

# Tierra del Sol Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 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/tierra-del-sol/">https://www.lsusd.net/tierra-del-sol/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	37-68189-6085047

## 2024-25 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</b>	www.lsusd.net

## 2024-25 School Description and Mission Statement

Tierra del Sol (TdS), located in eastern Lakeside, serves over 700 learners with a commitment to academic excellence and the development of resilient, respectful, and empathetic students prepared to thrive beyond middle school.

Our students benefit from outstanding core curriculum teachers in Math, Science, English, Social Studies, and PE. TdS is also a proud participant in a growing TK-12 Mandarin and Spanish Immersion program that closely collaborates with El Capitan High School's Global Language and Leadership Program (GLLP). This collaboration ensures our students are well-equipped to meet the requirements for the California Seal of Biliteracy upon graduation. Additionally, we offer robust elective programs,

## 2024-25 School Description and Mission Statement

including ASB (student leadership), Project Lead the Way, drama, band, percussion, guitar, art, technology, yearbook, dance, KTDS, robotics, and photography.

We continue to excel as the only school in East County offering the Femineers Program, part of the Project Lead the Way Middle School Gateway initiative. Created and funded by Cal Poly Pomona's College of Engineering in 2013, the Femineers Program inspires students to pursue STEM (Science, Technology, Engineering, and Math) in their education and future careers. Our elective department is expanding to include middle school pathways aligned with high school programs across East County, ensuring our students experience a seamless transition to their next academic stage.

This year, our LUSD Profile emphasizes "Persevere Relentlessly" and "Caring Deeply." At Tierra del Sol, our vision is embodied in our motto, "Every Student, Every Day." Our shared vision for the 2024-2025 school year states: "TDS is a respectful place that holds all stakeholders accountable to create a clear, safe, and productive learning environment. This environment provides opportunities for real teaching and learning, as well as opportunities to build trust and connections throughout the campus."

Our stakeholders—administration, teachers, students, and parents—work collaboratively to bring this vision to life. Every student is a vital part of our innovative learning community, engaging in cross-curricular learning and design thinking. All TdS students 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. These are the essential skills for the 21st century that will prepare our students for success in an ever-evolving world.

Upon promotion, TdS students will carry forward an expectation of high achievement, a deep respect for their school environment and community, and a lifelong learning mindset. This foundation will empower them to excel in any secondary institution, including those with a focus on STEAM, Immersion, and college and career readiness. "Every Student, Every Day" is not just a motto, but a creed embraced by our entire school community to ensure the best learning environment throughout the school year.

Leslie Hardiman, Principal

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	273
Grade 7	221
Grade 8	261
<b>Total Enrollment</b>	<b>755</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.7
American Indian or Alaska Native	2.3
Asian	2.4
Black or African American	2.1
Filipino	0.9
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	0.7
Two or More Races	4.2
White	50.5
English Learners	7.8
Foster Youth	0.5
Homeless	0.9
Socioeconomically Disadvantaged	42.3
Students with Disabilities	23.6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.10	67.71	212.80	86.65	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.81	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.93	3.50	1.46	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	3.40	4.50	1.87	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	8.80	25.94	22.60	9.20	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.50	81.71	217.30	90.52	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	0.77	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.08	1.10	0.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	4.22	5.70	2.40	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	3.50	10.96	13.90	5.81	15831.90	5.67
<b>Total Teaching Positions</b>	32.40	100.00	240.00	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.70	84.47	215.90	89.20	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.36	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	4.24	7.50	3.11	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	5.50	7.40	3.09	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.90	5.76	10.20	4.23	14303.80	5.15
<b>Total Teaching Positions</b>	34.00	100.00	242.00	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0.2
<b>Misassignments</b>	1.00	1.00	1.2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	1.00	1.4

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.10	0.80	1.1
<b>Local Assignment Options</b>	1.00	0.50	0.7
<b>Total Out-of-Field Teachers</b>	1.10	1.30	1.8

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	3.3	3.6
<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	0	0

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

## 2024-25 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

09/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	EL Learning	Yes	0
<b>Mathematics</b>	CPM, adopted in 2018-19	Yes	0
<b>Science</b>	OpenSciEd (Adopted in 2021)	Yes	0
<b>History-Social Science</b>	TCI History Alive (6-8), adopted 2024	Yes	0
<b>Foreign Language</b>	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0
<b>Health</b>	Positive Prevention Plus	Yes	0

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

## School Facility Conditions and Planned Improvements

Built in 1972, our school just celebrated our 52th birthday this 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

