

La Tercera Elementary 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	La Tercera Elementary School
Street	1600 Albin Way
City, State, Zip	Petaluma
Phone Number	(707)765-4303
Principal	Catherine Larkin
Email Address	clarkin@oldadobe.org
School Website	https://lt.oldadobe.org/
Grade Span	K-6
County-District-School (CDS) Code	49708476051916

2024-25 District Contact Information

District Name	Old Adobe Union School District
Phone Number	707-765-4321
Superintendent	Cindy Kerr-Friberg, Michele Gochberg, Co-Superintendents
Email Address	cfriberg@oldadobe.org, mgochberg@oldadobe.org
District Website	www.oldadobe.org

2024-25 School Description and Mission Statement

Our commitment to the students and families in our community is stronger than ever. La Tercera graduates are independent and collaborative solution seekers who are resilient, respectful, academically successful, and responsible citizens of the world. We are a STEM school in Sonoma County. As a STEM (Science, Technology, Engineering, Math) focused school, we are creating the next generation of innovators. We offer children different ways of learning using a ‘hands-on’ approach. With pride, energy, engagement, perseverance, and ownership of learning, our La Tercera students will prepare for the future using out-of-the-box thinking. We accomplish this mission because we have committed professionals, from teachers to campus aides, who are passionate about their calling. School is not just a place where we work, it is a place to change the world by impacting the

2024-25 School Description and Mission Statement

lives of the children in our care. We provide your students a fully dedicated science lab with a certificated teacher and a true makerspace where students engineer answers to units of study using saws and hand tools under the capable guidance of their classroom teacher and science teacher. Other programs offered include Music, PE, library, in-class intervention groups, and after-school enrichment. At La Tercera, we strive for educational excellence and equity for all students.

At La Tercera, we value the close bond we have with parents. We understand that home and school relationships are essential to student success. Parents' support in the classroom, on field trips, and as members of parent organizations, is very important to us. The community and the children know parents are active collaborators in their learning, creating that home-school bond that helps La Tercera be successful.

La Tercera is a family-friendly school, of approximately 326 students, located in a park-like setting in Petaluma. Ongoing school improvement is a major emphasis as we prepare students with the skills to engage in whichever career paths lay before them. Our vision for our students is that they will be independent and collaborative solution seekers who are resilient, respectful, flexible, and academically successful citizens of the world. Though we value high test scores, the major thrust at La Tercera is to provide students with a well-rounded education. As the first STEM elementary school in Sonoma County, we offer an integrated focus in Science, Technology, Engineering, and Mathematics (STEM.) We have a fully dedicated Science Lab with a certificated science teacher who works collaboratively with classroom teachers to provide in-class, hands-on instruction in an authentic setting as well as a state-of-the-art makerspace. We focus on opportunities for students to take real-life experiences and make connections to new information. Our teachers focus on developing lifelong learners whose sense of pride in achievement is intrinsically motivated by enjoyment and appreciation of learning. We began a program called Mentor Me Petaluma in 2007 where students have the opportunity to work with an adult mentor weekly in order to enhance the students' connection to school and the community. We have a very active Student Council that puts on regular student-led events throughout the school year. As our second-language population increases, we continually work on methods and strategies to close the achievement gap while simultaneously using our diversity as a way to strengthen the La Tercera community. To meet the needs of a rapidly changing workforce, we emphasize Science, Technology, Engineering, and Math (STEM) learning.

La Tercera Mission

At La Tercera STEM Elementary School, we are a community of engaged, inclusive, and active learners. Each day we will:

- Embrace and live a growth mindset
- Learn and apply social and emotional skills
- Support students in reaching their academic potential
- Create a rigorous learning environment
- Practice critical and STEM thinking in all subject areas
- Use hands-on experiences to make learning meaningful
- Share learning with a wider audience

La Tercera Vision

At La Tercera STEM Elementary School, we aim to shape lifelong learners who are curious and solution-seeking citizens who will find their unique place in the world.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	48
Grade 2	31
Grade 3	37
Grade 4	55
Grade 5	44
Grade 6	49
Total Enrollment	313

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.3
Asian	2.6
Black or African American	2.2
Filipino	0.3
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.2
White	50.2
English Learners	24
Foster Youth	0.6
Socioeconomically Disadvantaged	35.8
Students with Disabilities	10.9

