Tierra del Sol Middle School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Tierra del Sol Middle School
Street	9611 Petite Ln.
City, State, Zip	Lakeside, CA 92040
Phone Number	619) 390-2670
Principal	Dr. Leslie Hardiman
Email Address	lhardiman@lsusd.net
School Website	https://www.lsusd.net/Domain/84
County-District-School (CDS) Code	37-68189-6085047

2021-22 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	http://www.lsusd.net/site/default.aspx?PageID=1

2021-22 School Overview

Tierra del Sol (TdS) is located in eastern Lakeside. We are a school of over 750 learners and our goal is to make each day a day of learning for each child.

Students at TdS have access to fantastic core curriculum teachers in Math, Science, English, Social Studies, and PE. Our school also has strong elective programs as well, including ASB (student leadership), drama, band, percussion, art, technology, yearbook, and photography. Even in this time of uncertainty, our school is proud to continue the Project Lead the Way Middle School Gateway program! TdS is also proud to have over 200 Spanish and Mandarin Immersion students this year!

Our LUSD Profile focus this year is, "Persevere Relentlessly", which speaks volumes for our current situation. Our Student Support Coordinator, Counselor, teachers and staff have been working diligently to provide supports for our distance learners and guidance for our hybrid students as we navigate through this together.

Tierra del Sol's vision centers around our motto, "Every Student, Every Day".

Every student is an integral part of an innovative learning community, focused around science, technology, engineering, mathematics, and the arts. All TdS students will have equitable access to a high quality STEAM (Science, Technology, Engineering, Arts, Math) and Immersion education that embraces the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity - which are the super skills for the 21st century that will prepare students to succeed in a world in which they can yet imagine. Upon promotion, students from TdS will leave with an expectation for high achievement, respect for their school environment and their surrounding community. Students will also leave with a life-long learning attitude that provides a strong foundation to excel in any successful secondary institution, including those that promote a STEAM, Immersion, and/or college and career-readiness curriculum. "Every Student, Every Day" is a creed that all stakeholders, including administration, staff, parents, and students, will embrace and live by to facilitate the best learning environment throughout the school year.

Leslie Hardiman, PRINCIPAL

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	238
Grade 7	223
Grade 8	269
Total Enrollment	730

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.2
Asian	2.3
Black or African American	1.8
Filipino	1.1
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	1
Two or More Races	4.4
White	52.7
English Learners	6.3
Foster Youth	0.4
Homeless	1
Socioeconomically Disadvantaged	44.2
Students with Disabilities	20

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Tierra del Sol Middle School has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected	10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Education Resources Chinese Wonderland & Singapore Chinese; both adopted in 2013	No	0
Mathematics	CPM, adopted in 2018-19	Yes	0
Science	Focus on Earth, Life, and Physical Science, CPO Science; adopted in 2007 Investigating Earth Systems, InterActions in Physical Science, It's About Time; adopted in 2007	Yes	0
History-Social Science	Discovering our Past, McGraw Hill Glencoe; adopted in 2006 History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006	Yes	0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Built in 1972, our school is 48 years old. The Lakeside Union School District Maintenance team does a wonderful job keeping our buildings and schools in good condition. Tierra del Sol is a very clean school, including buildings and rest rooms. Our school had a major upgrade in the summer of 2013. New air conditioners were added, as well as paint, concrete and much more. We updated our main office as well! We are so excited for you to come and visit our great campus!

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report	8/27/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A4: 4. RUBBER MOLDING IS MISSING. HOLE IN WALL. 9. FAUCET HAS A LOW FLOW. A5: 4. CEILING TILE IS MISSING. A6: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO CEILING (KILN ROOM). B4: 4. CEILING TILES HAVE WATER STAINS. B6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. FOUR LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON THE CEILING. BOYS REST ROOM: 4. FLOOR TILES ARE MISSING. C1: 4. RUBBER MOLDING IS MISSING. 7. EECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. C2: 4. CEILING TILE HAS A WATER STAIN. C3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. C5: 4. CEILING TILE IS BROKEN. C6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. C7: 4. CARPET IS TORN. CUSTODIAN: 4. FLOOR TILES ARE BROKEN AT ENTRY. D COMMONS: 4. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. WALL PAPER IS TORN. D1: 4. CARPET IS WORN.

