

# Lemon Crest Elementary School

12463 Lemon Crest Dr. • Lakeside, CA 92040 • (619) 390-2527 • Grades K-5  
Robert Brown, Principal

[www.lsusd.net](http://www.lsusd.net)

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### **Lakeside Union School District**

12335 Woodside Ave.  
Lakeside, CA 92040  
(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

### **District Governing Board**

Kevin Howe

Bonnie LaChappa

Gelia Cook

Twila Godley

Keith Hildreth

### **District Administration**

David Lorden  
**Superintendent**

### **School Description**

Lemon Crest School was established in 1991 in Lakeside California. Lemon Crest Elementary School provides a full academic program for grades K-5 general education students and special education students.

Lemon Crest Elementary School is dedicated to providing all students with a rigorous curriculum with emphasis in the Arts and Science in a safe, supportive and disciplined environment. We are also dedicated to providing for the academic and social emotional needs of all students. Lemon Crest has established Professional Learning Communities in order to expand and enhance staff development and collaboration. Lemon Crest staff meets for 90 minutes per week in collaborative groups to discuss student academic performance and how to ensure each student is receiving the instruction they need to be successful. Lemon Crest has modified our daily schedule to incorporate "WHAT I NEED" (WIN) time. During WIN time students are deployed to different classrooms for intervention support for at-risk students and enrichment opportunities for students in need of extra academic challenge. We have implemented three research based intervention programs to meet the diverse needs of our students. English Learners and at-risk students in grades K-4 use Imagine Learning English in our computer lab during Universal Access time. At-risk students in Kindergarten through 3rd grade are utilizing web based computer programs including Imagine Learning English, Head Sprouts, Accelerated Reader and RAZ Kids in our computer/intervention lab. In addition these at risk students receive intensive small group instruction and intervention in conjunction with computer assisted learning. At-risk students in grades 4 and 5 are enjoying tremendous results using READ 180 and System 44, which are research-based curricula designed to increase student achievement in reading, written instruction, and vocabulary.

To meet the social emotional needs of our students we enthusiastically participate in a hybrid of two outstanding character-building programs; Peace Builders and Leadership for All based on Steven R. Covey's groundbreaking book The Leader In Me and the 7 Habits of Highly of Highly Effective Students. These signature programs instruct students on how to settle conflicts and disputes and how to deal effectively with bullies. Lemon Crest is also a Positive Behavior Intervention and Supports (PBIS) school. Lemon Crest has an active Peace Leader's program, where students are trained in conflict resolution skills and work with their peers to settle disputes on the playground. We also have an active Student Council. The students of Lemon Crest School also receive mental health services through access to School Counselor interns who run small group instruction for at risk students on social skills, conflict resolution and other skills necessary for school Success. At Risk and Title 1 students in grades 2-5 also have access to the Lakeside Union School District's Connection Coordinator for 21st Century Skills development in a small group setting.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (619) 390-2527.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	94
Gr. 1	127
Gr. 2	104
Gr. 3	110
Gr. 4	102
Gr. 5	98
<b>Total</b>	<b>635</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.8
Asian	2.5
Filipino	0.9
Hispanic or Latino	33.5
Native Hawaiian/Pacific Islander	0.8
White	51.7
Two or More Races	6.0
Socioeconomically Disadvantaged	64.1
English Learners	13.7
Students with Disabilities	15.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Lemon Crest Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	100%	30.5	29.5
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Lakeside Union School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	230
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lemon Crest Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	99.72	0.28
<b>High-Poverty Schools</b>	99.65	0.35
<b>Low-Poverty Schools</b>	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials	
Year and month in which data were collected: 11/20/13	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Reading: Wonders, McGraw-Hill adopted in 2013</p> <p>Reach (Special Ed), SRA/McGraw-Hill adopted in 2005</p> <p>High Point (EL), Hampton Brown adopted in 2003</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>HSP California Math, Houghton Mifflin Harcourt adopted in 2009</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Discovery Works (K-3), Houghton Mifflin adopted in 2002</p> <p>Science California (4-5), Houghton Mifflin adopted in 2007</p> <p>Science and Technology for Children, Carolina Biological</p> <p>Full Option Science System, Delta Education</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>History Social Science for California, Scott Foresman adopted in 2006</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

All sites are well maintained and undergo maintenance on a regular basis. An online system of work orders has been implemented to assist in maintenance requests. Sites are painted and carpeted on a regular basis. All sites have completed modernization construction over the past several years. During modernization all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands, including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff’s Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites.

