

TERRA LINDA HIGH SCHOOL

SCHOOL ACCOUNTABILITY REPORT CARD

*Reported for School Year 2013-2014,
Published during 2014-2015*

District Information:

San Rafael City Schools

310 Nova Albion Way
San Rafael, CA 94903
415-492-3200

<http://www.srcs.org>

Michael R. Watenpaugh, Superintendent



School Information:

Terra Linda High School

320 Nova Albion Way
San Rafael, CA 94903
415-492-3100

<http://tlhs.srcs.ca.schoolloop.com/>

Lars Christensen, Principal



Terra Linda High School

2013-2014 School Accountability Report Card

I. DATA AND ACCESS

SARC Data

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 new 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.

Additional Information

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

II. ABOUT THIS SCHOOL

School Description and Mission Statement (Most Recent Year)

Terra Linda is a comprehensive high school serving students in grades 9-12 in the San Rafael City Schools High School District. The campus occupies 29 acres in a serene, residential area off Manual Freitas Parkway in northern San Rafael. Students who typically attend Terra Linda High School include graduates from Miller Creek Middle School (part of the neighboring Dixie Elementary District), Venetia Valley K-8, and Davidson Middle School, although students from other areas in San Rafael also attend. This is due to an open enrollment policy in the San Rafael High School District that allows students from anywhere in San Rafael to choose either of the two high schools in the District.

At Terra Linda High School, a well-trained and highly qualified group of professionals are committed to ensuring all students achieve at high levels. Terra Linda High School last completed its accreditation process through the Western Association of Schools and Colleges (WASC) during March 2013 and received a six-year accreditation through March 2019.

The Terra Linda community has a tradition of innovation and excellence, and it has continued this tradition through a strong focus on preparing all students for success in postsecondary opportunities in college and careers directed by the school leadership team that strongly supports this new vision. All students have access to the core curriculum, which includes English, math, social sciences, and science. Students are encouraged to develop a six-year plan for their high school education when they are in the eighth grade in middle school. Students follow a modified block schedule allowing students to taking six or seven classes a year. Students wishing a greater challenge are encouraged to enroll in the Honors and Advanced Placement courses.

Student Enrollment by Grade Level (School Year 2013-2014)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
9	286
10	266
11	256
12	231
Total Enrollment	1,039

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II. ABOUT THIS SCHOOL

Student Enrollment by Group (School Year 2013-2014)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.6%	White	45.1%
American Indian or Alaska Native	3.8%	Two or More Races	1.3%
Asian	6.9%	Socioeconomically Disadvantaged	34.4%
Filipino	2.2%	English Learners	8.2%
Hispanic or Latino	37.5%	Students with Disabilities	12.4%
Native Hawaiian or Pacific Islander	0.6%		

III. 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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teachers	School			District
	2012-2013	2013-2014	2014-2015	2014-2015
With Full Credential	54	51	51	119
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

A “teacher misassignment” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. A “vacant teacher position” is one in which a single designated teacher has not been assigned to teach an entire course at the beginning of the school year or semester. This table displays the number of teacher misassignments and vacant teacher positions for the most current three-year period. Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2012-2013	2013-2014	2014-2015
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

III. CONDITIONS OF LEARNING

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-2014)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. This table displays the percent of classes in core academic subjects taught by and not taught by Highly Qualified Teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High-poverty schools are defined as those with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25% or less in the free and reduced price meals program. For more information, see the *Improving Teacher and Principal Quality* Web page at <http://www.cde.ca.gov/nclb/sr/tg>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Quality and Currency of Textbooks and Instructional Materials (Most Recent Year)

Curriculum development is a district-wide effort. Teachers and administrators from all subject areas form working committees to draft recommendations on courses of study, appropriate textbooks, and other instructional materials.

The California Department of Education has determined textbook selection and adoption schedules. The district follows the state schedule for these adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

The High School District Curriculum Advisory Council, composed of administrators, teachers, counselors, students, and parents representing each school in the district, reviews curriculum recommendations and revisions for all courses of study, appropriate textbooks, and other materials utilized in the support of the instructional program.

