

Tierra Pacifica Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Linda Lambdin, Principal

Principal, Tierra Pacifica Charter

About Our School

Tierra Pacifica is an innovative K-8 public charter school dedicated to teaching to the whole child. We are entering our 20th year and most of our staff has been with us almost since our inception. Our school is designed for families who want to take an active role in their child's education and be part of a community. Teachers are in charge of all core curriculum while parents support and add to the creative and hands-on aspects of learning and support the general running of the school. Parents teach electives, provide facilities maintenance, work in the office, provide tech support and help out in classrooms. We have movement activities throughout the school day, as well as physical education, art, music, electives, design thinking projects, entrepreneurship opportunities, programs to teach social emotional skills and have been recognized as a model conflict resolution school. The school is academically strong with test scores consistently placing the school in the top 20% of CA schools. Our eleven-year-old campus is a circle of buildings surrounding a beautiful courtyard filled with student artwork adjacent to playing fields, a track and a play structure. In this year's annual parent survey, 100% of the respondents indicated that Tierra Pacifica is doing a very good or excellent job. We invite those interested to call about our information nights, offered in both English and Spanish, and sign up for a student-led tour of the school.

Contact

Tierra Pacifica Charter
986 Bostwick Ln.
Santa Cruz, CA 95062-1756

Phone: 831-462-9404
E-mail: office@tierrapacifica.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Live Oak Elementary
Phone Number	(831) 475-6333
Superintendent	Lorie Chamberland
E-mail Address	lchamberland@losd.ca
Web Site	http://www.losd.ca

School Contact Information (School Year 2018—19)	
School Name	Tierra Pacifica Charter
Street	986 Bostwick Ln.
City, State, Zip	Santa Cruz, Ca, 95062-1756
Phone Number	831-462-9404
Principal	Linda Lambdin, Principal
E-mail Address	office@tierrapacifica.org
Web Site	www.tierrapacifica.org
County-District-School (CDS) Code	44697650100388

Last updated: 12/17/2018

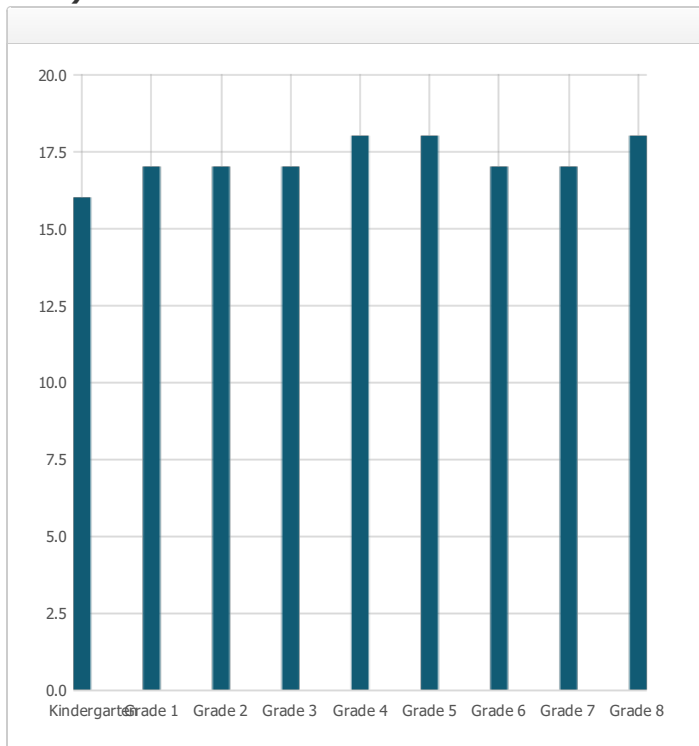
School Description and Mission Statement (School Year 2018—19)

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. In the last five years, 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.

