students will achieve grade-level proficiency, or above, in reading, writing, math and science in a safe, supportive, and enriching school environment. Our Character Development curriculum focuses on the importance of positive peer relationships, the value of honesty, empathy and self-discipline to be better equipped to make the right choices. Our Expanded Learning Program provides our students a safe and nurturing after school program that promotes growth in the social, cognitive and physical development.

As principal of Tierra Buena School, I am privileged to be a part of this community where together we can strengthen the positive learning experience of all our students. When the school and families work together with common goals and aspirations, we form a powerful alliance on behalf of our children, who in turn, achieve a higher degree of success.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	67
Grade 1	74
Grade 2	66
Grade 3	85
Grade 4	72
Grade 5	82
Grade 6	95
Grade 7	86
Grade 8	84
Total Enrollment	711

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.8
Asian	22.5
Filipino	1.1
Hispanic or Latino	28.1
Native Hawaiian or Pacific Islander	0.4
White	38
Two or More Races	7.6
Socioeconomically Disadvantaged	63.9
English Learners	15.5
Students with Disabilities	10
Foster Youth	0.1
Homeless	0.3

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	38	35	643
Without Full Credential	0	2	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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 2019-20)

Year and month in which data were collected: 10/08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA/ELD, McGraw Hill Education, 2017 StudySync ELA/ELD, McGraw Hill Education, 2016 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0%
Mathematics	HMH Go Math California, Houghton-Mifflin Harcourt, Gr K-5 2014 Big Ideas Math Gr 6-8 2017, Big Ideas Learning, LLC Big Ideas, Integrated Math I, Big Ideas Learning/Cengage 2016 ALEKS, McGraw-Hill Education, 2017	Yes	0%
Science	District Developed NGSS Units (K-5) STEMScopes (6-8)	No	0%
History-Social Science	Pearson California History Social-Science myWorld Interactive, Grades K-5th (2019) Pearson California History Social-Science myWorld Interactive, Ancient Civilization, Grade 6 (2019) Pearson California History Social-Science myWorld Interactive, Medieval & Early Modern Times, Grade 7 (2019) Pearson California History Social-Science myWorld Interactive, Growth and Conflict, Grade 8 (2019)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

During the summer of the 2019, TB school underwent a small scale construction project. We moved and remolded two modular classroom, which now house the Sutter County Deaf and Hard of Hearing, (DHH) program located near on the South/East side of our campus; P-6B and P-6C. We were on target for the completion of the two modulars and ready to receive the students and staff of the DHH program on the first day of school due to the hard work and dedication of the YCUSD Maintenance Department. Our track and field received a complete overhaul. It was scraped and reseeded. We also completed the installation of the iron gates in the front of our campus. The landscape in the front of the school was planted by volunteers from a local church so that the landscape on the east side of campus matches the landscape on the north end of campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	The interior space of the Administration building will be painted using deferred maintenance funds.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	65	46	48	50	50
Mathematics (grades 3-8 and 11)	30	35	29	30	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	512	500	97.66	2.34	64.80
Male	264	257	97.35	2.65	57.98
Female	248	243	97.98	2.02	72.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	110	107	97.27	2.73	73.83
Filipino	--	--	--	--	--
Hispanic or Latino	150	148	98.67	1.33	61.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	202	198	98.02	1.98	61.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	38	36	94.74	5.26	69.44
Socioeconomically Disadvantaged	324	316	97.53	2.47	61.08
English Learners	122	119	97.54	2.46	63.03
Students with Disabilities	60	54	90.00	10.00	35.19
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	25.00

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	512	503	98.24	1.76	34.79
Male	264	258	97.73	2.27	38.37
Female	248	245	98.79	1.21	31.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	110	109	99.09	0.91	42.20
Filipino	--	--	--	--	--
Hispanic or Latino	150	148	98.67	1.33	24.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	202	198	98.02	1.98	38.38
Two or More Races	38	36	94.74	5.26	36.11
Socioeconomically Disadvantaged	324	319	98.46	1.54	28.84
English Learners	122	122	100.00	0.00	24.59
Students with Disabilities	60	54	90.00	10.00	22.22
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	21.43

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.4	43.4	36.1
7	22.1	19.8	33.7

Note: 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.