School Facility Conditions and Planned Improvements

			D2: 4. CARPET IS WORN. D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING. D4: 4. CEILING TILES HAVE WATER STAINS. D8: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN. OFFICE: 4. CEILING TILES HAVE WATER STAINS. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. P2: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. P3: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. P4: 4. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. P5: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A URINE LIKE ODOR. 7. SURGE PROTECTORS ARE DAISY CHAINED. P8: 4. CEILING TILE IS MISSING. WALL PAPER IS TORN. 9. FAUCETS IN RR'S HAVE A LOW FLOW. PSYCH: 4. WALL PAPER IS TORN (HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. ONE FAUCET LEAKS AT FITTING. STAGE: 4. FLOOR TILES ARE BROKEN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).

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				GIRLS REST ROOM: 6. BLACK WIDOW AND WEBBING ACROSS ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. P5: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A URINE LIKE ODOR. 7. SURGE PROTECTORS ARE DAISY CHAINED. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. ONE FAUCET LEAKS AT FITTING. SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical			X	ADMIN: 7. FIVE LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY. ALL GENDER REST ROOM: 7. ONE LIGHT PANEL IS OUT (HALLWAY). B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). B5: 7. ONE LIGHT PANEL IS OUT. B6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. FOUR LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON THE CEILING. C1: 4. RUBBER MOLDING IS MISSING. 7. EECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. C3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. C6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. CUSTODIAN: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING. D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING.

			D5: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. D7: 7. ELECTRICAL COVER IS MISSING. D8: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRCAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT. MPR: 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. P2: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. P4: 4. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. P5: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A URINE LIKE ODOR. 7. SURGE PROTECTORS ARE DAISY CHAINED. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. ONE FAUCET LEAKS AT FITTING. STAFF LOUNGE: 7. LIGHT DIFFUSER IS LOOSE.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	A4: 4. RUBBER MOLDING IS MISSING. HOLE IN WALL. 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW AND LEAKS AT HANDLE. BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL. GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7.

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				SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. P8: 4. CEILING TILE IS MISSING. WALL PAPER IS TORN. 9. FAUCETS IN RR'S HAVE A LOW FLOW. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. ONE FAUCET LEAKS AT FITTING. SCIENCE: 9. ONE FAUCET IS LOOSE AT THE BASE.
Safety: Fire Safety, Hazardous Materials	X			B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. FOUR LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON THE CEILING. BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL. GIRLS REST ROOM: 6. BLACK WIDOW AND WEBBING ACROSS ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL. P4: 4. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. PSYCH: 4. WALL PAPER IS TORN (HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ADMIN: 7. FIVE LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. C1: 4. RUBBER MOLDING IS MISSING. 7. EECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	716	11	1.54	98.46	9.09
Female	356	7	1.97	98.03	--
Male	360	4	1.11	98.89	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	1	5.88	94.12	--
Black or African American	13	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	2	0.76	99.24	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	0	0	100	--
White	373	7	1.88	98.12	--
English Learners	47	1	2.13	97.87	--
Foster Youth	--	--	--	--	--
Homeless	14	2	14.29	85.71	--
Military	22	2	9.09	90.91	--
Socioeconomically Disadvantaged	181	2	1.1	98.9	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	146	11	7.53	92.47	9.09

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	716	10	1.40	98.60	--
Female	356	7	1.97	98.03	--
Male	360	3	0.83	99.17	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	1	5.88	94.12	--
Black or African American	13	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	2	0.76	99.24	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	0	0.00	100.00	--
White	373	6	1.61	98.39	--
English Learners	47	1	2.13	97.87	--
Foster Youth	--	--	--	--	--
Homeless	14	2	14.29	85.71	--
Military	22	2	9.09	90.91	--
Socioeconomically Disadvantaged	181	2	1.10	98.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	146	10	6.85	93.15	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	683	643	94%	6%	53%
Female	349	345	99%	1%	57%
Male	334	298	89%	11%	50%
American Indian or Alaska Native	11	9	82%	18%	33%
Asian	16	13	81%	19%	77%

