

Tierra Pacifica Charter School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Tierra Pacifica Charter School
Street	986 Bostwick Ln.
City, State, Zip	Santa Cruz, CA 95062-1756
Phone Number	(831) 462-9404
Principal	Jennifer Proudfoot
Email Address	jproudfoot@tierrapacificca.org
School Website	http://www.tierrapacificca.org
County-District-School (CDS) Code	44 69765 0100388

2021-22 District Contact Information

District Name	Tierra Pacifica Charter School
Phone Number	(831) 475-6333
Superintendent	Dr. Daisy Morales
Email Address	dmorales@losd.ca
District Website Address	http://www.losd.ca

2021-22 School Overview

Tierra Pacifica Charter School is located at 986 Bostwick Lane in Santa Cruz, California, within the Live Oak School District. The school currently serves 155 children attending kindergarten through 8th grade. Formed in 1998, Tierra Pacifica is a collaborative effort among parents, teachers, and community members committed to the development of the whole child. Working within the public school system, the school has created an innovative alternative model to traditional public elementary schools. Tierra Pacifica's mission is to stimulate a love of learning by integrating academic instruction with the arts, and fostering environmental stewardship, emotional intelligence, and physical health. The school is a parent participation school, and is designed for families who want to take an active role in the education of their children, both in and out of the classroom. Pre-pandemic, 97% of Tierra Pacifica families have consistently volunteered for the school. The school nurtures multi-generational engagement with grandparents, family friends, and our preschool buddies from the neighboring state preschool. Parents have input into every aspect of school operations via frequent collaborative meetings, parent task teams and surveys.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	17
Grade 2	18
Grade 3	17
Grade 4	17
Grade 5	18
Grade 6	17
Grade 7	18
Grade 8	16
Total Enrollment	155

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	1.3
Asian	5.8
Black or African American	1.9
Filipino	0.6
Hispanic or Latino	27.7
Two or More Races	3.9
White	58.7
English Learners	6.5
Homeless	5.8
Socioeconomically Disadvantaged	20.6
Students with Disabilities	6.5

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.5
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	7.5

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Reading and Writing (and Phonics for gr. K-2) by Lucy Caulkins and Colleagues--Heinemann Publishing Elements of Literature--Holt	Yes	0.00 %
Mathematics	Investigations (TERC) Accelerated (Big Ideas Math) Core Connections (CPM)	Yes	0.00 %
Science	FOSS (Full Option Science System)	Yes	0.00 %
History-Social Science	History Alive (Teachers' Curriculum Institute)	Yes	0.00 %
Foreign Language	Somos Asi (EMC/Paradigm Pub)	No	0.00 %
Health	Various	No	0.00 %
Visual and Performing Arts	Various	No	0.00 %

School Facility Conditions and Planned Improvements

School facilities are kept in good repair and routine maintenance performed on schedule. All classrooms have plenty of space, and a corresponding outdoor classroom available to them as well. Each classroom has two sinks for handwashing and cleaning up after art classes. Three have dishwashers to aid in our goal to be a waste free school. School grounds are kept clean by students, parents, and staff. A custodian cleans each room nightly. The school owns an electrostatic sprayer used to clean the campus in the event of a COVID exposure. A Life Lab garden and beautiful courtyard plantings keep the school visually stimulating and provide special spaces for students to gather, study, eat, exercise. A "movement migration" painted by families during the pandemic is on the blacktop to beautify and add opportunity for more movement to students. Migration "panels" are reproductions of the artwork of famous artists of color. Restroom floors were recently redone, and fans were installed in each.

Year and month of the most recent FIT report		January 2021		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		HVACs were serviced to replace filters with the highest possible MERV rating that our equipment will support (MERV 11) and economizers were adjusted to provide maximum mix of outdoor air.
Interior: Interior Surfaces	X		The Dragonflies classroom currently needs repainting.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		An electrician inspects the school and looks for hot spots yearly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		New fans were installed in student restrooms and set to run during and for 15 minutes after occupation. Toilets now have lids.
Safety: Fire Safety, Hazardous Materials	X		Regular inspections of extinguishers, AED battery, and list of chemicals on campus show no action needed.
Structural: Structural Damage, Roofs	X		None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Some fence repair needed at gates. Additional seating and rain covers installed on school grounds to provide outdoor learning spaces.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	103	100	97.09	2.91	63
Female	57	54	94.74	5.26	70.37
Male	46	46	100	0	54.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100	0	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	57	95	5	70.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	14	100	0	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100	0	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	103	100	97.09	2.91	58.00
Female	57	54	94.74	5.26	59.26
Male	46	46	100.00	0.00	56.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	56.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	57	95.00	5.00	59.65
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	27.27	N/A	21.92	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	33	97.06	2.94	27.27
Female	20	19	95.00	5.00	31.58
Male	14	14	100.00	0.00	21.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	47.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parent involvement is always voluntary, never required. Most parents at Tierra Pacifica volunteer on a regular basis. The scope of possibility for parent involvement is endless. Parents work in governance, finance, the office, classrooms, site maintenance, leading electives, gardening, monitoring recess, tutoring, fund-raising, grant-writing, diversity work, strategic planning, technology, lunch service, laundry, and anything else that is needed, or for which they want to contribute.