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)	13.00	91.61	86.60	92.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.41	0.20	0.21	12115.80	4.41
Unknown/Incomplete/NA	1.00	7.05	6.40	6.86	18854.30	6.86
Total Teaching Positions	14.10	100.00	93.20	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)	13.00	92.90	82.50	91.78	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	1.11	11953.10	4.28
Unknown/Incomplete/NA	1.00	7.10	5.40	6.00	15831.90	5.67
Total Teaching Positions	14.00	100.00	89.90	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)	13.90	93.92	79.70	90.99	231142.40	83.24
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)	0.00	0.00	3.90	4.55	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	2.70	0.40	0.46	11746.90	4.23
Unknown/Incomplete/NA	0.50	3.38	3.50	3.99	14303.80	5.15
Total Teaching Positions	14.80	100.00	87.60	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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	0.20	0.00	0.4
Total Out-of-Field Teachers	0.20	0.00	0.4

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	0	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: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Treasures Language Arts textbooks are used in grade K-6. Date of publication: 2010. Last adoption date:2012. All students have access to a text. In addition, students have access to leveled readers, computerized reading assessments and programs, and additional supplemental materials.	Yes	0
Mathematics	Math Learning Center Bridges grades TK-5th. Adopted 2015 (publication date: 2015). Every student have access to a textbook. Math Learning Center College Prep Math grade 6. Adopted 2015 (publication date: 2012) Every student have access to a textbook.	Yes	0
Science	Delta Education. FOSS Next Generation K-8. Adopted 2015. Every student has access to a textbook.	Yes	0
History-Social Science	MacMillan-McGraw-Hill Social Studies. Adopted 2007 (publication date 2007) Every student has access to a textbook.	Yes	0
Health	Health curriculum is embedded in the Science curriculum.		

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

School Facility Conditions and Planned Improvements

Modernization was done at LT within the last 3 years and still is in good shape.

Year and month of the most recent FIT report: 10/22/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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)	30	40	46	47	46	47
Mathematics (grades 3-8 and 11)	30	32	40	42	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	184	182	98.91	1.09	40.11
Female	93	93	100.00	0.00	38.71
Male	91	89	97.80	2.20	41.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	35.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	94	93	98.94	1.06	47.31
English Learners	38	37	97.37	2.63	5.41
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	74	100.00	0.00	29.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	18.52

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	184	183	99.46	0.54	32.24
Female	93	93	100.00	0.00	29.03
Male	91	90	98.90	1.10	35.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	21.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	94	93	98.94	1.06	39.78
English Learners	38	38	100.00	0.00	13.16
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	74	74	100.00	0.00	18.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	7.41

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)	22.22	32.56	21.82	32.56	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	44	43	97.73	2.27	32.56
Female	16	16	100.00	0.00	31.25
Male	28	27	96.43	3.57	33.33
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	17	17	100.00	0.00	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	43.48
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	0.00
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%

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

La Tercera provides many ways for parents to participate in the life of our school, and the school depends on parents to keep many of our programs running smoothly. Parents can join our School Site Council/LCAP committee to work with school administration and other education providing input and supporting decision-making with planning and budgeting. Meetings are once a month in our staff room. If you wish to join us please contact our Office Manager at 707-765-4303 to be provided our meeting schedule. Parents of English learners are vital to our English Learner Advisory Committee (ELAC) will participate in four site level meetings and will participate in the District English Learner Advisory Committee (DELAC) district meetings and in our outreach efforts on behalf of new families. Classroom parents organize parent volunteers to help with special projects in the classroom, communication between our Parent Teacher Organization (PTA) and chaperone on field trips. The PTA sponsors a variety of community events such as: our Harvest Festival, walk-a-thon, read-a-thon book fair, and other community events and fundraisers. PTA is instrumental in organizing fundraisers and community events to support classroom instruction and professional development for teachers. Examples include start-up funds for teacher's supplies, field trips, school festivals, dances, and whole school art projects facilitated by professional artists-in-residence. Test scores are higher and self-esteem grows when parents are involved. We ask all parents to attend Back-to-School Night in the fall, our Parent Information Night for the community during our enrollment period in the spring, Parent-Teacher Conferences in November and March, and Open House at the end of the school year in May.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	326	324	47	14.5
Female	153	152	20	13.2
Male	173	172	27	15.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	130	129	20	15.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	3	23.1
White	160	159	20	12.6
English Learners	86	85	12	14.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	130	130	28	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	43	41	7	17.1

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
2.69	4.65	0.61	1.55	1.52	0.74	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	0.61	0.00
Female	0.00	0.00
Male	1.16	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	1.54	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	1.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.77	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

La Tercera is dedicated to providing a safe environment for our students to foster learning and growth. We are committed to the safety and security of each student, staff, and visitor of our school. The Comprehensive School Safety Plan includes all of the following: disaster procedures, routine and emergency, including adaptations for pupils with disabilities. Earthquake emergency

2024-25 School Safety Plan

procedures include: a school building disaster plan, a drop procedure, dates, and times of drop procedure drills held once each month at the elementary school level. Protective measures to be taken before, during, and after an earthquake, and a protocol to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system.