11/20/2024

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		B6: 4. PENCIL SHARPENER COVER IS MISSING. 7. EXTENSION CORD IS CREATING A TRIP HAZARD. MULTIPLE LIGHT BULBS ARE OUT C2: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. C3: 4. PENCIL SHARPENER COVER IS MISSING. C4: 4. CEILING TILES HAVE WATER STAINS. C6: 4. RUBBR MOULDING IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. C7: 4. CARPET IS TORN. 10. EVACUATION MAP IS NOT POSTED. D1: 4. CARPET IS WORN. CEILING TILE HAS A WATER STAIN. D2: 4. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. D3: 4. CARPET IS WORN D4: 4. CEILING TILES HAVE WATER STAINS. GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN. GYM: 4. HOLE IN WALL (TAPED). LIBRARY: 4. CARPET IS STAINED. P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP.. 14. SKID PAINT IS PEELING ON RAMP. P5: 4. PENCIL SHARPENER COVER IS MISSING 13. GUTTER IS DAMAGED AND DOWN SPOUT IS MISSING. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY).
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY.



## School Facility Conditions and Planned Improvements

			<p>C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>P8: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH</p>
<b>Electrical</b>		X	<p>A3: 7. ELECTRICAL COVER IS BROKEN. ELECTRICAL COVER IS LOOSE.</p> <p>ASB STORAGE: 7. FOUR LIGHT DIFFUSERS ARE MISSING.</p> <p>B4: 7. MULTIPLE LIGHT BULBS ARE OUT. 11. COMPRESSED GAS CYLINDER IS UNSECURED.</p> <p>B6: 4. PENCIL SHARPENER COVER IS MISSING. 7. EXTENSION CORD IS CREATING A TRIP HAZARD. MULTIPLE LIGHT BULBS ARE OUT</p> <p>BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN/LOOSE. 9. FAUCET HANDLE IS BROKEN.</p> <p>C5: 7. ONE LIGHT PANEL IS OUT.</p> <p>C6: 4. RUBBR MOULDING IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>SCIENCE: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER HOSE STRAP IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN/LOOSE. 9. FAUCET HANDLE IS BROKEN.</p> <p>FOOD SERVICE SERVING KITCHEN: 10. EVACUATION MAP IS NOT POSTED.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials		X	<p>A5: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>ALL GENDER REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>B4: 7. MULTIPLE LIGHT BULBS ARE OUT. 11. COMPRESSED GAS CYLINDER IS UNSECURED.</p> <p>C2: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C7: 4. CARPET IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D5: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS ON WALKWAY. CONCRETE RAISED</p> <p>D7: 10. EVACUATION MAP IS NOT POSTED.</p> <p>FOOD SERVICE SERVING KITCHEN: 10. EVACUATION MAP IS NOT POSTED.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY</p>

## School Facility Conditions and Planned Improvements

			CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. SCIENCE: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER HOSE STRAP IS MISSING. WEIGHTROOM: 10. EVACUATION MAP IS NOT POSTED.
<b>Structural:</b> Structural Damage, Roofs	X		A6/A1: 12. STUCCO IS CHIPPING EXPOSING RUSTED METAL ON COURTYARD WALL. BOYS REST ROOM: 12. CRACK IN THE INTERIOR WALL. ELECTRICAL: 13. ROOFING TILES ARE MISSING. P2: 12. DRY ROT ON FACIA. P5: 4. PENCIL SHARPENER COVER IS MISSING 13. GUTTER IS DAMAGED AND DOWN SPOUT IS MISSING. P6: 12. DRY ROT ON SIDING AND FACIA.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. D5: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS ON WALKWAY. CONCRETE RAISED P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP.. 14. SKID PAINT IS PEELING ON RAMP. PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK. PLAY COURTS: 14 TRIP HAZARDS ON BLACKTOP. SNACK BAR: 15. DOOR CLOSER COVER IS MISSING.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	38	44	44	46	47
<b>Mathematics</b> (grades 3-8 and 11)	26	27	34	33	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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>	752	715	95.08	4.92	37.73
<b>Female</b>	361	340	94.18	5.82	39.53
<b>Male</b>	390	374	95.90	4.10	36.19
<b>American Indian or Alaska Native</b>	18	18	100.00	0.00	38.89
<b>Asian</b>	19	19	100.00	0.00	42.11
<b>Black or African American</b>	18	17	94.44	5.56	41.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	285	273	95.79	4.21	29.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	31	91.18	8.82	51.61
<b>White</b>	365	344	94.25	5.75	42.15
<b>English Learners</b>	53	45	84.91	15.09	2.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	23	22	95.65	4.35	45.45
<b>Socioeconomically Disadvantaged</b>	336	315	93.75	6.25	27.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	179	169	94.41	5.59	7.10