A team of parent representatives coordinate the volunteer work, which includes supporting each family in finding the best way for them to engage and give feedback. Parents often comment in surveys that volunteering helps them feel more connected to their child's educational experience and the school community, as well as feeling they are a part of something important and "bigger" than themselves. Parents wishing to get involved are encouraged to contact their classroom's Parent Representative.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	160	160	1	0.6
Female	83	83	1	1.2
Male	77	77	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	9	9	0	0.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	44	44	1	2.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	94	94	0	0.0
English Learners	10	10	0	0.0
Foster Youth	0	0	0	0.0
Homeless	9	9	0	0.0
Socioeconomically Disadvantaged	36	36	1	2.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	14	0	0.0

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.00	0.17	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.01	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

We work tirelessly to ensure a safe school environment. Tierra Pacifica Charter School's Comprehensive School Safety Plan was created using the county-wide template, and was approved by our Governing Board and shared with law enforcement, our authorizing district and the County Office of Education. An update will be approved in February 2022. The plan describes the school's preventive health and safety procedures and planned responses to incidents. The plan was developed collaboratively with county, district and school staff, and was reviewed by local law enforcement. This year's plan will include the COVID Prevention Plan as instructed by CalOSHA and CDPH. Incident response systems and personnel assignments were created in collaboration with shared-site administration and shared with school staff in October 2021. Regular practice drills are conducted in tandem with other shared-site schools.

A fence encloses our school, and gates are kept closed during the day. Visitors are required to sign in at the office and all members of the school community, including parent volunteers, are trained to greet visitors and escort them to the office. We do regular safety and fire inspections. A representative from Tierra Pacifica Charter School attends the district safety committee meeting four times a year, and the district safety coordinator does a yearly inspection. Our school board will review any major injuries that have occurred and make recommendations to prevent them from further reoccurrence. We have had no major school safety incidents. The entire staff completes online safety training every year. We train staff in CPR, AED and first aid every two years; Epi-pen trainings are yearly. The sheriff does active shooter and lockdown training for staff every year. Teaching staff do suicide prevention training every three years. The staff has had bully prevention training, and we have open communication between parents and staff so that potential issues are addressed in a timely manner. Our school took part in the Safe Routes to School Planning Project completed in 2019, and the Governing Board has reviewed its recommendations. School signage has been updated to aid first responders in the event of an emergency. Safety lighting and a chain across the parking area have also recently been added to ensure safety in the lot in front of the school.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	18	1		
1				
2				
3				
4				
5				
6				
Other	27.4		4	1

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	18	1		
1				
2				
3				
4				
5				
6				
Other	27.4		4	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	18	1		
1				
2				
3				
4				
5				
6				
Other	27.4		4	1

2020-21 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	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$9351.00	\$81.00	\$9270.00	\$64216.
District	N/A	N/A	\$12929.80	
Percent Difference - School Site and District	N/A	N/A	-33.0	
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	9.3	-24.8

2020-21 Types of Services Funded

Once on campus, K-6 classroom teachers provided one-on-one and small group tutoring on all subjects each morning.

An Orton-Gillingham trained Reading Specialist worked one-on-one, and in small groups, with students 5 days per week.

The Lexia program, an online reading support program was purchased for 35 students.

On campus, all students participated in 3-4 days of PE weekly, and frequent art classes, with many art lessons embedded throughout the curriculum.

K-3rd grade classes each had a teacher's aide until after lunch each day.

Our counselor met virtually with students all year.

Movement breaks were built into our school day every 45 minutes.

OT and psychology services and a special full time aide were provided per student IEPs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		\$51,450
Mid-Range Teacher Salary		\$80,263
Highest Teacher Salary		\$101,012
Average Principal Salary (Elementary)		\$128,082
Average Principal Salary (Middle)		\$132,453
Average Principal Salary (High)		\$134,792
Superintendent Salary		\$197,968
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

Staff development in 2020-21 was focused on developing staff members as anti-racist educators. All staff completed a year-long course on recognizing internal, institutional and structural biases, and how a culture of white supremacy operates through professionals who work with students. Further work involved needs identification and goal-setting for advancing our equity and anti-racism work specific to our campus. In addition, staff members were supported with a monthly facilitated affinity group. They also received training in Transformational Justice, similar to Restorative Justice, but with the added goal of transforming the system and school culture as a result of information and input from those participating in restorative circles. Some teachers participated in trainings in online platforms and best practices for virtual learning. Administration attended two charter school conferences. New finance staff attended an intensive course for charter school finance leaders.

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

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11