Staff and/or parent volunteers monitor the school grounds for 10 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, respectful, responsible, kind, and problem-solver behavior in school and on the playground. Visitors must sign in at the office, where they receive a visitor sticker which they must keep visible throughout their stay. Our overall School Safety Plan and emergency drill schedule are reviewed at the beginning of each school year in staff meetings and with our safety committee which is a committee made up of school stakeholders. In addition, portions of the School Safety Plan are reviewed at staff meetings (e.g., discipline, bullying, dismissal procedures, emergency planning). We set aside two to four Wednesday afternoons (Staff Development/Early Release Afternoons) to review specific jobs/expectations for our emergency response plan. We reviewed our Safety Plan with our staff at a staff meeting in February 7, 2024. Safety plan was reviewed with our parent group at a PTA meeting on February 11th. La Tercera's safety plan was approved by the board in the month of February.

As part of our safety plan, we have school-wide socio-emotional curriculum: Toolbox and Second Step, a comprehensive curriculum to broaden the ways we can support our students. These programs provide students tools for conflict resolution as well as self-monitoring which creates a safe, peaceful school environment for all students TK-6th. A parent night is provided in the Fall to encourage the use of the tools at home. Parent newsletters go home and are shared on our website. Our student council highlights monthly skills through skits during assemblies and a weekly webcast with the principal that all students view via our website and in-class technology.

We are working as a PBIS school and have a three-year plan for full implementation. We regularly visit school-wide expectations. We have a school-wide positive reinforcement program that is used by all adults to "catch" students using their toolbox skills as well as demonstrate school rules that result in an "Eagle Feather" that translates into a positive note home and incentive prizes. We use discipline data to identify areas of reteaching, students that need tier 2 supports, and ways to support specific classrooms with over identification of specific demographics.

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	27		2	
1	23		1	
2	27		1	
3	25		1	
4	28		1	
5	28		1	
6	27		1	
Other	31		3	1

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	26		2	
2	26		1	
3	27		2	
4	22		2	
5	27		2	
6	25		2	
Other	36		1	1

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	29		1	
1	37		1	1
2	24		1	
3	48			1
4	28		2	
5	22		2	
6	25		2	
Other	20	1		

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	313

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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	23501.57	16885.14	20734.79	98407.87
District	N/A	N/A	2095.72	
Percent Difference - School Site and District	N/A	N/A	163.3	2.9
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	63.3	21.4

Fiscal Year 2023-24 Types of Services Funded

In our RTI model, students in grades K-6th receive daily support from RTI assistants and classroom teachers at their academic level to support growth in the area of ELA. Our model is a combination of push-in and small group pull-out models with an instructional assistant, one intervention specialist, and intervention head working closely together to analyze data and progress monitor on a weekly basis. Types of programs to assist our struggling readers in the lower grades include Orton-Gillingham and Sign for Sounds. Upper-grade students 4-6th work with our intervention head in small groups in a pull-out setting to target homogeneously grouped students using a balanced literacy approach. Programs used for our upper-grade RTI include Daybooks for critical reading and writing (grades 3,5,6) and Treasures Triumphs for grade 4. The Treasures Language Arts program also includes leveled materials to support all learners. Students also use STAR reading and math and IXL, ELA, and Math in the classroom on computers as well as various computer programs to provide pointed support. The Accelerated Reader Program is a district program that provides students with reading comprehension practice and skill work at their level.

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		\$51,352
Mid-Range Teacher Salary		\$80,424
Highest Teacher Salary		\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary		\$145,237
Percent of Budget for Teacher Salaries	30.94	26.17
Percent of Budget for Administrative Salaries	6.44	6.29

Professional Development

Five full days per school year have been dedicated to professional development. In addition to the full staff development days, teachers are released from classrooms for several more full professional development days. After-school PD sessions in the form of EdCamps are also conducted.

The district focuses on professional development needs based upon data gathered using district-wide assessments including: STAR Reading and Math benchmarks in grades 1-6
 DIBELS NEXT benchmarks and progress monitoring in grades K-2
 Smarter Balanced Assessments in ELA and Math in grades 3-6
 ELPAC results from the Fall and Spring
 District writing samples based on three genres of writing - Narrative, Opinion/Argument, Informational

Teachers are supported through a network of leadership positions and committees including Curriculum Leadership, Guiding Coalitions, and VTS Lead Teachers.
 Teachers meet weekly for collaboration and assessment of student data with their grade-level peers in PLC groups. Teachers also have after-school collaboration early-release days at least twice a month.
 Beginning teachers are supported in the North Coast School of Education Teacher Induction Program. Beginning teachers are provided with a district mentor in this 2-year support program.

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	5	5	