

# Tierra del Sol Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Tierra del Sol (TdS) is located in eastern Lakeside. We are a school of over 700 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. Our school is proud to continue the Project Lead the Way Middle School Gateway program, and we continue to be the only school in East County that offers Femineers! TdS is also proud to have over 150 Spanish and Mandarin Immersion students this year!

Our LUSD Profile focus this year is, "Persevere Relentlessly" and "Caring Deeply". Tierra del Sol's vision centers around our motto, "Every Student, Every Day". Our 2022-2023 shared vision states, "TDS is a respectful place that holds all stakeholders accountable in order to create a clear, safe, productive learning environment that provides opportunities for real teaching and learning, as well as opportunities that build trust and connections throughout campus." Our stakeholders, including administration, teachers, students, and parents work collaboratively to ensure our vision becomes reality. 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	257
Grade 7	230
Grade 8	211
Total Enrollment	698

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	1.6
Asian	2.0
Black or African American	2.0
Filipino	0.7
Hispanic or Latino	36.1
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.4
White	53.3
English Learners	7.3
Foster Youth	0.3
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	38.3
Students with Disabilities	21.5

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	67.71	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.93	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.40	4.50	1.87	12115.80	4.41
Unknown	8.80	25.94	22.60	9.20	18854.30	6.86
<b>Total Teaching Positions</b>	<b>34.10</b>	<b>100.00</b>	<b>245.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	
Local Assignment Options	1.00	
<b>Total Out-of-Field Teachers</b>	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 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.

<b>Year and month in which the data were collected</b>	10/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Open Education Resources  Chinese Wonderland & Singapore Chinese; both adopted in 2013	No	0
<b>Mathematics</b>	CPM, adopted in 2018-19	Yes	0
<b>Science</b>	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
<b>History-Social Science</b>	Discovering our Past, McGraw Hill Glencoe; adopted in 2006  History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006	Yes	0
<b>Foreign Language</b>	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0

## 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**

12/17/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	A5: 4. CEILING TILE IS MISSING. CEILING TILE AND WALL TILES HAVE WATER STAINS. A6: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO CEILING (KILN ROOM). 9. FAUCET HAS A DRIP. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. SIX

## School Facility Conditions and Planned Improvements

LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 11. PAINT IS PEELING ON THE CEILING.

BOYS REST ROOM: 4. FLOOR TILES ARE MISSING. 8. TOILET IS BROKEN.

C1: 4. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL 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. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.

C6: 4. CEILING TILES HAVE WATER STAINS. 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. RUBBER MOLDING IS MISSING.

D1: 4. CARPET IS WORN.

D2: 4. CARPET IS WORN.

D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING.

D8: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER.

GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 9. ONE FAUCET HAS A LOW FLOW.

GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.

GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN.

OFFICE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE.

P1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. RAMP IS LOOSE.

P2: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.

P3: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL.

P4: 4. CEILING TILE HAS A WATER STAIN. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP.

P8: 4. CEILING TILE IS MISSING.

PSYCH: 4. WALL PAPER IS TORN (HALLWAY).

SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER

## School Facility Conditions and Planned Improvements

			STAIN. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT FITTING.
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. P1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. RAMP IS LOOSE. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. 15. DOOR IS RUSTED AT BASE. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT FITTING. SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p>
<p><b>Electrical</b></p>		X	<p>A3: 7. SURGE PROTECTORS AND EXTENSION CORD ARE DAISY CHAINED. ADMIN: 7. SIX LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY. ATTENDANCE: 7. MULTIPLE LIGHT BULBS AND PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. B3: 7. MULTIPLE LIGHT BULBS ARE OUT. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. B6: 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. SIX LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 11. PAINT IS PEELING ON THE CEILING. C1: 4. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. C3: 4. WALL PAPER IS TORN. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. C4: 7. MULTIPLE LIGHT BULBS ARE OUT. C6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. CUSTODIAN: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING.</p>



## School Facility Conditions and Planned Improvements

			<p>D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>D6: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>D7: 7. ELECTRICAL COVER IS MISSING.</p> <p>ELECTRCAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>P2: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>P4: 4. CEILING TILE HAS A WATER STAIN. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>WORKROOM: 7. ONE LIGHT PANEL IS OUT.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		X	<p>A6: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO CEILING (KILN ROOM). 9. FAUCET HAS A DRIP.</p> <p>BOYS REST ROOM: 4. FLOOR TILES ARE MISSING. 8. TOILET IS BROKEN.</p> <p>BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>HEALTH OFFICE: 8. TOILET LEAKS AT FITTING.</p> <p>P1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. RAMP IS LOOSE.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET LEAKS AT FITTING.</p>