The Curriculum Council recommendations are forwarded to the Board of Education for final approval. This is an ongoing process, assuring that all textbooks and instructional materials are systematically reviewed, updated, and supplemented.

Due to the nature of high school, with different subjects being taught at different grade levels, the list of textbooks and resources is too numerous to include here. **A comprehensive list of textbooks and instructional materials for each grade level is available for review in the San Rafael City Schools District Office and on the district website at www.srccs.org/hscourses.**

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III. CONDITIONS OF LEARNING

Availability of Textbooks and Instructional Materials (Most Recent Year)

With textbook funding assistance from the state and other sources, the district has been able to purchase sufficient materials to provide one textbook per student in all core subject areas. The Board of Education last approved the sufficiency of textbooks and instructional materials for the San Rafael City Schools High School District on September 22, 2014.

Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%
Visual and Performing Arts	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

At Terra Linda High School, the campus is orderly, and students feel safe on campus before, during, and after school. District and school staff work as partners with the San Rafael police and fire departments to maintain a safe community environment. Two campus supervisors patrol the campus before, during, and after school, providing guidance to students and making sure no unauthorized persons are on campus. A School Resource Officer works collaboratively with the administrative, counseling, and school security teams to provide students additional support and resources.

District and school policy require that during the school day all guests to the campus check in at the school office and obtain a visitor pass to identify them for security personnel and all staff and students. Students from other schools are not allowed on campus during the school day, unless participating in an eighth grade shadow program on select dates. **Surveillance cameras are set up in hallways, and in other key areas both inside and outside of the school.**

The physical quality of the school campus influences teaching and learning. The Campus Beatification Committee has received support from local landscapers and parent volunteers for years. The campus beatification team brings together students, parents, and community businesses in improving the school facility and meets monthly with district maintenance personnel and the Chief Business Officer.

Terra Linda High School was established in 1960. The school has a total of 76 classrooms (74 permanent and two portable). With monies from voter-approved school bond measures and state modernization funds, Terra Linda High School underwent multiple phases of modernization that began in 2002 and were completed in 2008. Improvements have included modernization of all classroom wings, vocational arts buildings, student services areas, cafeteria/quadrangle area and outdoor amphitheater, locker rooms and showers, library/media center, construction of a new performing arts center, improvements to the athletic fields, and ADA access site improvements.

The district strives to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An on-line maintenance order request process ensures efficient service and that emergency repairs are given the highest priority.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and flooring. For the current 2014-2015 school year, the district has budgeted \$140,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

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III. CONDITIONS OF LEARNING

School Facility Good Repair Status (Most Recent Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

Date of Inspection: October 13, 2014

Overall Rating of School Facility Good Repair Status (Most Recent Year)

This table displays the overall rating from the results of the most recently completed school site inspection.

System Inspected	Overall Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Rating	✓			

IV. 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 predecessor 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.

Statewide Student Assessments

The **Standardized Testing and Reporting** (STAR) Program was last administered during the 2012-2013 school year. California’s new statewide student assessment system, the **California Assessment of Student Performance and Progress** (CAASPP), was established January 1, 2014 and first administered during the 2013-2014 school year. The CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. These assessments show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

- CSTs: California Standards Tests - all students are tested unless their individualized education program (IEP) indicates assessment with CAPA
- CMA: California Modified Assessment - designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations
- CAPA: California Alternate Performance Assessment - is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations

Note: 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science– Three-Year Comparison

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards) on the STAR for the 2011-2012 and 2012-2013 school years and on the CAASPP for the 2013-2014 school year.

Subject	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Science	60%	63%	63%	58%	58%	57%	60%	59%	60%

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IV. PUPIL OUTCOMES

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-2014)

This table displays the percent of students, by group, scoring at the Proficient or Advanced level (meeting or exceeding the state standards) for the 2013-2014 school year..