Last updated: 12/17/2018

Student Enrollment by Grade Level (School Year 2017–18)

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



Last updated: 12/17/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	1.9 %
Asian	9.7 %
Filipino	0.6 %
Hispanic or Latino	23.2 %
Native Hawaiian or Pacific Islander	%
White	60.0 %
Two or More Races	1.3 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.8 %
English Learners	5.2 %
Students with Disabilities	9.0 %
Foster Youth	%

A. Conditions of Learning

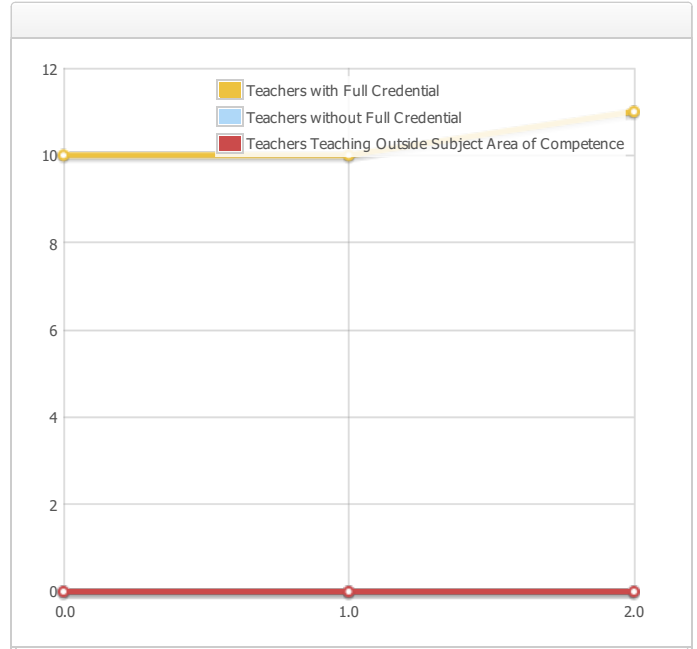
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

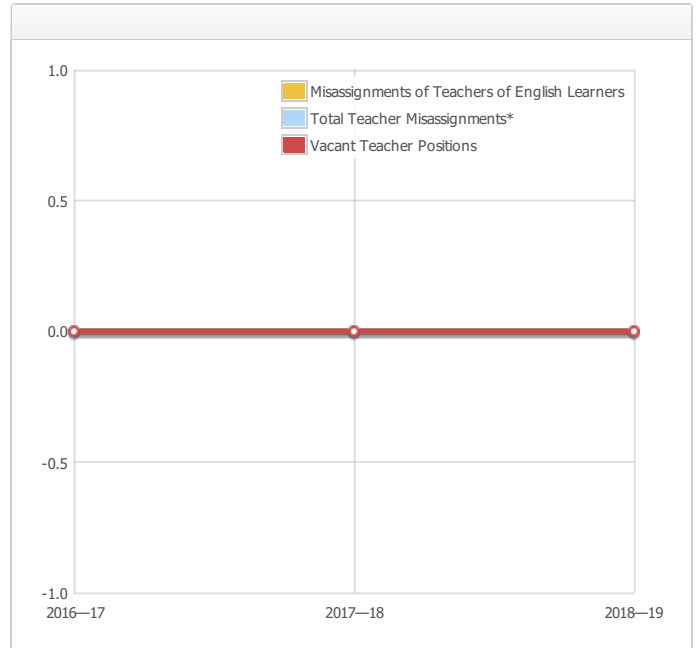
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	10	10	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and 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 by Lucy Caulkins and Colleagues--Heinemann Publishing Elements of Literature--Holt	Yes	0.0 %
Mathematics	Investigations (TERC) Accelerated (Big Ideas Math) Core Connections (CPM)	Yes	0.0 %
Science	FOSS (Full Option Science System)	Yes	0.0 %
History-Social Science	History Alive (Teachers' Curriculum Institute)	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/17/2018

School Facility Conditions and Planned Improvements

School facilities are kept in good repair. Our most recent improvements include replacing the flooring in the Kindergarten classroom and installing solar panels on the roof of one of our buildings. TPCS plans to replace the flooring in the remaining classrooms over the next two years.

