

Tierra Pacifica Charter

School Accountability Report Card Reported Using Data from the 2018—19 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.



Jennifer Proudfoot

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 21st 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 children'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 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. Our thirteen-year-old campus is a circle of buildings surrounding a beautiful courtyard filled with fruit trees and student artwork adjacent to playing fields, a track and a play structure. 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 Lane
Santa Cruz, CA 95062

Phone: 831-462-9404
Email: jproudfoot@tierrapacific.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Live Oak Elementary
Phone Number	(831) 475-6333
Superintendent	Lorie Chamberland
Email Address	lchamberland@losd.ca
Website	http://www.losd.ca

School Contact Information (School Year 2019—20)	
School Name	Tierra Pacifica Charter
Street	986 Bostwick Lane
City, State, Zip	Santa Cruz, Ca, 95062
Phone Number	831-462-9404
Principal	Jennifer Proudfoot
Email Address	jproudfoot@tierrapacifica.org
Website	http://www.tierrapacifica.org/
County-District-School (CDS) Code	44697650100388

Last updated: 1/7/2020

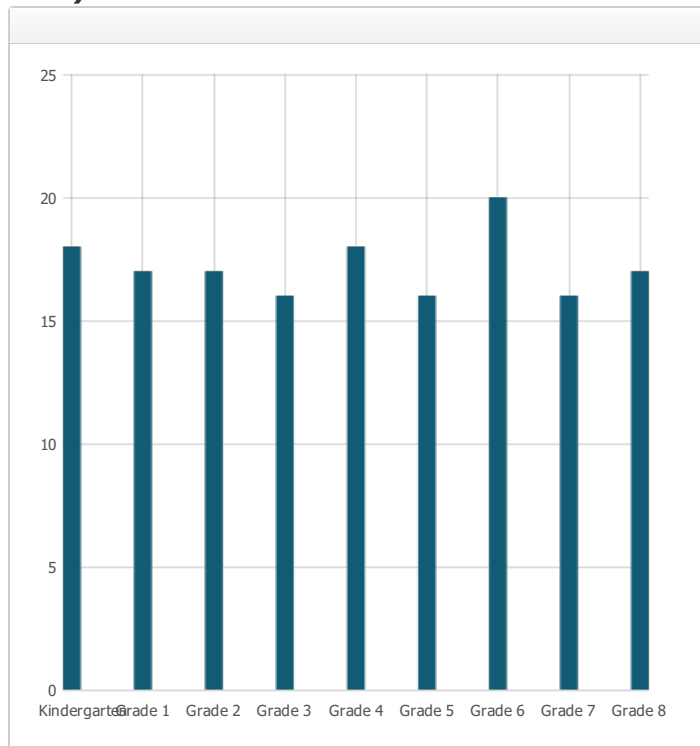
School Description and Mission Statement (School Year 2019—20)

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: 1/7/2020

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

Grade Level	Number of Students
Kindergarten	18
Grade 1	17
Grade 2	17
Grade 3	16
Grade 4	18
Grade 5	16
Grade 6	20
Grade 7	16
Grade 8	17
Total Enrollment	155



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.60 %
American Indian or Alaska Native	1.90 %
Asian	11.00 %
Filipino	0.60 %
Hispanic or Latino	22.60 %
Native Hawaiian or Pacific Islander	0.00 %
White	58.70 %
Two or More Races	3.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	14.20 %
English Learners	5.80 %
Students with Disabilities	9.00 %
Foster Youth	0.00 %
Homeless	0.00 %