Our school scored 96.66 on the most recent facilities inspection. The school is maintained in good repair with a number of noncritical deficiencies noted. These deficiencies are isolated, and/or resulted from minor wear and tear, and/or in the process of being mitigated.

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.

INSPECTORS AND ADVISORS: This report was completed in January, 2013 by Todd Owens.

The most recent facilities inspection occurred in January, 2013.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[X]	[ ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	58	65	65	65	67	67	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	57	52	44	57	60	57	54	56	55
Math	65	58	59	51	53	54	49	50	50
HSS				43	49	48	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	4	4
Similar Schools	4	2	2

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.6	23.1	15.4

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

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	65
Male	63
Female	66
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	48
Native Hawaiian/Pacific Islander	
White	74
Two or More Races	
Socioeconomically Disadvantaged	57
English Learners	33
Students with Disabilities	13
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	6	-29	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	-7	-18
Native Hawaiian/Pacific Islander			
White	-2	-34	4
Two or More Races			
Socioeconomically Disadvantaged	19	-16	-20
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit our school and become actively involved. Parents are offered a variety of opportunities to become partners with us in the education of their children. Parents elect representatives to serve on the School Site Council, the English Language Acquisition Committee, and PTA. We have a very dedicated group of volunteers and are most grateful for their long hours and tireless efforts put forth on behalf of our staff to support student achievement. Lemon Crest is a School SMARTS participant. School Smarts is a research-based program that helps parents help their children succeed in school. The program includes a seven-session Parent Academy with a comprehensive curriculum that fosters parent engagement in education. It encourages parents to promote a complete, high-quality education that includes the arts.

The Lemon Crest PTA is an active and dedicated organization that includes parents, teachers, administrators, and students. It encourages its members to participate in school-sponsored activities, fostering a strong school, home, and community bond. Opportunities for families to connect with the school include Military Appreciation Day/Night, Family Science Night, Family Literacy Night, Grandparents Day, Halloween Carnival, Winter Fest, and Spring Fling. In addition Lemon Crest is the home of the annual Festival of the Arts. Festival of the Arts is a district wide student art showcase featuring art work from students throughout the Lakeside Union School District. The Festival of the Arts also includes a student performance night that brings performers and their parents to Lemon Crest School for live music and dance.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Lemon Crest School has a complete Safety Plan that covers all areas pertinent to our students and staff. The Lemon Crest Safety Plan is updated and reviewed in the fall of every school year. Staff members are prepared and qualified in areas of CPR, first aid, conflict resolution, and counseling. The staff is knowledgeable and has participated with students in duck and cover, fire, and lockdown drills held regularly. The principal, secretary, and custodian have recently participated in emergency preparation training that has led to additional evacuation drills for other scenarios including gas-line rupture and fuel-truck spill. Through the efforts of all staff and maintenance, our school site is safe and clean and provides adequate environmentally suitable spaces for students and staff. Standardized, colored emergency flip charts are posted in each room. The complete Safety Plan is on file in the school office.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.0	2.1	2.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.6	3.5	2.6
Expulsions Rate	0.0	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2013-2014
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1.5
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	19.6	20	19	4	2	1	1	4	4	0		
Gr. 1	21.4	16	18	4	3	2	1	4	5	0		
Gr. 2	20.8	22	15	4	1	3	0	4	4	0		
Gr. 3	24.5	20	18	2	2	2	2	4	4	0		
Gr. 4	29	25	20	0	1	2	2	3	3	0		
Gr. 5	30	29	25	0		1	2	3	3	0		

\* Number of classes indicates how many classrooms 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,593	\$41,535
Mid-Range Teacher Salary	\$64,864	\$64,101
Highest Teacher Salary	\$97,193	\$82,044
Average Principal Salary (ES)	\$106,362	\$104,336
Average Principal Salary (MS)	\$116,738	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$172,000	\$155,309
Percent of District Budget		
Teacher Salaries	41	41
Administrative Salaries	6	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,195	296	4,899	79,286
District	♦	♦	5,776	\$67,643
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			-15.2	17.2
Percent Difference: School Site/ State			4.5	17.8

**Types of Services Funded at Lemon Crest Elementary School**

Our expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. We receive funding for Title I and Title III programs. Approximately three fourths of our revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

**Professional Development provided for Teachers at Lemon Crest Elementary School**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.