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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>	755	728	96.42	3.58	26.90
<b>Female</b>	363	348	95.87	4.13	22.70
<b>Male</b>	391	379	96.93	3.07	30.85
<b>American Indian or Alaska Native</b>	18	18	100.00	0.00	33.33
<b>Asian</b>	19	19	100.00	0.00	36.84
<b>Black or African American</b>	18	17	94.44	5.56	17.65
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	286	278	97.20	2.80	16.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	32	94.12	5.88	25.00
<b>White</b>	365	350	95.89	4.11	34.48
<b>English Learners</b>	53	50	94.34	5.66	4.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	23	22	95.65	4.35	31.82
<b>Socioeconomically Disadvantaged</b>	336	323	96.13	3.87	16.20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	181	174	96.13	3.87	4.65

## 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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	32.43	29.54	33.02	37.22	30.29	30.73

## 2023-24 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	261	245	93.87	6.13	29.10
Female	127	117	92.13	7.87	22.41
Male	134	128	95.52	4.48	35.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	80	94.12	5.88	15.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	144	135	93.75	6.25	35.82
English Learners	13	11	84.62	15.38	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	104	94.55	5.45	17.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	62	95.38	4.62	9.68

### 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.

## 2023-24 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 requires only participation results 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	99	99	99	99	99

## 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.

#### 2024-25 Opportunities for Parental Involvement

At Tierra del Sol, we prioritize keeping our parents connected and involved in our school community. Our PTSA meets monthly, providing parents with a consistent platform to engage with school activities, share ideas, and contribute to our students' success. We also offer a range of volunteer opportunities on campus, allowing parents to participate in various school events and initiatives.

This year, we set a parent involvement goal to better focus our efforts on increasing engagement. By June 2025, TdS aims to host at least six events designed to involve parents in supporting their children's education. We are committed to achieving over 5% attendance at each event, as measured by sign-in sheets, and will provide interpreters to ensure non-English speaking families can fully participate.

Our parents play a crucial role in supporting our school, whether by volunteering at major events, assisting with fundraisers, or chaperoning dances and field trips. We value every contribution, regardless of talent or time commitment, and we strive to find meaningful ways for all parents to get involved.

We encourage parents to join our various committees, including ELAC, PTA, the School Safety Committee, and the School Site Council. These meetings, which can be attended in person or virtually, serve distinct roles in supporting our students and enhancing their educational experience. Our ELAC representatives, for instance, share valuable insights with the DELAC committee about the successes and areas for improvement in our programs.

In addition to formal meetings, we foster a strong sense of community among parents through a social media page where they can share support, ask questions, and build camaraderie. We also provide opportunities for parents and students to engage in community service, such as creating Christmas cards for military troops and ornaments for Children's Hospital.

To keep parents informed and connected, we utilize Jupiter Grades to report homework and grades, and we communicate weekly through emails and phone calls via Illuminate. The Illuminate Parent Portal is also available for parents to check their child's attendance, behavior, and academic progress.

For further information or to get involved, please contact Principal Leslie Hardiman at (619) 390-2670 x2055.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	818	791	178	22.5
Female	401	380	85	22.4
Male	416	410	92	22.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	19	18	7	38.9
Asian	20	19	3	15.8
Black or African American	18	18	3	16.7
Filipino	--	--	--	--
Hispanic or Latino	308	295	76	25.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	35	13	37.1
White	403	393	73	18.6
English Learners	81	77	23	29.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	378	364	123	33.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	200	192	55	28.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.08	4.06	8.44	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.44	0.00
Female	6.73	0.00
Male	10.10	0.00
Non-Binary		
American Indian or Alaska Native	26.32	0.00
Asian	0.00	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.51	0.00
White	6.45	0.00
English Learners	8.64	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

At Tierra del Sol, ensuring the safety of our students is our top priority. Our school, in partnership with the District, is committed to providing a secure environment for every student, every day. We have developed a comprehensive School Safety Plan, which is meticulously updated and reviewed with staff at the beginning of each school year. This plan assigns specific roles to staff members and includes regular practice of emergency procedures to ensure readiness.

The School Safety Plan, reviewed and approved by our School Site Council each year, covers crucial areas such as disaster response, safe ingress and egress, and maintaining a safe and orderly environment. Key components include designated evacuation areas and secure campus procedures. Throughout the year, both students and staff familiarize themselves with these procedures through regular drills and reviews.