A. Conditions of Learning

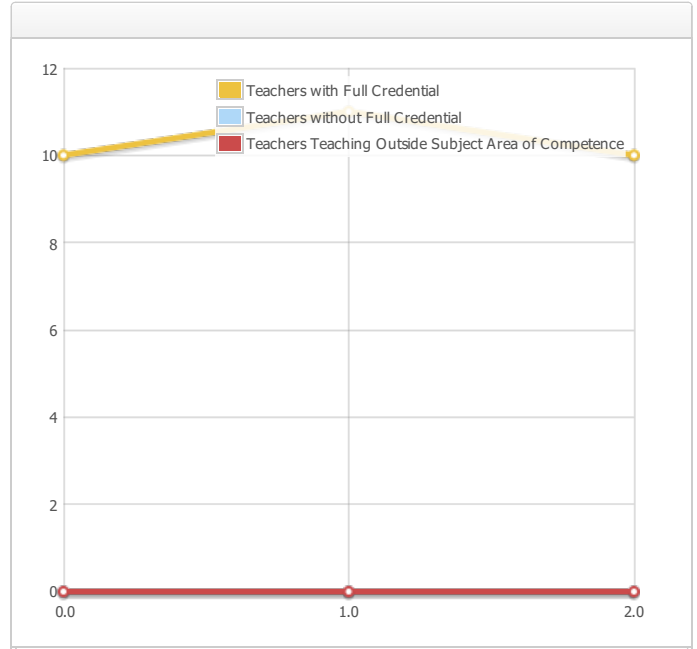
State Priority: Basic

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

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

Teacher Credentials

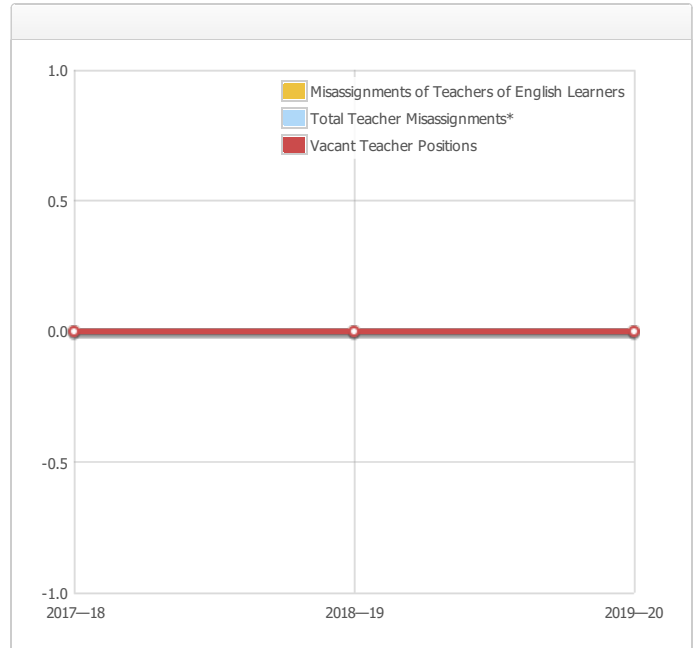
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	10	11	10	93
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Reading and Writing (and Phonics for gr. K-2) by Lucy Caulkins and Colleagues--Heinemann Publishing Elements of Literature--Holt	Yes	0.00 %
Mathematics	Investigations (TERC) Accelerated (Big Ideas Math) Core Connections (CPM)	Yes	0.00 %
Science	FOSS (Full Option Science System)	Yes	0.00 %
History-Social Science	History Alive (Teachers' Curriculum Institute)	Yes	0.00 %
Foreign Language	Somos Asi (EMC/Paradigm Pub)	No	0.00 %
Health	Various	No	0.00 %
Visual and Performing Arts	Various	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2020

School Facility Conditions and Planned Improvements

School facilities are kept in good repair. Our most recent improvements include replacing the flooring in all buildings, and installing new cabinetry/countertops in our middle school Math and Science classroom. Security lighting for the parking lot was updated and a chain was installed to restrict access after hours.

