Lemon Crest Elementary School

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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Lakeside Union School District
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Assistant Superintendent of Business Services

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 Sciences 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. We have implemented research based intervention programs to meet the diverse needs of our students. English Learners and at-risk students in grades K-5 use Imagine Learning English in class, as well as during designated ELD time. At-risk students in Kindergarten through 2nd grade are utilizing web-based computer programs including Smarty Ants in their classrooms. At-risk students in grades 3, 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. We also have implemented the research-based Achieve 3000 software program as additional literacy support for our 2nd - 5th grade students. In addition, all of our at-risk students receive intensive small group instruction and intervention in conjunction with computer assisted learning from their teachers and Intervention teachers that push-in to their classrooms to provide support. Furthermore, Lemon Crest launched a 2-way Spanish/English Dual Immersion program in the fall of 2015. We currently have a first through fifth grade Grade Dual Immersion classes, and will add a class each school year until we have a complete Kindergarten - 5th grade program.

To meet the social emotional needs of our students, we enthusiastically participate in a combination of Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom. Through PBIS and Responsive Classroom, Lemon Crest has focused on four behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, we will focus on the preferred behaviors. These expectations will focus on building communication and collaboration skills, which in turn will strengthen school community as well as empathy. Lemon Crest will follow the following expectations: Lemon Crest Lions ROAR - Respect, On Task, Always Safe, and Responsible, as well as disagreeing appropriately, accepting criticism and consequences, and working with others. LC has also incorporated the principles of Responsive Classroom, which include positive interpersonal interactions, expressing feelings and emotions appropriately, and merging social emotional well being with academic achievement. The students of Lemon Crest School also receive mental health services through access to our School Counselor who runs small group instruction for at risk students on social skills, conflict resolution and other skills necessary for school success. This year we are fortunate to have added a part time, behavioral therapist to our team. This person meets with students who are experiencing higher levels of trauma. They work with students on a one to one basis, addressing issues occurring at home, as well as school.

Lemon Crest Mission Statement: Lakeside Union School District dedicates itself to providing a nurturing and academically challenging environment that is committed to each individual student's education and development. The Lemon Crest Elementary School mission is to positively impact student achievement by focusing on key academic standards. We are also committed to providing the academic support needed to master grade level standards, as well as support independent and critical thinking and learning. We also understand the importance of providing a safe, nurturing environment where children thrive and reach their full potential. We accomplish this through rigorous, standards based instruction, as well as a combination of Lemon Crest's Positive Behavioral Interventions and Supports (PBIS) program, and core principles of Responsive Classroom We expect all of our students to ROAR by showing Respect, On Task, Always Respectful, and Responsible behavior.

Our vision:

1) At Lemon Crest we strive to positively impact student achievement

2) We will continue to partner with our community emphasizing respect, kindness, and responsibility

3) Our learning community will be literacy rich, technology enhanced, and standards-driven and will incorporate the 4 C's and 21st Century learning opportunities

4) We will prepare all our students for life outside the school day, focusing on the soft skills needed to be globally competent and successful.

Mutual commitment to a quality educational program will ensure the best learning for our students. This agreement is a promise that school staff, students, and parents will work together for student success.

THE SCHOOL PROMISE:

We know the importance of a successful school experience for every student. Therefore, the staff promises to carry out the following responsibilities to the best of our ability:
- We will teach grade level skills and concepts using effective teaching methods.
- We will strive to address the individual needs of all students.
- We will communicate frequently with parents regarding student progress.
- We will provide a safe, positive, and healthy learning environment for our students.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	92
Grade 2	77
Grade 3	87
Grade 4	85
Grade 5	84
Total Enrollment	501

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.2
Asian	1
Filipino	1.4
Hispanic or Latino	41.1
White	49.3
Two or More Races	3.6
Socioeconomically Disadvantaged	64.3
English Learners	16.8
Students with Disabilities	14.8
Foster Youth	0.2

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

Teacher Credentials for Lemon Crest	18-19	19-20	20-21
With Full Credential	30	24	25
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lemon Crest Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)
On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lemon Crest 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.

Textbooks and Instructional Materials
Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Reading: Maravillas, McGraw-Hill; adopted in 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Discovery Works (K-3), Houghton Mifflin; adopted in 2002 Science California (4-5), Houghton Mifflin; adopted in 2007 Science and Technology for Children, Carolina Biological Full Option Science System, Delta Education **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

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.