Our campus is closely monitored by staff, and any safety concerns are addressed immediately by our District maintenance team. In case of emergencies, we have an automated system in place to quickly communicate important information to parents via telephone and email. We believe that regular practice prepares us for any real-life emergencies, which is why we conduct lockdown, secure campus, fire, and earthquake drills consistently throughout the school year. While middle and high schools are only required by Education Code to conduct drills annually, we go above and beyond by holding fire drills at least twice per trimester to further ensure the safety of our students and staff.

All visitors and volunteers are required to sign in and out at the front office using our Ident-a-Kid system, and all adults on campus must wear a visitor badge or staff lanyard. To further enhance safety, all staff members are now required to sign in and out when entering or leaving campus. Our classrooms are equipped with updated emergency kits and have telephone access to the main office. Additionally, our campus is equipped with Epipens and an Automated External Defibrillator (AED) for emergency use.

## 2024-25 School Safety Plan

In the event of a shelter-in-place situation, our school is prepared to house students safely for extended periods within our windowless buildings B, C, and D. These buildings provide access to water and restrooms, ensuring that students' needs are met during an emergency. At Tierra del Sol, we are fully committed to ensuring that every student not only feels safe but is truly safe while at school. The School Safety Plan was reviewed with and approved by our School Site Council and our School Safety Committee on September 26, 2024, and was shared with staff on October 2, 2024. The safety plan was approved by the LSUSD board on October 10, 2024.

## 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" indicate 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" indicate 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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	1
Mathematics	28	3	10	4
Science	31		13	3
Social Science	26	6	11	1

## 2023-24 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	755

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8463	1584	6879	95271
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-53.7	1.3
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-44.1	1.2

## Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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.lusd.net/>.

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.

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.

At Tierra del Sol, we provide a comprehensive support system to help students make positive decisions and demonstrate good behavior. This includes regular class discussions, presentations by administrators, and assemblies designed to reinforce positive behaviors. Additionally, all students participate in school-wide CREW activities twice a week. These lessons focus on fostering empathy and kindness, encouraging students to engage in good deeds both at school and in their communities. Through CREW, students learn about the significant impact each person can have in creating a positive environment. We also collaborate with outside agencies to ensure that underrepresented students have a voice and receive the support they need on campus. These groups meet with students once or twice a week during the academic year, providing additional guidance and encouragement.

Furthermore, our district partners with Wellness Together to offer structured counseling services throughout the school day for students requiring more intensive support.

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$55,398	\$57,839
<b>Mid-Range Teacher Salary</b>	\$82,429	\$90,040
<b>Highest Teacher Salary</b>	\$123,616	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$96,900	\$144,639
<b>Average Principal Salary (Middle)</b>	\$145,354	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$231,319	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	30%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## Professional Development

At Tierra del Sol, our staff and administration are committed to ongoing professional development and data-driven decision-making to enhance student achievement. Throughout the school year, we consistently review data and collaborate to develop comprehensive professional development plans for our teachers.

### Focused Development Areas:

**Mathematics:** In response to performance data, Lakeside Union School District (LUSD) has prioritized mathematics professional development. Middle school math teachers from both Lakeside schools collaborate with Math Transformation to create performance tasks, formative assessments, and lesson plans aligned with Common Core Standards. Professional development is delivered through workshops, individual and small group coaching, and conference attendance. Principals are deeply involved in this process, participating in management Professional Learning Communities (PLCs) to share best practices and support their implementation.

**Science:** Our district has focused on the adoption of OpenSciEd, with emphasis on lesson building, scaling up professional learning, and aligning instruction with the Next Generation Science Standards (NGSS). Professional development for science includes district-wide workshops, intensive summer institutes, and collaborative planning sessions. Teacher leaders and the Core Leadership Team receive ongoing training to deepen their understanding of NGSS and facilitate peer learning. Partnerships with organizations like the CA Regional Environmental Education Community (CREEC) further support this work.

**Social/Emotional/Behavioral Support:** Social-emotional learning (SEL) and behavioral support remain priorities in the 2024-2025 school year. PBIS is implemented across all sites, and our school counselors, behavior specialists, and behavior intervention aides play crucial roles in supporting students. Professional development focuses on Conscious Classroom Management strategies, with additional coaching provided by MTSS Teachers on Special Assignment (TOSAs). These TOSAs also support the development of intervention systems at select elementary sites. Our CREW classes contribute significantly to both academic and behavioral growth among students.

### Leadership Development:

LUSD continues to invest in the growth of principals and teacher leaders. Teacher leaders (Facilitators) from each site receive mentoring, coaching, and content-specific training in mathematics and 21st Century Learning. These Facilitators provide on-site coaching and support to their colleagues, fostering a culture of continuous improvement and instructional excellence.

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

**Professional Development**

<b>Subject</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	13	13