

Tierra del Sol Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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/tierra-del-sol/
Grade Span	6-8
County-District-School (CDS) Code	37-68189-6085047

2025-26 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Scott Goergens
Email Address	sgoergens@lsusd.net
District Website	www.lsusd.net

2025-26 School Description and Mission Statement

Tierra del Sol (TdS), located in eastern Lakeside, proudly serves more than 700 learners through a schoolwide commitment to academic excellence, whole-child development, and preparing resilient, respectful, and empathetic students to thrive beyond middle school.

Our students benefit from exceptional core instruction in Mathematics, Science, English Language Arts, Social Studies, and Physical Education. TdS is also a proud participant in a growing TK–12 Mandarin and Spanish Dual Language Immersion pathway, closely aligned with El Capitan High School’s Global Language and Leadership Program (GLLP). This partnership ensures our students are well-prepared to pursue the California Seal of Biliteracy upon graduation.

In addition to strong academics, TdS offers a diverse elective program, including ASB leadership, Project Lead the Way, drama, band, percussion, guitar, art, technology, yearbook, dance, KTDS, robotics, and photography. We recently added a College and Career Readiness Lab elective in partnership with Paxton & Patterson, expanding early exposure to future pathways.

We continue to excel as the only school in East County offering the Femineers Program, part of Cal Poly Pomona’s Project Lead the Way Gateway initiative. The Femineers Program encourages students—particularly young women—to explore engineering, robotics, and STEM career fields. Our elective program as a whole is evolving to include middle school pathways aligned with regional high school programs, ensuring a seamless transition from middle to high school.

This year, the LUSD Profile highlights the attributes “Persevere Relentlessly” and “Care Deeply.” At Tierra del Sol, our vision is rooted in our guiding principle: Every Student, Every Day. Our shared commitment for the 2025–2026 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.”

This vision is brought to life through the intentional partnership of our administration, teachers, students, and families. TdS students engage in cross-curricular learning, project-based design, STEAM integration, and meaningful collaboration. All students have equitable access to rigorous instruction and immersive learning experiences that emphasize the 4 C’s—

2025-26 School Description and Mission Statement

Communication, Collaboration, Critical Thinking, and Creativity—essential skills that prepare them for success in an ever-changing world.

Upon promotion, TdS students leave with a foundation of high academic expectations, a deep respect for their school and community, and a mindset for lifelong learning. This prepares them to excel in any secondary program, including pathways focused on STEAM, language immersion, or college and career readiness.

At Tierra del Sol, Every Student, Every Day is more than a motto—it is a shared belief, upheld by our entire community, to ensure each learner receives the support and opportunities they deserve.

Leslie Hardiman, Principal

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	241
Grade 7	257
Grade 8	215
Total Enrollment	713

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	2.1
Asian	2.2
Black or African American	2.7
Filipino	0.8
Hispanic or Latino	39.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.2
White	45.7
English Learners	7
Foster Youth	0.1
Homeless	0.6
Socioeconomically Disadvantaged	42.2
Students with Disabilities	22.4

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.

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)	26.5	81.71	217.3	90.52	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.08	1.1	0.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	4.22	5.7	2.4	11953.1	4.28
Unknown/Incomplete/NA	3.5	10.96	13.9	5.81	15831.9	5.67
Total Teaching Positions	32.4	100	240	100	279044.8	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.

2022-23 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)	28.7	84.47	215.9	89.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.36	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	4.24	7.5	3.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	5.5	7.4	3.09	11746.9	4.23
Unknown/Incomplete/NA	1.9	5.76	10.2	4.23	14303.8	5.15
Total Teaching Positions	34	100	242	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	32.5	89.67	219.8	87.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.6	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	3.09	14.6	5.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	3.77	7.2	2.88	12112.8	4.34
Unknown/Incomplete/NA	1.2	3.44	8.3	3.32	13705.8	4.91
Total Teaching Positions	36.3	100	250.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.2	1
Misassignments	1.00	1.2	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.4	1.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	1.1	0.7
Local Assignment Options	0.50	0.7	0.6
Total Out-of-Field Teachers	1.30	1.8	1.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.3	3.6	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Learning	0
Mathematics	CPM, adopted in 2018-19	0
Science	OpenSciEd (Adopted in 2021)	0
History-Social Science	TCI History Alive (6-8), adopted 2024	0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013	0
Health	Positive Prevention Plus	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!

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

12/5/2025

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		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. FIRE EXTINGUISHERS BLOCKED C4: 4. CEILING TILES HAVE WATER STAINS. C6: 4. RUBBER 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. GIRLS REST ROOM: SINK DRIPPING 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). WEIGHTROOM: 10. EVACUATION MAP IS NOT POSTED. CEILING TILES STAINED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			ALL GENDER REST ROOM: DIRTY FLOOR ASB STORAGE: 7. FOUR LIGHT DIFFUSERS ARE MISSING. ITEMS STORED BLOCKING WALK WAYS B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY. B3: ITEMS STORED AND BLOCKING PATHWAY

