



Tierra Linda Middle School

750 Dartmouth Ave • San Carlos, CA 94070 • 650-508-7370 • Grades 5-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

San Carlos Elementary School District

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District Governing Board

Carol Elliott

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Nicole Bergeron

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District Administration

Dr. Craig Baker
Superintendent

School Description

Tierra Linda Middle School is located in San Carlos, a suburban community on the San Francisco Peninsula. Since Tierra Linda re-opened in 2000, the school has evolved into a full 5th through 8th grade school. At each grade level, students are given more responsibility, choices of elective courses and independence. A rich multidisciplinary curriculum is instituted school wide to meet the needs of all students. The academic program is creative yet rigorous, accessible to all students and is aligned with the California state standards. During the 2013 - 2014 school year, 591 fifth through 8th grade students were enrolled at the school, with classes arranged on a traditional calendar schedule.

Types of Services Funded at Tierra Linda Middle School

Our school supports the varying educational needs of students through a variety of means. Student needs are often identified through teacher referrals who have developed Individualized Learning Plans (ILP's) for struggling students and the Student Study Team (SST) process on campus. Based upon identified needs, varying levels of differentiation, accommodations, supports, models and programming are implemented including Response to Instruction and Intervention supports, English Language learners supports and services, as well as accommodations and services through Section 504 plans and special education. Services range from collaboration and consultation with specialists, co-teaching and team-teaching models as well as direct intervention services. The co-teaching model is used for many students with IEP's where they are supported by Learning Specialist within the General Education setting.

The Tierra Linda library is open during school hours and after school for an hour and fifteen minutes, four days a week. The TL librarian is available to support student research and access to technology after school and within the school day.

Tierra Linda is rapidly increasing technology available to students. The school has 35 Mac Book Pro's for student use and a computer lab. The school also has over 100 Chromebooks on carts that are portable to any classroom with a goal of have one machine available for ever two students enrolled in the school year by the end of the 2014 - 2015 school year.

The school, in collaboration with the City of San Carlos and the Legarza sports group provides a full menu of after school athletics including basketball, soccer, volleyball, flag football, cross country, track, tennis, and golf. TL competes in the Art David Athletic League with ten other middle schools.

Professional Development provided for Teachers at Tierra Linda Middle School

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers two staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Common Core Standards are being integrated into the curriculum. There are a number of site level professional development days for all teachers, and teachers are also a members of Professional Learning Communities.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 650-508-7370.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 5	164
Gr. 6	153
Gr. 7	140
Gr. 8	134
Total	591

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	10.2
Filipino	1.0
Hispanic or Latino	18.1
Native Hawaiian/Pacific Islander	1.0
White	56.5
Two or More Races	12.9
Socioeconomically Disadvantaged	8.6
English Learners	5.4
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Tierra Linda Middle School	12-13	13-14	14-15
Fully Credentialed	29	30	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	12	6
San Carlos Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	161
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School

Tierra Linda Middle School	12-13	13-14	14-15
Teachers of English Learners	0	1	0
Total Teacher Misassignments	3	12	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	73.77	26.23
Districtwide		
All Schools	87.27	12.73
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	87.27	12.73

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The school district held a public hearing on September 11, 2104, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials

Year and month in which data were collected: August 29, 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McDougal Littell Adopted in 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	CGP Math Adopted in 2008 CPM Educational Adopted in 2008 Holt, Rinehart & Winston Adopted in 2008 Scott Foresman Adopted in 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Delta Education: Foss Adopted in 2007 Prentice Hall Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	TCI Adopted in 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

Tierra Linda Middle School is comprised of 24 classrooms, a gym , a multipurpose room/cafeteria. a library, a staff room, one computer lab, and one playground . Recent remodeling included classroom and office upgrades. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation .

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected:

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: 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 Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	89	87	90	88	88	87	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	83	87	85	81	83	81	54	56	55
Math	80	83	79	78	80	78	49	50	50
HSS	87	86	80	83	80	79	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	8	6	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.2	32.3	15.2
7	16.7	31.9	34.8

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	87
All Student at the School	90
Male	88
Female	92
Black or African American	
American Indian or Alaska Native	
Asian	88
Filipino	
Hispanic or Latino	82
Native Hawaiian/Pacific Islander	
White	93
Two or More Races	93
Socioeconomically Disadvantaged	67
English Learners	71
Students with Disabilities	70
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	10	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			-11
Native Hawaiian/Pacific Islander			
White		-10	-17
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

At Tierra Linda Middle School, parental involvement is an integral part of our program. Our Parent Teacher Association serves on over twenty volunteers committees from organizing TL Orientation Day to planning promotion. Parents support our many school programs through tutoring and mentoring students and working closely with the counselor and teachers on various school and community projects. Parents run a number of on campus clubs including the Math Team. Parents are always invited and encouraged to share their input and suggestions.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Tierra Linda Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the fall by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff . The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, earthquake and lockdown drills are conducted on a regular basis throughout the school year. Students are supervised by staff before school, during lunch and after school . There is a designated area for student drop off and pick up.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.5	2.2	2.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	1.1	1.0
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts	N/A	N/A
Met Participation Rate: Mathematics	xv	N/A
Met Percent Proficient: English-Language Arts	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A
Met API Criteria	N/A	N/A

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.8
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist	1.0
Other	1.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 5		25	25		11	12		27	8		6	19
Gr. 6		22	22		11	18		29	23		8	8
English	24.1	23	21	4	4	5	7	6	8	3	3	
Math	26.7	26	20	4	1	8	3	9	6	5	1	
Science	29.8	29	27	1	1		6	6	10	4	3	
SS	29.8	29	25	1		3	6	9	8	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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,226	\$41,535
Mid-Range Teacher Salary	\$69,786	\$64,101
Highest Teacher Salary	\$89,655	\$82,044
Average Principal Salary (ES)	\$105,037	\$104,336
Average Principal Salary (MS)	\$110,035	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$166,668	\$155,309
Percent of District Budget		
Teacher Salaries	42	41
Administrative Salaries	7	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,729	\$2,844	\$5,884	\$71,917
District	♦	♦	\$5,848	\$72,652
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			0.6	-1.0
Percent Difference: School Site/ State			25.5	6.9