Last updated: 1/7/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	These systems are in good repair.
Interior: Interior Surfaces	Good	Interior surfaces are in good repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Campus is very clean.
Electrical: Electrical	Good	Electrical is in good repair.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms and water fountain are in good repair. Floors were recently replaced in all restrooms.
Safety: Fire Safety, Hazardous Materials	Good	None.
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 2019

Overall Rating	Exemplary
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Last updated: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	66%	65%	56%	52%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	74%	74%	44%	36%	38.0%	39.0%

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: 1/7/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00%		65.05%
Male	51	51	100.00%		58.82%
Female	52	52	100.00%		71.15%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	12	12	100%		66.67%
Filipino	--	--	--		
Hispanic or Latino	21	21	100.00%		52.38%
Native Hawaiian or Pacific Islander					
White	60	60	100.00%		71.67%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	16	16	100.00%		43.75%
English Learners	--	--	--		
Students with Disabilities	13	13	100.00%		23.08%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/7/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	102	99.03%		74.26%
Male	51	50	98.04%		80.00%
Female	52	52	100.00%		68.63%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	12	12	100%		75.00%
Filipino	--	--	--		
Hispanic or Latino	21	21	100.00%		66.67%
Native Hawaiian or Pacific Islander					
White	60	60	100.00%		77.97%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	16	16	100.00%		56.25%
English Learners	--	--	--		
Students with Disabilities	13	12	92.31%		16.67%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/7/2020

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	0.00%	33.00%	60.00%
7	12.00%	19.00%	44.00%

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

Last updated: 1/7/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

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. Parents wishing to get involved are encouraged to contact their classroom's Parent Rep.

State Priority: Pupil Engagement

Last updated: 1/7/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	2.50%	2.70%	2.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

We work tirelessly to ensure a safe school environment. Tierra Pacifica Charter School's Comprehensive School Safety Plan was created using the county-wide template, and was approved by our Governing Board in February of 2019. The plan describes the school's preventative health and safety procedures and planned responses to incidents. The plan was developed collaboratively with county, district and school staff, and was reviewed by local law enforcement. Incident response systems and personnel assignments were created in collaboration with shared-site administration and shared with school staff in October 2020. Regular practice drills are conducted in tandem with other shared-site schools.

A fence encloses our school, and gates are kept closed during the day. Visitors are required to sign in at the office and all members of the school community, including parent volunteers, are trained to greet visitors and escort them to the office. We do regular safety and fire inspections. A representative from Tierra Pacifica Charter School attends the district safety committee meeting four times a year, and the district safety coordinator does a yearly inspection. Our school board will review any major injuries that have occurred and make recommendations to prevent 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 last year, and the Governing Board has reviewed its recommendations. School signage has been recently updated to aid first responders in the event of an emergency. Safety lighting and a chain across the parking area have also recently been added to ensure safety in the lot in front of the school.

Last updated: 1/7/2020

D. Other SARC Information

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

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	1		
1	0.00			
2	0.00			
3	0.00			
4	0.00			
5	0.00			
6	0.00			
Other**	27.00		4	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	16.00	1		
1				
2				
3				
4				
5				
6				
Other**	27.00		4	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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	1		
1				
2				
3				
4				
5				
6				
Other**	27.00		4	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: 1/8/2020

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	16.00	1		
Mathematics	9.00	2		
Science				
Social Science				

* 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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics	10.00	2		
Science				
Social Science				

* 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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	5	3	0
Mathematics	15.50	10	0	0
Science	25.80	1	4	1
Social Science	25.80	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: 1/7/2020

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

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.50
Other	0.30

*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: 1/7/2020

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9013.00	\$74.00	\$8939.00	\$60960.00
District	N/A	N/A	\$8698.00	\$70806.00
Percent Difference – School Site and District	N/A	N/A	2.73%	14.94%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	17.42%	24.04%

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

Last updated: 1/7/2020

Types of Services Funded (Fiscal Year 2018—19)

Math tutoring was provided each morning before school for any upper elementary- or middle school-age student. A zero period math class was offered 4 days/wk for one grade level.

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

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

The Lexia program, an online reading support program was purchased for 30 students.

A supplemental, online, adaptive math curriculum was 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 were offered throughout the year for grades 6-8; for example, Cross Country, Track and Field, Basketball, and Volleyball.