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.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/28/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	9: 2. HVAC MAKES A RATTLE SOUND AT VENT. 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS NOT SHUTTING PROPERLY. 11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT 13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS NO FLOW. 14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. 16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE. 19: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 12. BUILDING SKIRTING IS LOOSE. 22: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 23: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS MISSING ON RAMP. 24: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON THE RAMP. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 26: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 27: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. ELECTRICAL COVERS ARE MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER. 3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. 12. DRY ROT ON SIDING. 5: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT. 6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 7: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING. 8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 9: 2. HVAC MAKES A RATTLE SOUND AT VENT. 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ADMIN: 4. CEILING TILES HAVE WATER STAINS. C1: 4. CEILING TILES HAVE HOLES. 7. LOW VOLTAGE WIRES ARE EXPOSED. C2: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRESBARE EXPOSED. COUNSELOR: 4. RUBBER MOLDING IS MISSING. GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 6. ANTS ARE PRESENT. K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT. K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT. LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. MPR: 4. CEILING TILE HAS A HOLE. RUBBER MOLDING IS CHIPPING. 7. FLOOR OUTLET COVERS ARE MISSING. STORAGE: 4. CEILING TILES HAVE WATER STAINS. WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS NOT SHUTTING PROPERLY. 11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT 14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 19: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 20: 5. FOOD SCRAPS LEFT IN SINK. 6. ANTS PRESTENT. 7. TWO LIGHT PANELS ARE OUT. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 5: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT. 6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 7: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		MELTED. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING. 8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY. ALL GENDER REST ROOM: 5. COVE BASE IS VERY DIRTY. GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 6. ANTS ARE PRESENT. K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT. LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING. WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS NOT SHUTTING PROPERLY. 11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT 13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS NO FLOW. 14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE. 2: 7. ONE LIGHT PANEL IS OUT. 20: 5. FOOD SCRAPS LEFT IN SINK. 6. ANTS PRESTENT. 7. TWO LIGHT PANELS ARE OUT. 21: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 12. BUILDING SKIRTING IS LOOSE. 22: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 23: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS MISSING ON RAMP. 24: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON THE RAMP. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		26: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT.
		27: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. ELECTRICAL COVERS ARE MISSING. ELECTRICAL CONDUIT END CAP IS MISSING.
		28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.
		3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. 12. DRY ROT ON SIDING.
		4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.
		5: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT.
		6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.
		7: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING.
		8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.
		9: 2. HVAC MAKES A RATTLE SOUND AT VENT. 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.
		ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS MISSING.
		ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 9. SINK IS NOT DRAINING PROPERLY.
		C1: 4. CEILING TILES HAVE HOLES. 7. LOW VOLTAGE WIRES ARE EXPOSED.
		C2: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRESBARE EXPOSED.
		ESS: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN. 12. DRY ROT ON SIDING.
		K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT.
		K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. MPR: 4. CEILING TILE HAS A HOLE. RUBBER MOLDING IS CHIPPING. 7. FLOOR OUTLET COVERS ARE MISSING. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS NO FLOW. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 9. SINK IS NOT DRAINING PROPERLY.
Safety: Fire Safety, Hazardous Materials	Good	16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT ISPEELING ON DOOR. LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	21: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 12. BUILDING SKIRTING IS LOOSE. 3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. 12. DRY ROT ON SIDING. ESS: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS NOT SHUTTING PROPERLY. 22: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 23: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS MISSING ON RAMP. 24: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON THE RAMP. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PARKING LOTS: 14. TRIP HAZARDS. PLAY COURTS: 14. TRIP HAZARDS.
Overall Rating	**Fair**	

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, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	38	N/A	53	N/A	50	N/A
Math	30	N/A	41	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	25	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Research shows a high correlation between parent involvement and effective schools. Unfortunately, during the 2020-2021 school year year, the traditional connection between parents and our school has been more difficult. Because of CDC, and San Diego Health protocols, parents are unable to visit campus or volunteer on our campus. During a "normal" School year we encourage parents to visit our school and become actively involved. Although parents can't be physically together on campus, this year we have provided may virtual opportunities for parents stay connected and continue the partnership with us.

Parents are encouraged to become an active participant in our School Site Council, English Language Advisory Committee, and our PTA. These committees and organizations are a vital part of our school's culture, and help make decisions about academic and social emotional programs, as well as how to build our school's community. Through virtual town hall and informational meetings, our school provides parents with support in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The school provides parents with materials and training to help them work with their children to improve their children's achievement.

This year, our focus is providing virtual opportunities to for parents to feel more comfortable during these unprecedented and trying times.