Last updated: 12/18/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	The school's carpeting is worn and needs replacing. We have begun this process and will continue it into next school year.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Some linoleum in the boys' bathroom is lifting at the edge near the urinal and needs repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary
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Last updated: 12/18/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	72.0%	66.0%	52.0%	56.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	71.0%	74.0%	36.0%	44.0%	37.0%	38.0%

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

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

Last updated: 1/8/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	103	99.04%	66.02%
Male	51	51	100.00%	49.02%
Female	53	52	98.11%	82.69%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	11	11	100.00%	81.82%
Filipino	--	--	--	
Hispanic or Latino	23	22	95.65%	45.45%
Native Hawaiian or Pacific Islander				
White	62	62	100.00%	75.81%
Two or More Races				
Socioeconomically Disadvantaged	13	13	100.00%	46.15%
English Learners	--	--	--	
Students with Disabilities	11	11	100.00%	9.09%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/8/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	103	99.04%	73.79%
Male	51	50	98.04%	70.00%
Female	53	53	100.00%	77.36%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	11	11	100.00%	100.00%
Filipino	--	--	--	
Hispanic or Latino	23	23	100.00%	52.17%
Native Hawaiian or Pacific Islander				
White	62	62	100.00%	80.65%
Two or More Races				
Socioeconomically Disadvantaged	13	13	100.00%	76.92%
English Learners	--	--	--	
Students with Disabilities	11	--	90.91%	--
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/8/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/8/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.2%	16.7%	50.0%
7	5.9%	35.3%	58.8%

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

Last updated: 1/8/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parent involvement is always voluntary, never required. 97% of the 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

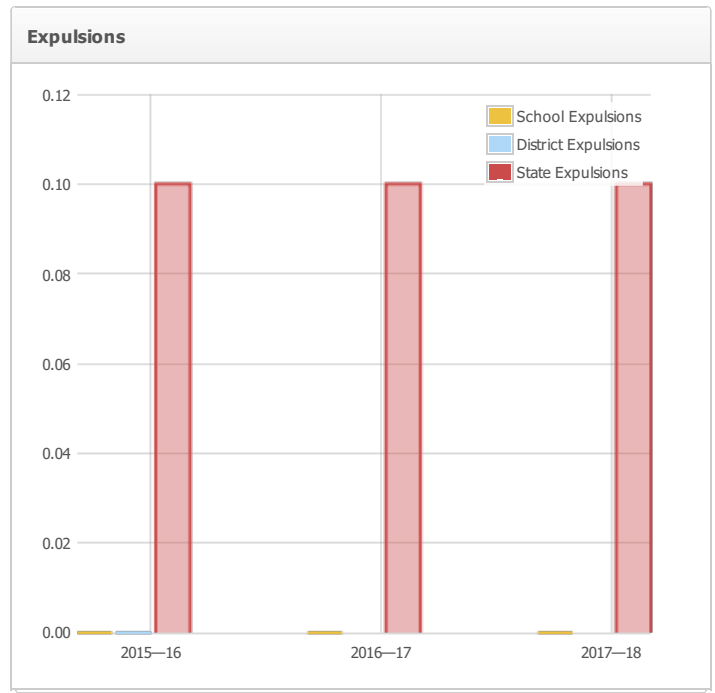
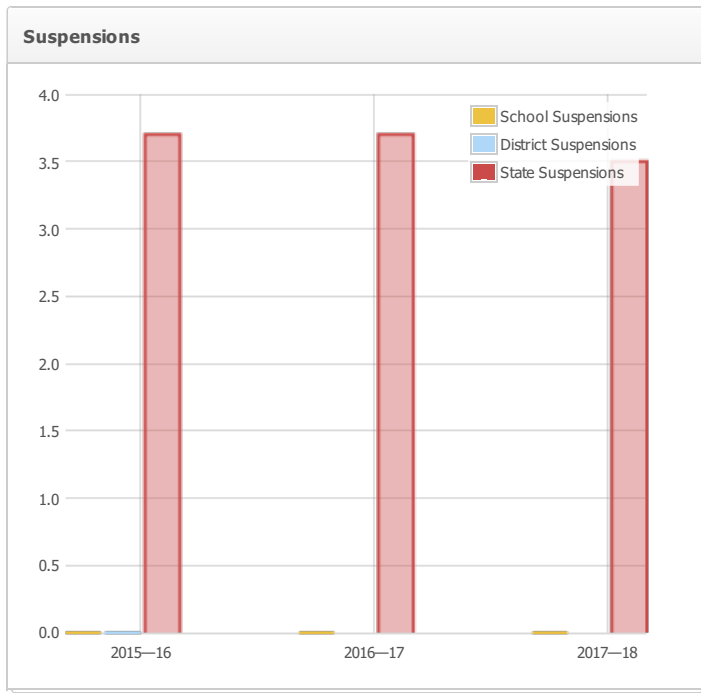
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/8/2019