Group	Percentage of Students Scoring at Proficient or Advanced
	Science
All Students in the District	57%
All Students in the School	63%
Male	63%
Female	64%
Asian	76%
Hispanic or Latino	39%
White	85%
Socioeconomically Disadvantaged	31%
Students with Disabilities	22%

Standardized Testing and Reporting Results for All Students– Three-Year Comparison

This table displays the percent of students scoring at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
English-Language Arts	64%	64%	66%	57%	59%	59%	54%	56%	55%
Mathematics	37%	37%	37%	33%	34%	31%	49%	50%	50%
History-Social Science	63%	60%	60%	55%	55%	54%	48%	49%	49%

Academic Performance Index Ranks– Three-Year Comparison

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at <http://www.cde.ca.gov/ta/ac/ap/>. This table displays three-year data on the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2011	2012	2013
Statewide	8	7	8
Similar Schools	6	7	8

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IV. PUPIL OUTCOMES

Academic Performance Index Growth by Student Group– Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "n/a" means that the student group is not numerically significant.*

Grade Level	Actual API Change		
	2011	2012	2013
All Students in the School	15	-18	16
Hispanic or Latino	40	-20	23
White	9	-2	5
Socioeconomically Disadvantaged	40	-23	19
English Learners	36	-26	0

Career Technical Education Programs (School Year 2013-2014)

Terra Linda High School offers several programs that directly prepare students for work. The applied arts program teaches industrial and architectural design through computer-aided drawing (CAD). It also offers students the ability to build their designs in the wood shop. The music and drama programs prepare students for careers or further education in these areas. A Medical Assistant course at Terra Linda, which involves a partnership with Kaiser Permanente Medical Center, includes a year of study and a summer internship resulting in certification as a medical assistant. The school's auto shop program instructs students in auto repair and maintenance. The ROP emergency services class examines the public safety career pathways and job opportunities available in law enforcement, fire protection, and emergency medical care professions. Career-based classes are open to all students and adaptations are made for students with disabilities. The school counselors, as well as the college and career center, are available to all students for college and career information. Students are counseled in career identification according to personal preferences and talents, colleges and technical schools that offer specific skills, and opportunities for internships in areas of student interest.

Career Technical Education Participation (School Year 2013-2014)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	29
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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IV. PUPIL OUTCOMES

Courses for University of California and/or California State University Admission (School Years 2012-2013 and 2013-2014)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
2013-2014 Students Enrolled in Courses Required for UC/CSU Admission	75.9%
2012-2013 Graduates Who Completed All Courses Required for UC/CSU Admission	57.9%

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English-language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal ESEA, also known as NCLB. Detailed information regarding CAHSEE results can be found at <http://cahsee.cde.ca.gov/>.

Note: Scores are not reported 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.

California High School Exit Examination for All Grade Ten Students– Three-Year Comparison

This table displays the percent of grade ten students scoring at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
English-Language Arts	61%	73%	64%	57%	66%	62%	56%	57%	56%
Mathematics	58%	70%	67%	57%	62%	66%	58%	60%	62%

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IV. PUPIL OUTCOMES

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-2014)

This table displays the percent of grade ten students, by group, scoring at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	42%	20%	38%	37%	36%	27%
All Students in the School	36%	22%	42%	33%	38%	29%
Male	42%	24%	34%	33%	39%	28%
Female	30%	21%	50%	32%	38%	30%
American Indian or Alaska Native	31%	38%	31%	67%	17%	17%
Hispanic or Latino	65%	17%	17%	56%	33%	11%
White	13%	24%	63%	8%	50%	42%
Socioeconomically Disadvantaged	73%	14%	13%	66%	26%	8%
English Learners	96%	4%	n/a	92%	8%	n/a
Students with Disabilities	75%	20%	5%	89%	5%	5%

California Physical Fitness Test Results (School Year 2013-2014)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the cumulative percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness testing Web page at <http://www.cde.ca.gov/ta/tq/pf>.

Note: 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.

Grade Level	Cumulative Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	85%	70%	40.3%

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V. 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 school site.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person Name: Leslie Savelli, One TL President

To Reach Contact Person: lesley@focusav.com

The San Rafael City Schools would not be what it is today without the contributions of countless parents and guardians who give their time and expertise as volunteers and who share their financial resources to support the goals and aspirations of San Rafael schools.

Parents and guardians have the opportunity to play an active role in their child's school experience through a number of activities, including parent council, district and school English language advisory committees, parent teacher associations, district and school site committees, fundraising campaigns and special events.

