

Tierra del Sol Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 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

2023-24 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	http://www.lsusd.net/site/default.aspx?PageID=1

2023-24 School Description and Mission Statement

Tierra del Sol (TdS) is located in eastern Lakeside. We are a school of over 700 learners whose main focus is increasing academic achievement, and building resilient, respectful, empathetic students who will thrive far beyond middle school.

Students at TdS have access to fantastic core curriculum teachers in Math, Science, English, Social Studies, and PE. TdS is also proud to be an integral part of a growing TK-12 Mandarin and Spanish Immersion program that works closely with El Capitan High School's Global Language and Leadership Program (GLLP) to ensure our students have the skills to meet the requirements for the California Seal of Biliteracy upon graduation. Our school also has strong elective programs, 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! The Femineers Program was created and funded by Cal Poly Pomona's College of Engineering in 2013 to inspire students to pursue STEM (Science, Technology, Engineering, and Math) in their education and career. We are continuing to grow our elective department to include middle school pathways that will align with high school pathway programs across East County, to ensure our students have a seamless transition to their next step towards graduation.

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 that participates in cross-curricular learning and design thinking. 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.

2023-24 School Description and Mission Statement

Leslie Hardiman, PRINCIPAL

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	238
Grade 7	255
Grade 8	225
Total Enrollment	718

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	2.6%
Asian	1.5%
Black or African American	1.9%
Filipino	0.6%
Hispanic or Latino	36.9%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	3.8%
White	51.9%
English Learners	9.3%
Foster Youth	0.4%
Homeless	0.3%
Socioeconomically Disadvantaged	35.9%
Students with Disabilities	23.4%

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
Total Teaching Positions	34.10	100.00	245.60	100.00	274759.10	100.00

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)	26.50	81.71	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.08	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	4.22	5.70	2.40	11953.10	4.28
Unknown	3.50	10.96	13.90	5.81	15831.90	5.67
Total Teaching Positions	32.40	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.80
Local Assignment Options	1.00	0.50
Total Out-of-Field Teachers	1.10	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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.

Year and month in which the data were collected

08/2023

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

School Facility Conditions and Planned Improvements

Built in 1972, our school just celebrated our 50th birthday last summer! 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! The Lakeside Union School District Maintenance team does a wonderful job keeping our buildings and schools in good condition, updating landscape, cleaning and repainting buildings as needed, and making sure our restrooms are up to date with new state law additions.

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

11/8/2022

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		A5: 4. CEILING TILE IS MISSING. CEILING TILE AND WALL TILES HAVE WATER STAINS. BOYS LOCKER ROOM: 4. LOCKER DOOR IS MISSING. 5. STRONG URINE ODOR. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON THE CEILING. C1: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. C2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TO HIGH. C7: 4. CARPET IS TORN. CUSTODIAN: 4. FLOOR TILES ARE BROKEN AT ENTRY. D1: 4. CARPET IS WORN. D2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STOREC TOO HIGH. D3: UNDER CONSTRUCTION. 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING. GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN. P3: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LOW VOLTAGE WIRES ARE EXPOSED. P5: 4. CARPET IS WORN. P7: 4. WALLPAPER IS TORN. P8: 4. CEILING TILE IS MISSING.

School Facility Conditions and Planned Improvements

			<p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SNACK BAR: 4. FORMICA IS CHIPPED ON COUNTER/CABINET.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.</p> <p>B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>C2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TO HIGH.</p> <p>D2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STOREC TOO HIGH.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR SIDING HAS DRY ROT.15. WEATHER STRIP IS LOOSE FROM DOOR FRAME.</p> <p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FO SCIENCE CLASSROOM.</p>
<p>Electrical</p>		<p>X</p>	<p>A3: 7. SURGE PROTECTORS CREATING A TRIP HAZARD.</p> <p>ADMIN: 7. TWO LIGHT PANELS ARE TURNED OFF. MULTIPLE BULBS ARE TWISTED OFF.. 14. TRIP HAZARD ON WALKWAY.</p> <p>ATTENDANCE: 7. MULTIPLE LIGHT BULBS AND PANELS ARE OUT.</p> <p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.</p> <p>B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>B6: 5. UNSECURED ITEMS STORED TOO HIGH.7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT.10. PLUG IN AIR FRESHENER.</p> <p>BOYS LOCKER ROOM: 4. LOCKER DOOR IS MISSING. 5. STRONG URINE ODOR. 7. LIGHT DIFFUSER HAS A WATER STAIN.11. PAINT IS PEELING ON THE CEILING.</p>