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 2019-20)

Contact Person Name: Cayce Taylor, PTA President

Contact Person Name: Matthew Peyret, School Site Council Chairperson

Contact Person Phone Number: (530) 822-5280

Parents and the community are very supportive of the education program at Tierra Buena School. Teachers invite parents into their classrooms to serve as volunteer aides and to help with classroom projects, special events, and to accompany the students on field trips. Parents may also serve as library aides. They oftentimes bring their own expertise as guest speakers into the classrooms.

At Tierra Buena School we have a School Site Council (SSC), an English Language Advisory Committee (ELAC) and the Parent Teacher Association (PTA), which are great organizations to get involved with that positively impact our entire school community. PTA meets the first Tuesday of every month at 6:00 p.m. in the School Library. SSC meets the third Wednesday of every month at 5:00 p.m. in our School Library. ELAC meets four times each year.

Tierra Buena School has business partnerships with Applebee's, Yuba City Fire Department, and Yuba-Sutter Recology. In-N-Out Burger provides prizes and free meal coupons to students who exemplify S.O.A.R positive behaviors and who go above and beyond in helping the school. Pizza Guys provides coupons for Star Students and Attendance. Students in grades six, seven, and eight participate in the TOP NOTCH program, in which local businesses offer prizes to students who have made improvements in their education, attitude, and sports performance.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.5	11.2	2.5	6.8	10.5	6.0	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.7	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safety Plan stresses the procedures for ensuring student safety during emergencies. Recommended revisions to the Safety Plan which come from new information from the State, District, or our local Safety Committee, are reviewed with the whole staff annually. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock-down drills are conducted on a regular basis throughout the school year. Our safety plan was reviewed and revised with faculty on August 13, 2019.

Tierra Buena School provides a safe, clean environment for students, staff, and volunteers. The district installed fencing to enclose the front of the school so all foot traffic must travel in front of the office to enter campus. Students are supervised by classified staff, teachers, and administrators before, during and after school. During morning recess, during class time, passing periods and lunch recess, yard duty personnel and administrators supervise students. Crossing guards assist with supervision before and after school. There is a designated student drop off and pickup area at the main entrance of the school. YCUSD busses drop and pick up students at the north side of campus. All visitors must sign in at the office, where they receive a badge that must be displayed at all times.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		23		3		22		3	
1	20	4			22		3		25		3	
2	22		3		19	4			22		3	
3	20	4			23		3		21		4	
4	28		3		26		3		24		3	
5	26		3		26		3		27		3	
6	23	6	18		24	5	18		28	3	18	1
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	711.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7272.76	774.55	6498.21	\$70,810
District	N/A	N/A	\$8673.01	\$73,167.00
Percent Difference - School Site and District	N/A	N/A	-28.7	4.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-10.7	-11.5

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2018-19)

Yuba City Unified School District spent an average of \$12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately \$4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

ASES
 Donations
 Extended Day
 Lottery
 Medi-Cal Billing Option
 Medi-Cal SELPA
 Sp Ed AB-602
 Sp Ed IDEA Basic
 Sp Ed Low Incidence
 Sp Ed Transportation
 Title I
 Title II Teacher Quality
 Title III, LEP
 Title IV
 CSEPD Block Grant
 LPS Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,151	\$51,374
Mid-Range Teacher Salary	\$71,410	\$80,151
Highest Teacher Salary	\$92,981	\$100,143
Average Principal Salary (Elementary)	\$140,815	\$126,896
Average Principal Salary (Middle)	\$150,125	\$133,668
Average Principal Salary (High)	\$153,817	\$143,746
Superintendent Salary	\$211,380	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12