At Terra Linda High School, opportunities for parent participation abound. One TL is the umbrella organization for our booster groups, including: Athletic Boosters, Academic Excellence, Music Boosters, Drama Boosters, Art Boosters, Site English Learner Advisory Committee, Scholarship Foundation, and Safe and Sober Grad Night. These active groups raise money and help run many of the school programs. Parents also have opportunities to serve on the Site Leadership Team, modernization committee, and curriculum advisory council, volunteering in the classroom, office, college and career center, library and other ways. The principal's coffees offer an informal format for discussing issues with the principal.

Parents are also made to feel welcome through various informational and community-building events, including back-to-school nights, ninth-grade orientation night, college information nights, financial aid night, eighth-grade parent nights, sophomore counseling night, winter concerts, and all of the plays, musicals, and other artistic and athletic performances.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

This table displays the school's dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Dropout Rate	5.8%	7.5%	1.9%	5.5%	8.8%	6.1%	14.7%	13.1%	11.4%
Graduation Rate	93.5%	90.67%	96.5%	93.57%	88.59%	91.37%	77.14%	78.87%	80.44%

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V. ENGAGEMENT

Completion of High School Graduation Requirements– Graduating Class of 2013

Students in California public schools must pass both the English-language arts and mathematics portions of the CAHSEE to receive a high school diploma. This table displays, by student group, the percent of students who began the 2012-2013 school year in grade twelve and were part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. *Note: "n/a" means that the student group is not numerically significant.*

Group	Graduating Class of 2013		
	School	District	State
All Students	98%	93%	84%
Black or African American	91%	86%	75%
American Indian or Alaska Native	100%	100%	77%
Asian	100%	97%	92%
Filipino	100%	100%	92%
Hispanic or Latino	95%	88%	80%
Native Hawaiian or Pacific Islander	100%	100%	84%
White	100%	98%	90%
Two or More Races	100%	100%	89%
Socioeconomically Disadvantaged	100%	91%	82%
English Learners	63%	59%	53%
Students with Disabilities	100%	87%	60%

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 measure on the sense of safety.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state levels for the most recent three-year period.

Rate	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	7.4%	4.2%	6.9%	8.3%	4.5%	4.9%	5.7%	5.1%	4.4%
Expulsions	0.2%	0.3%	0%	0.6%	0.1%	0%	0.1%	0.1%	0.1%

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V. ENGAGEMENT

School Safety Plan (Most Recent Year)

Date Reviewed and Updated: August 11, 2014

Date Discussed with School Faculty: August 20, 2014

Terra Linda High School has a comprehensive school safety plan covering all aspects of planning for emergency response and student safety. This plan is based on and coordinated with the district and county emergency preparedness plans. The plan is reviewed with school staff at the start of the school year. The plan is updated annually to increase preparedness for any emergency, including storms, fire, earthquake, or intruders on campus. The school has staff members who are trained in cardiopulmonary resuscitation (CPR) and first aid. Additionally, the school has a defibrillator in the office. The entire staff has attended a demonstration on working the defibrillator. Disaster drills are held once a semester throughout the year. The school also participates in an annual countywide disaster preparedness drill.

Key elements of the school safety plan include: school crisis team (assignments, responsibilities, supplies, and chain of command); emergency evacuation and lockdown procedures; forms; and telephone tree.

VI. OTHER SARC INFORMATION

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

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-2014)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate – English-Language Arts	Yes	Yes
Met Participation Rate – Mathematics	Yes	Yes
Met Percent Proficient – English-Language Arts	No	No
Met Percent Proficient – Mathematics	No	Yes
Met Graduation Rate	Yes	Yes

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VI. OTHER SARC INFORMATION

Federal Intervention Program (School Year 2014-2015)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2009-2010
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement	n/a	1
Percent of Schools Currently in Program Improvement	n/a	50%

Average Class Size and Distribution

This table displays, by subject area, the average class size and the number of classes that fall into each size category (a range of total students per classroom).