School Facility Conditions and Planned Improvements

			<p>C1: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>CUSTODIAN: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING.</p> <p>D3: UNDER CONSTRUCTION. 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>ELECTRICAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>P2: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE 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.</p> <p>HEALTH OFFICE: 8. TOILET LEAKS AT FITTING.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM. 9. ONE FAUCET LEAKS AT FITTING.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.</p> <p>BOYS LOCKER ROOM: 4. LOCKER DOOR IS MISSING. 5. STRONG URINE ODOR. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON THE CEILING.</p> <p>CUSTODIAN: 11. PAINT IS PEELING ON THE CEILING.</p> <p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA.</p>
<p>Structural: Structural Damage, Roofs</p>	X		

School Facility Conditions and Planned Improvements

			P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		ADMIN: 7. TWO LIGHT PANELS ARE TURNED OFF. MULTIPLE BULBS ARE TWISTED OFF.. 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: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR SIDING HAS DRY ROT.15. WEATHER STRIP IS LOOSE FROM DOOR FRAME. PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK. PLAY COURTS: 14 TRIP HAZARDS ON BLACKTOP.

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	39	44	44	47	46
Mathematics (grades 3-8 and 11)	23	26	32	34	33	34

2022-23 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
All Students	718	689	95.96	4.04	39.16
Female	355	340	95.77	4.23	42.48
Male	363	349	96.14	3.86	35.92
American Indian or Alaska Native	19	19	100.00	0.00	38.89
Asian	11	11	100.00	0.00	72.73
Black or African American	16	15	93.75	6.25	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	263	255	96.96	3.04	31.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	48.00
White	375	355	94.67	5.33	42.66
English Learners	51	43	84.31	15.69	4.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	271	255	94.10	5.90	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	167	160	95.81	4.19	10.06

2022-23 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
All Students	716	693	96.79	3.21	26.30
Female	354	338	95.48	4.52	23.08
Male	362	355	98.07	1.93	29.38
American Indian or Alaska Native	19	19	100.00	0.00	31.58
Asian	11	11	100.00	0.00	54.55
Black or African American	16	15	93.75	6.25	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	262	252	96.18	3.82	17.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	40.00
White	374	362	96.79	3.21	30.66
English Learners	51	51	100.00	0.00	1.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	269	259	96.28	3.72	11.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	167	159	95.21	4.79	8.23

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.57	32.43	31.33	33.02	29.47	30.29

2022-23 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
All Students	234	226	96.58	3.42	32.14
Female	116	110	94.83	5.17	34.86
Male	118	116	98.31	1.69	29.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	96	96.97	3.03	26.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	109	104	95.41	4.59	34.62
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	92	93.88	6.12	17.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	45	93.75	6.25	9.09

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	92	87	93	87	93

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.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	763	753	174	23.1
Female	379	372	88	23.7
Male	384	381	86	22.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	20	20	10	50.0
Asian	11	11	0	0.0
Black or African American	17	15	1	6.7
Filipino	4	4	1	25.0
Hispanic or Latino	281	277	68	24.5
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	28	28	10	35.7
White	397	393	83	21.1
English Learners	84	82	23	28.0
Foster Youth	4	4	3	75.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	302	297	110	37.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	182	179	58	32.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.30	4.08	4.06	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.06	0
Female	2.11	0
Male	5.99	0
Non-Binary		
American Indian or Alaska Native	10	0
Asian	0	0
Black or African American	5.88	0
Filipino	0	0
Hispanic or Latino	4.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.57	0
White	3.53	0
English Learners	5.95	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.14	0

2023-24 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 September 2023. 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 doing our very best to ensure every student not only feels safe, but is safe at school.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	4	20	3
Mathematics	23	7	11	3
Science	27	4	13	3
Social Science	28	4	4	9

2022-23 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	718

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$80,999
Percent Difference - School Site and District	N/A	N/A	3.9	6.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-3.9	-1.5

Fiscal Year 2022-23 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. Nicolette Corley. Mrs. Corley 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. Corley, our Vice Principal, Mrs. Macias-Gonzalez.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

Each year, staff and administration meet consistently throughout the school year 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 Open Sci Ed. Focus areas include: 1) Lesson Building, 2) Scaling up Professional Learning and Support to include middle school 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 2023-2024 school year, is addressing middle school teachers and administrators in the district through continued leadership, pedagogy, and content training. The TdS Science team is also participating in Affirmative Walkthroughs through a collaboration with sanDiego State University. 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.

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 -

Professional Development

Social-emotional learning and support and behavioral support continue to be focus areas in the 202-2023 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.

CREW and WINN classes are in place and helping students academically and behaviorally.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2023-2024 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	13	13