School Safety Plan (School Year 2018—19)

We work tirelessly to ensure a safe school environment. 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. Our school safety plan is reviewed yearly by our voluntary safety team. We do regular safety inspections, fire inspections, fire drills, lockdown drills, and earthquake drills. Five-minute safety meetings are reviewed at monthly school staff meetings. 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 recurrence. 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 is taking part in the Safe Routes to School Planning Project which is determining how to ensure the safety of all kids who walk or bike to school in the county. The Safety Plan was last reviewed on December 12, 2018. The plan is currently being updated using the new county-wide School Safety Plan template and will be finished by March 1, 2019.

Last updated: 1/8/2019

D. Other SARC Information

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

call about this section

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	1		
1	25.0		1	
2	25.0		2	
3	25.0		1	
4	26.0		1	
5	26.0		2	
6	26.0		1	
Other**	35.0			1

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	1		
1	25.0		1	
2	25.0		2	
3	25.0		1	
4	26.0		1	
5	26.0		2	
6	26.0		1	
Other**	34.0			1

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	1		
1	25.0		1	
2	25.0		2	
3	26.0		1	
4	26.0		1	
5	26.0		2	
6	26.0		1	
Other**				1

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

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

Last updated: 1/8/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	3	4	0
Mathematics	17.0	9	0	0
Science	26.0	1	4	1
Social Science	25.0	1	4	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	3	4	0
Mathematics	15.5	10	0	0
Science	25.8	1	4	1
Social Science	25.8	1	4	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	6	2	0
Mathematics	15.5	10	0	0
Science	25.8	1	4	1
Social Science	25.8	1	4	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other		N/A

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

*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.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9283.0	\$81.0	\$9201.0	\$54251.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	25.4%	33.5%

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

Students qualifying for Free or Reduced Lunch program under NSLP guidelines receive daily hot lunches at the school's expense.

Free Math tutoring is provided each morning before school for any upper elementary- or middle school-age student.

K-6 classroom teachers provide one-on-one and small group tutoring on all subjects each morning.

An Orton-Gillingham trained Reading Specialist works one-on-one, and in small groups, with students 5 mornings per week. Our Kindergarten teacher is also O-G trained and works one-on-one with students two mornings per week.

A supplemental, online, adaptive math curriculum is used in the 4th grade math class in addition to regular curriculum to help students practice multi-step problem solving using an online interface.

Many afterschool sports teams are offered throughout the year for grades 6-8; for example, Cross Country, Track and Field, Basketball, and Volleyball.

Running/Self Empowerment Clubs are offered for both girls and boys, grades 1-5, each year in Spring.

All students receive weekly music instruction, daily PE, and frequent art classes, with many art lessons embedded throughout the curriculum.

1st-3rd grade classes each have a teacher's aide for core subjects.

Students take four, 4-session elective classes each school year. Offerings include things like coding, theater, improv, visual arts, music, cooking, dance, games, crafts, and much, much more.

Our counselor, besides meeting with students one-on-one, offers special groups for subsets of students during lunch.

Movement breaks are built into our school day every 45 minutes. Students needing extra movement have special options, such as child-sized trampolines and stationary bikes. A "squeeze" machine is available at all times for students who voluntarily request deep pressure to calm anxiety or overstimulation.

