

Tierra Pacifica Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	TK-8
County-District-School (CDS) Code	44 69765 0100388

2024-25 District Contact Information

District Name	Tierra Pacifica Charter
Phone Number	(831) 475-6333
Superintendent	Patrick Sanchez
Email Address	psanchez@losd.ca
District Website	http://www.losd.ca

2024-25 School Description and Mission Statement

Tierra Pacifica Charter School is located at 986 Bostwick Lane in Santa Cruz, California, within the Live Oak School District. The school currently serves 162 children attending transitional 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.

2024-25 School Description and Mission Statement

The school nurtures multi-generational engagement with parents, grandparents and other family members participating in various ways. Parents have input into every aspect of school operations via frequent collaborative meetings, parent task teams and surveys.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	16
Grade 2	16
Grade 3	19
Grade 4	16
Grade 5	17
Grade 6	16
Grade 7	14
Grade 8	15
Total Enrollment	163

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.4
Male	46.6
American Indian or Alaska Native	0.6
Asian	3.1
Black or African American	1.8
Hispanic or Latino	22.1
Two or More Races	9.8
White	62
English Learners	3.7
Homeless	8
Socioeconomically Disadvantaged	28.8
Students with Disabilities	14.7

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)	6.80	93.17	79.20	91.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	6.83	1.50	1.73	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.70	4.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.30	0.38	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	2.00	2.30	18854.30	6.86
Total Teaching Positions	7.30	100.00	86.80	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)	7.20	87.89	82.90	91.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.91	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	12.11	2.60	2.87	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	4.30	4.75	15831.90	5.67
Total Teaching Positions	8.20	100.00	90.70	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.

2022-23 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)	6.00	85.71	83.00	91.61	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	14.29	5.00	5.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.22	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	2.30	2.64	14303.80	5.15
Total Teaching Positions	7.00	100.00	90.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	20	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2025	
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 Gr. K-6 (and Phonics for gr. K-2) by Lucy Caulkins and Colleagues--Heinemann Publishing Flyleaf Decodable Books (TK-2) 2020 Heggerty Phonemic Awareness (TK-2) UFLI Foundations Toolbox (TK-2, plus intervention) Handwriting Without Tears (K) Words Their Way (gr 3-5) Step Up to Writing (gr 2-8) Sitton Spelling (Gr 2-4) Spectrum 4th Gr (4th) Reading with Relevance (gr. 6-8) My Perspectives (Gr 6-8) LETRS Science of Reading for Teachers (TK-5)	Yes	0.00 %
Mathematics	Bridges (TK) Investigations, TERC (Gr. K-5) Core Connections, Courses 1, 2 & 3 and Math 1, CPM (Gr. 6-8)	Yes	0.00 %
Science	FOSS, Full Option Science System (Gr. TK-8) Open Science Education (Gr 6 & 7)	Yes	0.00 %
History-Social Science	Social Studies and History Alive, Teachers' Curriculum Institute (Gr. K-8) Oh Freedom (4/5) Whispers from the First Californians (4/5) A Peoples' History of the United States (4/5) California Out of the Box(4/5) Lands of our Ancestors(4/5)	Yes	0.040 %

	How to Be an Antiracist (4/5) A People's History of the United States (7/8)		
Foreign Language	Various	No	0.00 %
Health	SEL: Kimochis (TK) Second Step (K, 1/2, 4/5, The Toolbox Project (2/3, 4/5 Sanford Harmony (4/5, Health: Various Teacher Sourced Materials Positive Prevention Plus (7/8)	Yes	0.00 %
Visual and Performing Arts	ArtsAttack Various Teacher-Sourced Materials	No	0.00 %

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

School Facility Conditions and Planned Improvements

School facilities are kept in good repair and routine maintenance performed on schedule. All classrooms have 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 or similar viral exposure. A vegetable 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. A small TK/K play area was installed behind the TK/K building where the garden boxes previously existed. Half of the garden boxes were moved to the main courtyard to make room. This new play area has allowed for specialized play opportunities for our youngest students (sand box, water station, smaller climbing structure, stepping "stones" path, balance beam, trampoline with bar, etc.) as well as easier adult observation and monitoring for safety.

Year and month of the most recent FIT report

1/9/2025

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		BLDG A, Room 3: 1 LED Lighting panel not working. Scheduled for replacement. BLDG C, Room 7: 1 LED Lighting panel not working. Scheduled for replacement. BLDG E, Room 10: LED Outdoor Light Fixture not working. Scheduled for replacement.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

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

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	49	53	49	45	46	47
Mathematics (grades 3-8 and 11)	46	45	35	36	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	94	92	97.87	2.13	53.26
Female	52	50	96.15	3.85	56.00
Male	42	42	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	38.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	60	58	96.67	3.33	60.34
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	31.25

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	94	92	97.87	2.13	44.57
Female	52	50	96.15	3.85	34.00
Male	42	42	100.00	0.00	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	38.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	58	96.67	3.33	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	28	28	100.00	0.00	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	25.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	51.35	51.61	42.99	34.83	30.29	30.73

2023-24 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	32	31	96.88	3.12	51.61
Female	16	15	93.75	6.25	40.00
Male	16	16	100.00	0.00	62.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	55.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	45.45
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.

