



Tierra Linda Middle School/Mariposa

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

Kristen Ugrin/Alex Friel, Principal
kugrin@scsdk8.org/afriel@scsdk8.org
<http://www.tierralindaschool.org>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



San Carlos Elementary School District

1200 Industrial Road #9
San Carlos, CA 94070
(650) 508-7333
www.scsdk8.org

District Governing Board

Eirene Chen
Carol Elliott
Kathleen Farley
Neil Layton
Michelle Nayfack

District Administration

Dr. Michelle Harmeier
Superintendent
Hans Barber
**Assistant Superintendent of
Educational Services and Human
Resources**
Mila Milligan
Chief Business Official

Vision of the San Carlos School District

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

1. Reaching their highest academic, social, emotional, intellectual, and physical potential; and
2. Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
3. Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide

Principals' Message

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 serves students 6th through 8th grade school with a school in transition which will be for fourth and fifth graders in 2019-2020. 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.

The 2018-2019 school year is another very busy one as we are in the midst of a transition supporting our fourth and fifth grade school, Mariposa. A new school was completed on the campus for Charter Learning Center in September 2018. The campus will continue to house the San Carlos Charter Learning Center, a K-8 independent charter school as well. This is our first year as a 6-8 middle school (last year we were a 5-8 school). We currently have 532 students in the middle school. The 5th grade Mariposa 175 students are housed and part of Tierra Linda, participating in the PE and elective programs such as band, orchestra and art. The sharing of the facilities has been very smooth this year, and we are enjoying the changes to our school.

Kristen Ugrin and Alexandra Friel
Principals

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	176
Grade 6	171
Grade 7	197
Grade 8	175
Total Enrollment	719

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.1
Asian	14.7
Filipino	2.4
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.3
White	50.6
Socioeconomically Disadvantaged	11.7
English Learners	8.8
Students with Disabilities	9.7
Foster Youth	0.0

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			
16-17	17-18	18-19	
Tierra Linda Middle School/Mariposa			
With Full Credential	29	36	33
Without Full Credential	7	1	0
Teaching Outside Subject Area of Competence	0	2	0
San Carlos Elementary School District			
With Full Credential	♦	♦	139
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
16-17	17-18	18-19	
Tierra Linda Middle			
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.

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

The school district held a public hearing on September 14, 2017, 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 instructional materials 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 and in alignment with the development of State Standards and Frameworks, making the textbooks and materials used in the school the most currently available. As part of the adoption process, materials are piloted and selected by a selection committee composed of teachers and administrators. When materials are being recommended for adoption, they are made available for parent examination at the district office prior to adoption and/or parents are invited to provide input via other means. Recommendations from the committee are then brought to the Board for adoption.

Textbooks and Instructional Materials Year and month in which data were collected: September 14, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell; Adopted 2003 Lucy Calkins Units of Study in Writing; Adopted 2013 Lucy Calkins Units of Study in Reading; Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math,;Adopted 2015 College Preparatory Math (CPM) Educational Program; Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: FOSS; Adopted 2007 Prentice Hall; Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI-History Alive, Adopted 2006, currently piloting and adopting for 2019-2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Middlebury Interactive Language Program; Adopted 2017 The textbooks listed are from most recent adoption: No

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tierra Linda Middle School is currently comprised of 24 classrooms, a gym, a library, a staff room, a band, an orchestra and one playground. Recently completed in September 2017 was a new school office and Learning Commons building and classroom modernization.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/21/16		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/21/16		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Note: Last year's rating was significantly lower due to poor condition of old multi-use room. It was demolished this past year. A new building is being constructed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	75.0	79.0	77.0	80.0	48.0	50.0
Math	73.0	74.0	72.0	76.0	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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 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.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.1	25.4	28.9
7	18.5	25.5	38.0

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	704	696	98.86	79.02
Male	358	354	98.88	74.29
Female	346	342	98.84	83.92
Black or African American	13	13	100.00	23.08
American Indian or Alaska Native	--	--	--	--
Asian	106	106	100.00	92.45
Filipino	14	14	100.00	71.43
Hispanic or Latino	133	133	100.00	59.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	350	342	97.71	83.04
Two or More Races	84	84	100.00	88.10
Socioeconomically Disadvantaged	90	90	100.00	52.22
English Learners	109	109	100.00	55.96
Students with Disabilities	65	64	98.46	26.56

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	706	694	98.3	73.63
Male	359	354	98.61	72.88
Female	347	340	97.98	74.41
Black or African American	13	13	100	23.08
American Indian or Alaska Native	--	--	--	--
Asian	106	106	100	90.57
Filipino	14	14	100	64.29
Hispanic or Latino	135	133	98.52	49.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	350	340	97.14	78.24
Two or More Races	84	84	100	82.14
Socioeconomically Disadvantaged	90	90	100	42.22
English Learners	110	109	99.09	51.38
Students with Disabilities	67	63	94.03	19.05

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.

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)

At Tierra Linda Middle School, parental involvement is an integral part of our program. Our active Parent Teacher Association organizes volunteer committees to take on leadership roles such as planning TL Orientation Day and planning promotion for our 8th graders each year. 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. The School Site Council parent members are elected by the parent community to serve on the council for a two year term. Parents run a number of campus clubs including the Math Team. Parents always are invited and encouraged to share their input and suggestions. Additionally, we have parent volunteers sign up to support students in English classes with "book bingo" and drive on field trips.

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.

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 and updated by the School Site Council. 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. We follow the Big Five protocol established by the SMCOE.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	2.3	3.2	1.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.6	1.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.65
Psychologist	.8
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0
Other	n/a
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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	21.0	21.0	20.0	6	5	7	10	11	12			
Mathematics	16.0	5.0	21.0	1	3	7	1		10			1
Science	23.0	23.0	25.0	3	5	3	11	10	11			1
Social Science	25.0	24.0	28.0	2	4		11	10	13			

* 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.

Professional Development provided for Teachers

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. There are a number of site level professional development days for all teachers with a focus on grading practices, unit design, learning targets and Restorative Circles, Reading and Writing Workshop, and Math. Teachers are also members of Professional Learning Communities. In addition to this we consistently offer teachers opportunities to attend workshops at SMCOE or elsewhere to further support professional learning. Areas of focus are determined by our Strategic Plan and LCAP, as well as input from staff on annual professional development surveys.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,127	\$44,375
Mid-Range Teacher Salary	\$75,564	\$65,926
Highest Teacher Salary	\$97,083	\$82,489
Average Principal Salary (ES)	\$124,559	\$106,997
Average Principal Salary (MS)	\$125,333	\$109,478
Average Principal Salary (HS)	\$0	
Superintendent Salary	\$192,367	\$121,894
Percent of District Budget		
Teacher Salaries	38.0	32.0
Administrative Salaries	7.0	7.0

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

Types of Services Funded

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 before school for 30 min daily, and after school for an hour two 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 one to one devices for students content subjects (Math, English Language Arts, History and Science).

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

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,742	\$4,902	\$5,840	\$73,817
District	◆	◆	\$8,821	\$80,884
State	◆	◆	\$7,125	\$63,218
Percent Difference: School Site/District			-40.7	-9.1
Percent Difference: School Site/ State			-19.8	15.5

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.