## School Facility Conditions and Planned Improvements

			SCIENCE: 9. ONE FAUCET IS LOOSE AT THE BASE.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		ATTENDANCE: 7. MULTIPLE LIGHT BULBS AND PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 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. SIX LIGHT DIFFUSERS ARE MISSING. CLOCK IS MISSING. 11. PAINT IS PEELING ON THE CEILING. BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL. CUSTODIAN: 11. PAINT IS PEELING ON THE CEILING. D8: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER. GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. P4: 4. CEILING TILE HAS A WATER STAIN. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. 15. DOOR IS RUSTED AT BASE.
<b>Structural:</b> Structural Damage, Roofs	X		P4: 4. CEILING TILE HAS A WATER STAIN. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON RAMP. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. 15. DOOR IS RUSTED AT BASE.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		ADMIN: 7. SIX LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.

## School Facility Conditions and Planned Improvements

			<p>C1: 4. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. P1: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 14. RAMP IS LOOSE. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. 15. DOOR IS RUSTED AT BASE. PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK.</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	40	N/A	44	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	32	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	682	660	96.77	3.23	40.37
<b>Female</b>	348	332	95.40	4.60	43.77
<b>Male</b>	334	328	98.20	1.80	36.92
<b>American Indian or Alaska Native</b>	12	12	100.00	0.00	41.67
<b>Asian</b>	15	15	100.00	0.00	53.33
<b>Black or African American</b>	13	13	100.00	0.00	23.08
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	250	244	97.60	2.40	32.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	26	92.86	7.14	52.00
<b>White</b>	354	341	96.33	3.67	44.97
<b>English Learners</b>	58	53	91.38	8.62	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	240	232	96.67	3.33	28.70
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	147	140	95.24	4.76	8.63

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	682	661	96.92	3.08	22.91
<b>Female</b>	348	333	95.69	4.31	22.82
<b>Male</b>	334	328	98.20	1.80	23.01
<b>American Indian or Alaska Native</b>	12	12	100.00	0.00	25.00
<b>Asian</b>	15	15	100.00	0.00	40.00
<b>Black or African American</b>	13	13	100.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	250	242	96.80	3.20	17.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	32.14
<b>White</b>	354	342	96.61	3.39	25.00
<b>English Learners</b>	58	56	96.55	3.45	3.57
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	240	232	96.67	3.33	13.36
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	147	140	95.24	4.76	4.29

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	28.57	NT	31.33	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	205	196	95.61	4.39	28.57
<b>Female</b>	101	95	94.06	5.94	33.68
<b>Male</b>	104	101	97.12	2.88	23.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	82	78	95.12	4.88	23.08
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	98	93	94.9	5.1	33.33
<b>English Learners</b>	17	17	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	71	67	94.37	5.63	13.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	35	92.11	7.89	8.57



## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	88	89	90	88	90

## 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.

#### 2022-23 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!

We provide many committees that we invite our parents to join. Our ELAC representatives share important information with our DELAC committee about the successes and improvements of our programs. Parents may attend PTA, School Safety Committee, and School Site Council meetings in person or virtually, depending on preference. Each meeting has a different role in helping support our students and their education.

Parents share a community social media page to provide support, ask questions, and build their sense of camaraderie. 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	735	722	144	19.9
Female	368	361	65	18.0
Male	367	361	79	21.9
American Indian or Alaska Native	14	12	6	50.0
Asian	16	16	1	6.3
Black or African American	16	15	8	53.3
Filipino	5	5	2	40.0
Hispanic or Latino	268	264	56	21.2
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	25	25	5	20.0
White	385	379	64	16.9
English Learners	65	63	14	22.2
Foster Youth	2	2	1	50.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	309	304	88	28.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	167	165	47	28.5

### C. Engagement

#### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.30	4.08	0.42	1.66	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.08	0.00
Female	2.99	0.00
Male	5.18	0.00
American Indian or Alaska Native	7.14	0.00
Asian	0.00	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.16	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.78	0.00

## 2022-23 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 has been reviewed and discussed by our School Site Council in November 2022. 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 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. 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.

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	23	10	10	6
Mathematics	22	10	6	4
Science	27	4	7	6
Social Science	27	3	8	5

## 2021-22 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	698

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$77,299
Percent Difference - School Site and District	N/A	N/A	3.9	6.4
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-3.9	-1.5

## 2021-22 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 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$49,706	\$51,591
<b>Mid-Range Teacher Salary</b>	\$73,960	\$79,620
<b>Highest Teacher Salary</b>	\$110,824	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$114,233	\$131,473
<b>Average Principal Salary (Middle)</b>	\$134,089	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$211,442	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	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

## Professional Development

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) 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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	10	