Subject	2011-2012				2012-2013				2013-2014			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	20.8	25	26	1	23.0	24	20	8	23.0	20	20	10
Mathematics	23.4	16	22	6	21.0	23	24	5	21.0	23	19	10
Science	23.9	10	21	1	26.0	8	24	3	25.0	10	24	4
Social Science	24.0	15	18	9	22.0	16	22	9	21.0	20	19	10

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VI. OTHER SARC INFORMATION

Academic Counselors and Other Support Staff (School Year 2013-2014)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	346.3
Counselor (Social/Behavioral or Career Development)	0.6	n/a
Library Media Teacher (librarian)	1.0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Psychologist	1.0	n/a
Social Worker	0.6	n/a
Nurse	0.2	n/a
Speech/Language/Hearing Specialist	0.2	n/a
Resource Specialist (non-teaching)	6.0	n/a
Community Mental Health Therapist	1.0	n/a

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-2013)

This table displays a comparison of the school's per pupil expenditures from unrestricted sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor. Detailed information regarding school expenditures and teacher salaries for all school districts in California can be found at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, visit the Ed-Data Web site at <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School	\$9,258	\$2,486	\$6,772	\$85,794
District	n/a	n/a	\$8,359	\$85,582
Percent Difference - School and District	n/a	n/a	-19%	<1%
State	n/a	n/a	\$4,690	\$70,245
Percent Difference - School and State	n/a	n/a	30.7%	18.2%

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VI. OTHER SARC INFORMATION

Types of Services Funded (Fiscal Year 2013-2014)

Terra Linda High School offers programs and supplemental services that are available at the school and funded through categorical funds or other sources. For the 2013-2014 school year, these programs and services included the following:

- Students at risk of not mastering grade-level standards are provided with intervention opportunities by each teacher within each lesson and by site teachers in tutorial periods, at lunchtime, and through after-school services.
- Students who are in need of additional support in math in preparation for passing the CAHSEE are scheduled into a CAHSEE support class providing targeted instruction based on strand analysis.
- Students who are below proficient in Algebra 1 are scheduled into a supplemental class.
- Students in need of intensive interventions in English are scheduled into a supplemental class.
- Students in need of strategic interventions who are below proficient in English are scheduled into an additional period of English instruction.
- Structured ELD based on ELD standards for English Learners at CELDT levels 1-3 is provided via the Hampton Brown *Edge* and *Inside USA* curricular series.
- One-on-one and small group tutoring sessions in academic content areas are offered at lunch and after school.

Teacher and Administrative Salaries (Fiscal Year 2012-2013)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	—	\$42,325
Mid-Range Teacher Salary	—	\$66,555
Highest Teacher Salary	—	\$86,253
Average Principal Salary (High School)	—	\$117,349
Superintendent Salary	*	\$154,891
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	8%	6%

*The Superintendent serves the Elementary District for 50% of the assignment.

VI. OTHER SARC INFORMATION

Advanced Placement Courses (School Year 2013-2014)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at <http://dq/cde/ca/gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	7	n/a
Foreign Language	2	n/a
Mathematics	4	n/a
Science	6	n/a
Social Science	1	n/a
All Courses	20	0.8%

Professional Development

Terra Linda High School teachers and other school personnel choose staff development opportunities which assist in the implementation of the school improvement plan. Release time is provided for teachers to participate in staff development. In addition, weekly collaborative time is built into the school's schedule. Conferences and staff development opportunities relate to goal objectives outlined in the Single Plan for Student Achievement and the Western Association of Schools and Colleges (WASC) Focus on Learning Self-Study Action Plan. Teachers are supported through flexible scheduling for collaboration and collegial support.

Professional development is an ongoing process based on the results and analysis of demographic and disaggregated testing data, new legislation, state frameworks and advisories, and Terra Linda's annual goals. All professional development practices are grounded in research and utilize content specific research of best teaching and learning instructional practices. Staff development for the current 2014-2015 school year will be primarily focused on increasing school-wide literacy, English Language Development, transitioning to the Common Core State Standards, and improving Algebra I instruction. Our weekly collaborative time will be focused on department-level staff development to support implementation of literacy strategies, to improve instruction in content areas, and to develop pacing calendars and common assessments that help teachers determine the success of their efforts. Select teachers have been trained to assist in the WASC Accreditation process.

Annual Number of School Days Dedicated to Staff Development		
2011-2012	2012-2013	2013-2014
0	0	0