Black or African American	11	3	27%	73%	37%
Filipino	5	3	60%	40%	66%
Hispanic or Latino	247	224	91%	9%	44%
Native Hawaiian or Pacific Islander	7	7	100%	0%	57%
Two or More Races	23	20	87%	13%	70%
White	364	358	98%	2%	59%
English Learners	45	38	84%	16%	11%
Foster Youth	0	0	0%	0%	n/a
Homeless	5	5	100%	0%	40%
Military	18	18	100%	0%	67%
Socioeconomically Disadvantaged	228	207	91%	9%	47%
Students Receiving Migrant Education Services	0	0	0%	0%	n/a
Students with Disabilities	132	117	89%	11%	20%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	683	625	92%	8%	40%
Female	349	318	91%	9%	36%
Male	334	307	92%	8%	41%
American Indian or Alaska Native	11	9	82%	18%	22%
Asian	16	14	88%	12%	57%
Black or African American	11	8	73%	27%	12%
Filipino	5	3	60%	40%	67%
Hispanic or Latino	247	222	90%	10%	27%
Native Hawaiian or Pacific Islander	7	6	86%	14%	67%
Two or More Races	23	22	96%	4%	46%
White	364	339	93%	7%	45%
English Learners	45	39	87%	13%	0%
Foster Youth	0	0	0%	0%	n/a
Homeless	6	6	100%	0%	17%
Military	18	15	83%	17%	67%
Socioeconomically Disadvantaged	228	201	88%	12%	30%
Students Receiving Migrant Education Services	0	0	0%	0%	n/a

Students with Disabilities	132	117	89%	11%	13%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	NT	NT	NT	NT
Female	122	NT	NT	NT	NT
Male	130	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	82	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	139	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	65	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We work to keep our parents connected at Tierra del Sol. Our PTSA parents meet monthly, and parents also may volunteer on campus with a variety of different opportunities to help.

Parents support our school by volunteering at major events, helping support fund raisers and chaperoning at dances and field trips. Regardless of your talents, we'll find a way for you to help!

Parents may virtually attend PTA meetings and School Site Council meetings each month. Each meeting has a different role in helping support our students and their education.

While parents are still not allowed on our campuses, parents share a community social media page to provide support, ask questions, and build their sense of camaraderie during this difficult time. We also provide opportunities for parents and students of the TDS community to participate in forms of community service by making Christmas cards to our military troops and making ornaments for Children's Hospital.

We also look to reach out to parents and keep them connected in their child's school. We use Jupiter Grades to report homework and grades, and email and/or call parents weekly via Illuminate to keep them updated on school events and activities. Parents can also log into the Illuminate Parent Portal to check attendance, behavior, and grades.

For more information, contact Principal Leslie Hardiman at (619) 390-2670 x2055.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	767	752	57	7.6
Female	375	367	27	7.4
Male	392	385	30	7.8
American Indian or Alaska Native	10	10	1	10.0
Asian	17	17	2	11.8
Black or African American	15	14	2	14.3
Filipino	8	8	1	12.5
Hispanic or Latino	279	268	22	8.2
Native Hawaiian or Pacific Islander	7	7	1	14.3
Two or More Races	33	33	6	18.2
White	398	395	22	5.6
English Learners	55	50	9	18.0
Foster Youth	7	7	2	28.6
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	347	338	40	11.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	157	155	19	12.3

C. Engagement	State Priority: School Climate

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.24	1.30	3.01	0.42	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.49	1.96	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.30	0.00
Female	0.27	0.00
Male	2.30	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.51	0.00
English Learners	1.82	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.18	0.00

2021-22 School Safety Plan

School safety is paramount at Tierra del Sol. Our school and District work diligently to provide a safe environment for each student each day. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. We assign staff roles and practice emergency situations throughout the year. The current School Safety plan will be reviewed and discussed by our School Site Council in December 2021. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Key elements of our plan include our evacuation areas and our secure campus procedures. Students and faculty review our plan and procedures as we practice throughout the year. Our safety plan has been modified during COVID to reflect current additional needs. We continue to have hand washing stations and water stations while drinking faucets are out of commission. We continue to have our monthly drills.

Our campus is safe and secure for our students. Our grounds are monitored by our Staff and our District maintenance responds immediately if any unsafe situations are found. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. We believe that practicing will help prepare us if there was ever a real emergency on campus, so our teachers, students and staff engage in lockdown, secure campus, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. Any adult on campus must display either a visitor badge, or a staff lanyard. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator), on site for emergency use.