2023-24 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. The administration of the PFT requires only participation results 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	100	100	100
Grade 7	100	100	100	100	100
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Most parents at Tierra Pacifica volunteer on a regular basis. Parent involvement is always voluntary, never required. The scope of possibility for parent involvement is endless. Parents work in governance, finance, office support, classrooms, site maintenance, leading electives, gardening, monitoring recess, tutoring, fundraising, 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 input. 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. There is an active Parent Anti-Racism Committee, as well as a group that meets to build a more informed and inclusive community for neurodivergence that both meet once a month. Board members (who are parents) offer occasional "coffee hours" at drop off and pickup time for parents to ask questions and share ideas and concerns. In addition, the school offers three Community-Wide Gatherings (parent meetings), two classroom parent meetings, a classroom volunteer training, and a new parent orientation. These meetings are in addition to special community events like Día de Los Muertos, Market Day and the Talent Share, and are all open invitations to participate and share ideas and input.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	178	173	19	11.0
Female	93	90	13	14.4
Male	85	83	6	7.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	5	13.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	17	1	5.9
White	110	108	11	10.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	21	21	1	4.8
Socioeconomically Disadvantaged	58	55	7	12.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	31	28	7	25.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.63	0.56	1.85	1.3	2.29	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	1.08	0.00
Male	0.00	0.00
Non-Binary	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	0.91	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

We work tirelessly to ensure a safe school environment. Tierra Pacifica Charter School's Comprehensive School Safety Plan was last approved by our Governing Board on February 13, 2024. An update will be approved at our February 2025 board meeting. The plan describes the school's preventive health and safety procedures and planned responses to incidents. The

2024-25 School Safety Plan

plan was developed collaboratively with county, district and school staff, and was reviewed by local law enforcement. The final version was shared with our authorizing district and the County Office of Education. Incident Command response systems follow county protocol. Regular practice drills are conducted in tandem with other shared-site schools. One administrator and one office staff member attended monthly Incident Command Academy provided by the Santa Cruz County Office of Education.

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 as well as our insurance provider. The most recent annual safety audit by our insurer earned an A grade. Our school board reviews any major injury reports at regular meetings and makes 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 ensure safety in the parking lot in front of the school during evening and night time hours.

Last year the Live Oak School District acquired the Centegix badge alert system which works in compliance with the county's new color-coded incident protocol. Every staff member is trained in this system and wears a badge enabled to alert office staff in an emergency, or in the case of extreme danger, will call 911 and activate the visual alert system (flashing lights) within each classroom. Tierra Pacifica was included in this new rollout as we share a larger campus with several schools and the district office. Lastly, the school has installed a new PA system that can be heard clearly in all classrooms and outside in the courtyard, restrooms and play yards, and enables direct calling from classrooms to the office with the press of a button.

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.

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	18	1		
6	16	1		
Other	26		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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		
Other	26		4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	2		
4	17	1		
5	17	1		
Other	26		4	

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	1.5
Other	.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,035.33	\$2,046.04	\$11,989.29	\$67383.61
District	N/A	N/A	\$19,771.74	
Percent Difference - School Site and District	N/A	N/A	-49.0	-23.2
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	10.7	-33.1

Fiscal Year 2023-24 Types of Services Funded

An Orton-Gillingham trained Reading Specialist works one-on-one, and in small groups, with students 4 days per week.

A Reading Intervention teacher works with EL students and students identified as needing extra support for two hours every afternoon.

PE teacher: all students participate in 2-4 days of PE weekly.

Every class has a Teacher's Aide at least 4 days a week. 5 days a week for Hearts and Oaks classes. Extra TA in Oaks class.

On-campus after school and school break/summer program provided by Sprouts Aftercare.

Weekly music lessons for every student. After school band offered to grades 4-8

Counselor on campus 3 days a week.

Lunch time affinity groups for students of color.

Small size math classes for every student. Math 1 (9th gr) offered to 8th graders.

Extra Language Arts teacher for middle grades to keep the classes small.

SPED services not provided by the district are provided by the school as needed (according to IEPs).

Year-long after school sports for grades 5-8 competing in Independent Schools' Sports League.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		\$57,839
Mid-Range Teacher Salary		\$90,040
Highest Teacher Salary		\$118,647
Average Principal Salary (Elementary)		\$144,639
Average Principal Salary (Middle)		\$148,270
Average Principal Salary (High)		\$161,275
Superintendent Salary		\$229,986
Percent of Budget for Teacher Salaries	27.11	30.79
Percent of Budget for Administrative Salaries	7.72	5.71

Professional Development

Staff development in 2024-25 is focused on further developing instructional competency in Math and knowledge of the new Math Framework. Upper and lower grade teams are working with a Math Coach from PEBC. In addition, one new teacher receives mentorship from the Santa Cruz New Teacher Project, as well as coaching from school admin.

The entire staff is currently doing training with Positive Discipline for Teachers.

All staff do monthly Anti-Racism trainings based on the BARWE curriculum.

We have also started professional development research and alignment in understanding Place-Based Education (PBE) to strengthen our pedagogy as aligned in our Strategic Plan and to continue our work in developing our Portrait of a Tierra Pacifica Graduate.

In March, we have a LGBTQ+ competency training scheduled with the Diversity Center.

We have also had year-long training, in partnership, with the CANDID team to discuss neurodiversity in students.

Administration and Head of Finance attend two charter school conferences for included trainings.

Administration attended several Incident Command Academy sessions at the County Office of Education.

Administration attends monthly meetings with County Leadership and County Charter Leaders designed to share resources and training opportunities.

Several staff members attend Race & Equity Community of Practice and County-wide Affinity Groups.

All staff attended CPR/First Aid training and completed mandatory online safety trainings.

Our TK teacher attends training opportunities with County TK and PreK leadership.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11