Last updated: 1/8/2019

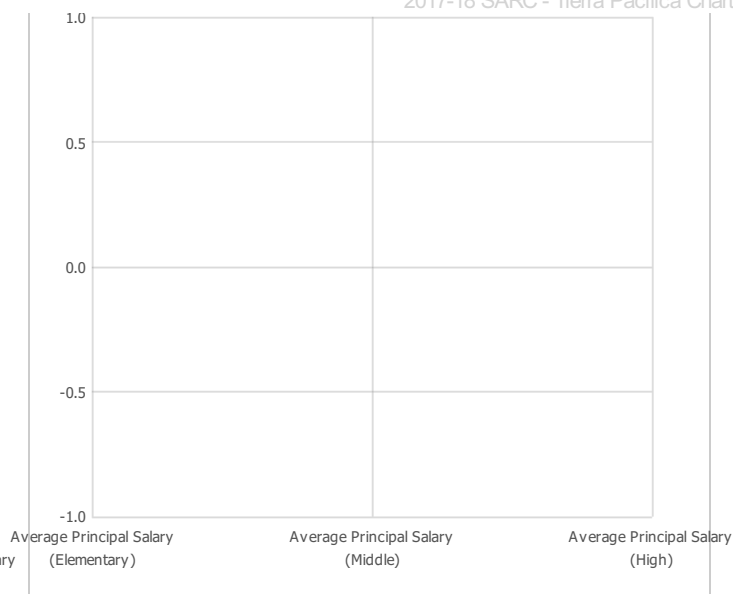
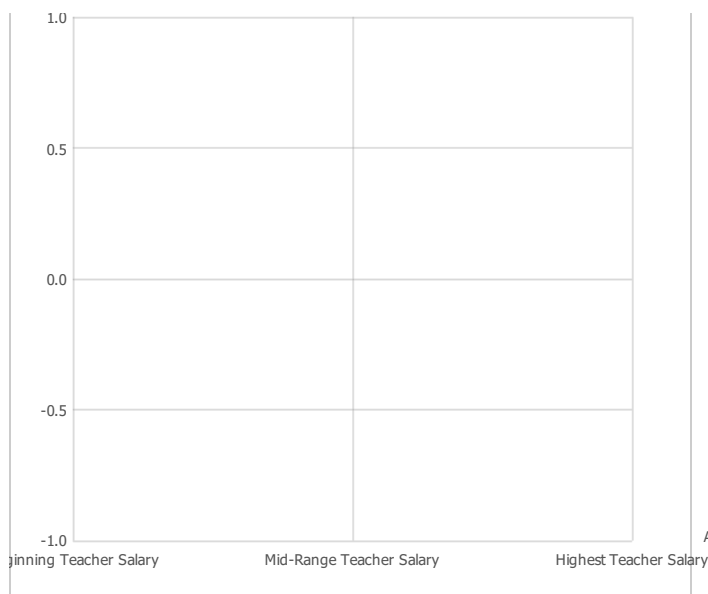
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$48,064
Mid-Range Teacher Salary	--	\$75,417
Highest Teacher Salary	--	\$94,006
Average Principal Salary (Elementary)	--	\$119,037
Average Principal Salary (Middle)	--	\$123,140
Average Principal Salary (High)	--	\$135,974
Superintendent Salary	--	\$183,692
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/8/2019

Professional Development

Tierra Pacifica Staff are given 11 days per year for Professional Development. Primary areas of focus are determined by student data, teacher request and curricular necessity. In reading the information regarding staff development below, it is worth noting that TPCS only has 8 core teachers. Ongoing professional development is a core value of TPCS. Efforts to reinforce teacher learning and track student achievement for evidence of teacher effectiveness are conducted throughout the school year via Director-Teacher conferences, collaborative staff teamwork, and frequent "whole-staff" check-ins regarding student monitoring.

2016-17

In 2016, school focus was on aligning teaching to new Common Core Curriculum for both Math and Science. To this end, all math teachers attended a semester-long math course through Stanford University on How to Teach Math. This course emphasized Growth Mindset, specifically in mathematics. Our middle school teacher attended a training on the new CPM curriculum, as well as monthly Math Teacher Circle meetings.

In addition, all teachers of science, K-8, attended trainings which focused on the Next Generation Science Standards. Some of these trainings were curriculum-specific, such as the ones provided by Full Option Science System (FOSS), some were delivered via the County Office of Ed, and some were prestigious, paid trainings where two of our teachers traveled 100 miles, daily, to the Exploratorium in SF for several weeks.

In 2015, the school adopted the new Common Core editions of Lucy Calkins' Units of Study for Writing. Beginning that year, two teachers were sent to Teachers' College in New York to study with Calkins herself for a week. In 2016, two other teachers attended the same training at a satellite college in Los Angeles.