Our students can withstand a shelter in place for several hours as our school has three windowless buildings to safely house children in the event of an actual emergency. Students have access to water and restrooms within these B, C, and D buildings. Tierra del Sol is a very safe school.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	4	14
Mathematics	25	7	4	11
Science	32	2	4	11
Social Science	29	6	3	10

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	13	7
Mathematics	24	6	8	7
Science	28	2	7	9
Social Science	25	4	15	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	11	6
Mathematics	19	17	7	2
Science	26	5	8	6
Social Science	25	6	6	7

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	730

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8269	144	8125	81212
District	N/A	N/A	7813	$76,196
Percent Difference - School Site and District	N/A	N/A	3.9	6.4
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-3.9	-1.5

2020-21 Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at https://www.lsusd.net/domain/1503

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Tierra del Sol is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: https://www.lsusd.net/Domain/84

At TdS, we have several programs at our schools to provide support for students, both academically and behaviorally. Many classroom teachers provide additional help or tutoring for students on an as-needed basis. Parents can contact their children's teacher(s) to find out about specific days and/or times that this assistance is available. Students that continue to struggle in classes may be referred for a Student Study Team (SST) meeting through our Counselor, Mrs. Macias-Gonzalez. Mrs. Macias-Gonzalez will call a meeting with the student, parent, and all teachers to discuss a plan for success. Other monitor and assistance programs are our Jupiter Grades, Review 360, and Friday check-ins with the counselor.

Students are supported with behavior and positive decision-making in many ways at TdS. We have periodic class discussions, presentations by administrators, and assemblies that encourage positive behaviors. We also provide school wide CREW activities to all of our students M-F. TdS students are encouraged to perform good deeds at their school and in their community. Students learn about the power each individual has to make a positive contribution.

If a student continues to struggle behaviorally, we offer many different counseling supports. These can be discussed with our School Counselor, Mrs. Macias-Gonzalez.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & 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	$49,706	$51,450
Mid-Range Teacher Salary	$73,960	$80,263
Highest Teacher Salary	$110,824	$101,012
Average Principal Salary (Elementary)	$115,487	$128,082
Average Principal Salary (Middle)	$134,089	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$207,296	$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Each year, staff and administration meet to review data and develop our professional development plan for teachers.

Staff receive continuous professional development and feedback in regards to these three areas.

Our math instructors benefit from our District's partnership with Math Transformation. Teachers meet monthly with their math coaches to review curriculum and practice to best benefit students and help prepare them for success on the the annual SBAC assessments.

In addition, Principals in Lakeside work collaboratively in management Professional Learning Communities to determine best practices to lead students to high levels of achievement. Principals share these practices with staff and assist in monitoring and implementation throughout the school year.

Across the District:

SCIENCE

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning, during the 2018-2019 school year, addressed all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This occurred primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.
Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4)

Professional Development

Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 19-20 school year.
PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students.   Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Last year, two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	10

Lakeside Union School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	http://www.lsusd.net/site/default.aspx?PageID=1

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3030	27	0.89	99.11	3.70
Female	1544	9	0.58	99.42	--
Male	1485	18	1.21	98.79	0.00
American Indian or Alaska Native	46	0	--	100.00	--
Asian	56	2	3.57	96.43	--
Black or African American	89	1	1.12	98.88	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	1027	7	0.68	99.32	--
Native Hawaiian or Pacific Islander	20	1	5.00	95.00	--
Two or More Races	117	1	0.85	99.15	--
White	1631	15	0.92	99.08	6.67
English Learners	227	2	0.88	99.12	--
Foster Youth	15	0	0.00	100.00	--
Homeless	22	2	9.09	90.91	--
Military	190	3	1.58	98.42	--
Socioeconomically Disadvantaged	695	4	0.58	99.42	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	611	27	4.42	95.58	3.70

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3030	26	0.86	99.14	0.00
Female	1544	9	0.58	99.42	--
Male	1485	17	1.14	98.86	0.00
American Indian or Alaska Native	46	0	--	100.00	--
Asian	56	2	3.57	96.43	--
Black or African American	89	1	1.12	98.88	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	1027	7	0.68	99.32	--
Native Hawaiian or Pacific Islander	20	1	5.00	95.00	--
Two or More Races	117	1	0.85	99.15	--
White	1631	14	0.86		0.00
English Learners	227	2	0.88	99.12	--
Foster Youth	15	0	0.00	100.00	--
Homeless	22	2	9.09	90.91	--
Military	190	3	1.58	98.42	--
Socioeconomically Disadvantaged	695	4	0.58	99.42	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	611	26	4.26	95.74	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.