Lemon Crest families have multiple opportunities to receive assistance in the above mentioned goals, such as:
- Virtual Kindergarten Orientation meetings
- Virtual Back to School Night
- Virtual Parent/Teacher Conferences
- Virtual School Site Council Meetings
- Virtual English Language Advisory Committee (ELAC) Meetings
- Virtual Coffee with the Principal
- Virtual PTA Family Events
- Heightened Social Media Access including LC Instagram and Facebook parent pages

We are also working on creating a series of parent PD opportunities to include topics brought on by the pandemic, including "classes" focused on asynchronous work completion, technology and apps, keeping students engaged, and balancing DL & Hybrid learning. We are also working with our counselor to provide virtual opportunities for parents to meet and support each other as we maneuver through this year.

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.

School Safety Plan (School Year 2020-2021)
School safety is a high priority for our school and district. Lemon Crest has a complete comprehensive School Safety Plan that addresses a multitude of safety concerns and scenarios. 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. Fire drills are completed monthly. Earthquake drills are conducted quarterly. Lockdown drills are conducted annually. The complete Safety Plan is on file in the school office. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator), on site for emergency use.

A new safety plan was completed on January 30th, 2020. This plan was reviewed and discussed by the SSC on Monday, November 16th, 2020. We are currently in the process of creating the Comprehensive Safety Plan for the 2020-2021 school year. This plan will include the current COVID 19 protocols put in place this school year. These include social distancing, hand washing, mask wearing, sanitizing hard surfaces, and providing extra staffing to carry out these safety measures. State guidelines regarding health and illness protocols will also be included in our 20-21 safety plan.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.3	3.4	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	501

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	1	4		24	1	3	1	23		3	
1	24		4		21	2	2		21	2	2	
2	24		3		21	1	4		21	1	2	
3	26		4		22	1	3		23	1	2	
4	26		3		30		3		25	1	2	
5	22	2	4		23	1	3		30		2	
Other**									16	3	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	10

Over the past three years, LC staff has analyzed data to inform the professional development process. From the 2018-2019 school year until now, teachers and staff have been able to participate in a series of high quality professional development opportunities focused on district and school-wide goals based on the data reflection process.

2018-2019
SCIENCE
The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

*District Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.
*Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.
*Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.
*Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site District Leadership Team members and/or Teacher Leaders.

2019-2020
MATH
LC focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics. At Lemon Crest we have focused on Math Transformations and working with students to represent answers in a multitude of ways.
*Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.
*Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support
PBIS remains in place at all sites. At Lemon Crest, we have also adopted the principals of Responsive Classroom, and daily morning meetings. School Counselors continue the work of supporting the social and emotional needs of students. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.
Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

English Learners
During the 19-20 school year, teachers began the GLAD certification process. This process targets the strategies and skills to help EL students become English proficient.

2020-2021
Alignment and Calibration work
We continue to target standards and move towards standards based teaching, as opposed to curriculum based, to best serve our students and positively impact student achievement. Through the alignment and calibration process, small group targeted instruction, and intervention opportunities, we are working toward filling the learning gaps brought on by last years shut down, DL instruction, and less in person learning opportunities.

Social/Emotional/Behavioral Support

At Lemon Crest, we continue to practice and build on the principals of Responsive Classroom, and daily morning meetings. We are working hard to help our students productively voice feelings, fears, and concerns that the pandemic has caused.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,706	$50,574
Mid-Range Teacher Salary	$73,960	$76,649
Highest Teacher Salary	$110,824	$98,993
Average Principal Salary (ES)	$110,150	$125,150
Average Principal Salary (MS)	$125,091	$129,394
Average Principal Salary (HS)		$122,053
Superintendent Salary	$203,231	$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7779	93	7685	70099
District	N/A	N/A	7813	$76,958
State	N/A	N/A	$7,750	$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.7	-9.3
School Site/ State	-0.8	-13.9

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

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at https://www.lsusd.net/domain/1503

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lemon Crest 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 and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: https://www.lsusd.net/Domain/495

At Lemon Crest, 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.

During the '19-'20 school year, we have used site funds for the following programs and services to support students:

GLAD training/PD for teachers to support our English Learner population reclassify to EO Imagine Learning Computer Program to help help EL students achieve English proficiency Achieve 3000/Smarty Ants Computer program to address school-wide literacy Responsive Classroom/Morning Meeting PD to help with social emotional learning, as well as build positive school culture School-wide Intervention for ELA and Math Alignment and Calibration Training - Targeting standards for mastery Math Transformations

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.