Another curriculum-based training for the entire staff in 2016, was the Second Step training on Bullying Prevention. TPCS has been using Second Step since its inception, but this portion was added to their existing curriculum.

2016-17 marked the beginning of our 5 Year Diversity and Consciousness-Raising Plan. All staff, including non-teaching staff, attended a half day training called "Individual, Institutional, and Cultural Oppression, Systemic Racism, Positionalities and Identities" and two, smaller, follow-up sessions later in the school year. Our School Director attended "The Soul of Money" with author Lyn Twist.

Each year, the School Director and her Assistant Principal, as well as some board members, attend the California Charter School Conference. This 4-day Conference offers breakout sessions on everything from the current legal and financial issues facing schools, to classroom strategies.

2017-18

In 2016-17, staff requested more professional development on the needs of English Language Learners. That year four of our teachers attended the Latino Summit at Santa Clara University which included several break-out sessions/trainings on topics, such as, ELL strategies for teaching math and the psychological issues of students whose parents are without legal resident status.

Another staff request was to attend the biennial Innovative Learning Conference at Nueva School in Hillsborough, CA. This is a two-day conference offering a broad range of topics and innovative learning strategies for all learners and educators. Staff members, including teaching assistants, chose the sessions they wanted to attend, and the staff met for a full day of sharing and collaboration on our own campus afterward. The conference boasts over 75 speakers who are "thought leaders" from around the globe.

As a result of student data from state tests (CAASPP), two of our primary teachers and our EL specialist received in-depth ELL training through an online offering of the California Department of Education (CDE). In addition, our kindergarten teacher and our reading specialist received the full training for the Orton-Gillingham approach to teaching reading. Our 4th grade teacher did a training with the Dyslexia Institute on Structured Word Inquiry.

Our School Director attended a training on ELL Standards at the COE.

Our newest math teacher had training specific to our curriculum before starting in her position this year.

Our 3rd grade teacher, who teaches about the Native Americans of our region, attended Amah Mutsun-Then and Now: a series of programs aimed toward amplifying the voices and history of the native peoples of our community.

All staff attended a training by a staff member from the COE on options for assistive technology. This was in response to the needs of several current students.

The entire staff continued in their pursuit to explore their own biases and learn more about equity in teaching with another half-day training entitled, "Implicit Bias and Microaggressions". The staff gathered for two follow-up sessions on these topics. In addition, staff members have created mini "book study" and sharing groups for the purpose of doing more individualized "deep dives" on these topics. Some of these titles include Beverly Daniel Tatum's Why Are All the Black Kids Sitting Together in the Cafeteria? and Raising Race Questions: Whiteness and Inquiry in Education by Ali Michael.

Our Kindergarten teacher attended "Teach for Life", a week-long course in Non-Violent Communication (NVC). Both she and our School Director attend frequent NVC trainings throughout the school year, (2016-present).

In 2017, our School Director also attended a conference at 1440 Multiversity entitled, "Social-Emotional Intelligence in Education". This included a course on the Inner Explorer mindfulness tools currently used in some of our classrooms.

The School Director and her Assistant Principal, as well as some board members, attended the California Charter School Conference as well as the annual conference of the Charter Schools Development Center.

In addition, the Assistant Principal attended a one-week Leadership Academy in Sacramento offered by the Charter Schools Development Center.

2018-2019

This year, in response to student assessment data (CAASPP and ELPAC), the school purchased an online reading program to supplement reading instruction for students who could benefit from the extra practice (Tier 2 and Tier 3-MTSS). All teachers were trained to use this new online technology.

In addition, as per our 5 Year Diversity and Consciousness-Raising Plan, we have continued our workshop called, "Implicit Bias and Microaggressions" and added "Acculturation" to the agenda. Staff members continue their "book study" on these topics.

The Assistant Principal attended a FCMAT workshop entitled, "Unraveling the Mystery of School Finance".

The School Director and Assistant Principal attended the annual conference of the Charter Schools Development Center in order to stay abreast of the issues critical to serving our students well.

Last updated: 1/15/2019