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

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

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

Students took four, 4-session elective classes each school year. Offerings included 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, offered special groups for subsets of students during lunch.

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

Some scholarships for 6th grade Science Camp were funded.

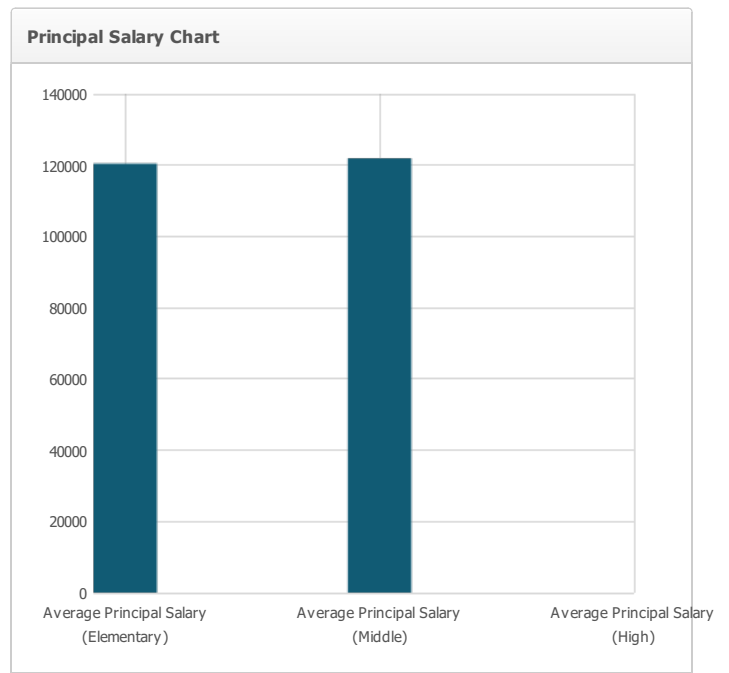
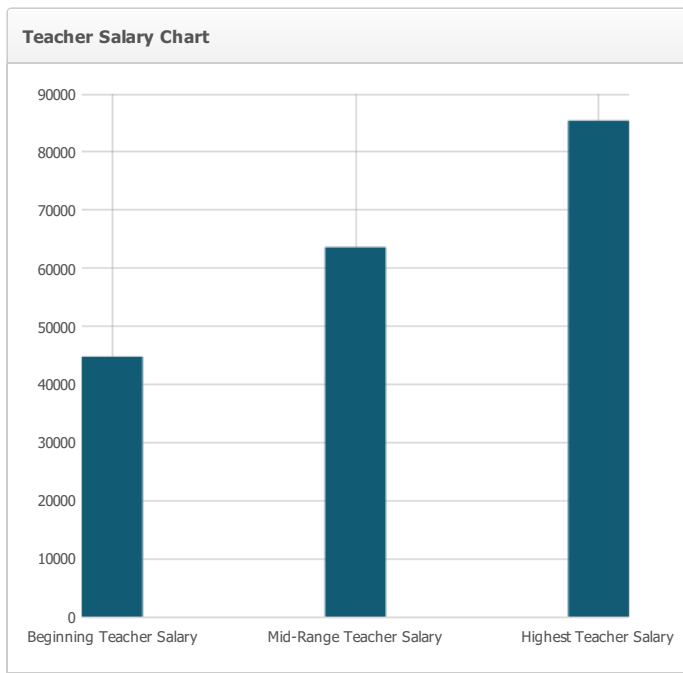
A veteran teacher worked as a 50%FTE Assistant Principal in preparation for the Principal's retirement.

Last updated: 1/7/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$49,378
Mid-Range Teacher Salary	\$63,610	\$77,190
Highest Teacher Salary	\$85,411	\$96,607
Average Principal Salary (Elementary)	\$120,458	\$122,074
Average Principal Salary (Middle)	\$121,958	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$182,000	\$189,346
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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



Last updated: 1/7/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Last updated: 1/8/2020