School Facility Conditions and Planned Improvements

			<p>C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>D COMMONS: CLUTTER BLOCKING PATHWAY</p> <p>ELECTRCAL: ELECTRICAL PANEL BLOCKED</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>
Electrical		X	<p>A3: 7. ELECTRICAL COVER IS BROKEN. ELECTRICAL COVER IS LOOSE.</p> <p>ASB STORAGE: 7. FOUR LIGHT DIFFUSERS ARE MISSING. ITEMS STORED BLOCKING WALK WAYS</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>
Restrooms/Fountains: 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>
Safety: 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>ELECTRCAL: PANEL BLOCKED</p> <p>FOOD SERVICE SERVING KITCHEN: 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

				<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> <p>WEIGHTROOM: 10. EVACUATION MAP IS NOT POSTED. CEILING TILES STAINED</p>
Structural: Structural Damage, Roofs	X			<p>A4: STUCCO CHIPPED</p> <p>A6/A1: 12. STUCCO IS CHIPPING EXPOSING RUSTED METAL ON COURTYARD WALL.</p> <p>BOYS REST ROOM: 12. CRACK IN THE INTERIOR WALL.</p> <p>ELECTRCAL: 13. ROOFING TILES ARE MISSING.</p> <p>P2: 12. DRY ROT ON FACIA.</p> <p>P3: EAVES DRY ROT</p> <p>P5: 4. PENCIL SHARPENER COVER IS MISSING 13. GUTTER IS DAMAGED AND DOWN SPOUT IS MISSING.</p> <p>P6: 12. DRY ROT ON SIDING AND FACIA.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY.</p> <p>C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>D5: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS ON WALKWAY.CONCRETE RAISED</p> <p>P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP.. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK.</p> <p>PLAY COURTS: 14 TRIP HAZARDS ON BLACKTOP.</p> <p>SNACK BAR: 15. DOOR CLOSER COVER IS MISSING.</p>

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	41	44	48	47	48
Mathematics (grades 3-8 and 11)	27	28	33	35	35	37

2024-25 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
All Students	718	698	97.21	2.79	41.32
Female	340	332	97.65	2.35	48.64
Male	378	366	96.83	3.17	34.70
American Indian or Alaska Native	16	16	100.00	0.00	37.50
Asian	17	15	88.24	11.76	73.33
Black or African American	19	18	94.74	5.26	44.44
Filipino	--	--	--	--	--
Hispanic or Latino	285	281	98.60	1.40	35.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	42	91.30	8.70	47.62
White	325	316	97.23	2.77	44.30
English Learners	44	42	95.45	4.55	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	71.43
Socioeconomically Disadvantaged	340	328	96.47	3.53	31.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	163	156	95.71	4.29	11.54

2024-25 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
All Students	718	694	96.66	3.34	27.50
Female	340	328	96.47	3.53	25.15
Male	378	366	96.83	3.17	29.59
American Indian or Alaska Native	16	16	100.00	0.00	25.00
Asian	17	15	88.24	11.76	50.00
Black or African American	19	18	94.74	5.26	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	285	278	97.54	2.46	20.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	41	89.13	10.87	24.39
White	325	316	97.23	2.77	33.33
English Learners	44	42	95.45	4.55	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	28.57
Socioeconomically Disadvantaged	340	326	95.88	4.12	18.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	163	153	93.87	6.13	4.58

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.54	32.38	37.22	34.95	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	221	215	97.29	2.71	31.92
Female	105	102	97.14	2.86	27.72
Male	116	113	97.41	2.59	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	81	96.43	3.57	22.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	30.00
White	109	107	98.17	1.83	39.25
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	95	96.94	3.06	18.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	3.92

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.

2024-25 California Physical Fitness Test Participation Rates					
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	94	95	96	91	95

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.

2025-26 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 2026, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	750	735	147	20.0
Female	356	351	82	23.4
Male	394	384	65	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	17	1	5.9
Asian	17	16	3	18.8
Black or African American	21	20	5	25.0
Filipino	--	--	--	--
Hispanic or Latino	297	289	57	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	46	14	30.4
White	339	336	65	19.3
English Learners	63	56	14	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	362	353	97	27.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	175	172	49	28.5

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.06	8.44	5.87	2.33	3.04	2.21	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.13	0	0	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.87	0.13
Female	4.49	0.00
Male	7.11	0.25
Non-Binary	0.00	0.00
American Indian or Alaska Native	16.67	0.00
Asian	0.00	0.00
Black or African American	19.05	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.26	0.00
White	6.19	0.29
English Learners	6.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.77	0.28
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.43	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.

2025-26 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.

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 25, 2025 and was shared with staff October 1, 2025. The safety plan was approved by the LSUSD board during the October board meeting.

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	3
Mathematics	24	6	11	2
Science	29		14	2
Social Science	27	4	10	3

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$97,046
Percent Difference - School Site and District	N/A	N/A	-53.7	1.3
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-44.1	1.2

Fiscal Year 2024-25 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.lsusd.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.

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,750	\$61,516
Mid-Range Teacher Salary	\$87,416	\$95,479
Highest Teacher Salary	\$131,095	\$125,208
Average Principal Salary (Elementary)	\$133,949	\$152,668
Average Principal Salary (Middle)	\$141,682	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$244,643	\$242,781
Percent of Budget for Teacher Salaries	31.76%	29.76%
Percent of Budget for Administrative Salaries	4.38%	5.74%

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

Professional Development

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 2025-2026 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.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13