

Lemon Crest Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Lemon Crest Elementary School
Street	12463 Lemon Crest Dr.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2527
Principal	Keith Keiper
Email Address	kkeiper@lsusd.net
School Website	https://www.lsusd.net/lemon-crest/
County-District-School (CDS) Code	37681896110092

2021-22 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	http://www.lsusd.net/site/default.aspx?PageID=1

2021-22 School Overview

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 through targeted, standards based instruction. 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. Our 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. All students have access to Imagine Learning English in class, and IL assessments are used to track student achievement and target 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 also have access to the research-based Achieve 3000 software program as additional literacy support. 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.

To meet the social emotional needs of our students, we implement 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 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.

Lakeside Union School District dedicates itself to providing a nurturing and academically challenging environment that is

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	76
Grade 2	85
Grade 3	80
Grade 4	84
Grade 5	75
Total Enrollment	459

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	2.6
Filipino	1.5
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.3
White	46.6
English Learners	15.9
Foster Youth	0.9
Homeless	1.3
Socioeconomically Disadvantaged	68
Students with Disabilities	19.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In November 2021 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.

Year and month in which the data were collected

11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Reading: Maravillas, McGraw-Hill; adopted in 2015	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	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	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			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.
Interior: Interior Surfaces			X	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.

School Facility Conditions and Planned Improvements

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 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.

School Facility Conditions and Planned Improvements

			<p>6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>ADMIN: 4. CEILING TILES HAVE WATER STAINS.</p> <p>C1: 4. CEILING TILES HAVE HOLES. 7. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>C2: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRESBARE EXPOSED.</p> <p>COUNSELOR: 4. RUBBER MOLDING IS MISSING.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 6. ANTS ARE PRESENT.</p> <p>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.</p> <p>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.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>MPR: 4. CEILING TILE HAS A HOLE. RUBBER MOLDING IS CHIPPING. 7. FLOOR OUTLET COVERS ARE MISSING.</p> <p>STORAGE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	<p>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.</p>

School Facility Conditions and Planned Improvements

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 PRESENT. 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.

School Facility Conditions and Planned Improvements

				<p>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.</p> <p>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.</p> <p>ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.</p> <p>ALL GENDER REST ROOM: 5. COVE BASE IS VERY DIRTY.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 6. ANTS ARE PRESENT.</p> <p>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.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical			X	<p>1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>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.</p> <p>11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>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</p>

School Facility Conditions and Planned Improvements

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 PRESENT. 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.

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.

School Facility Conditions and Planned Improvements

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.

KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.

School Facility Conditions and Planned Improvements

				<p>MPR: 4. CEILING TILE HAS A HOLE. RUBBER MOLDING IS CHIPPING. 7. FLOOR OUTLET COVERS ARE MISSING.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS NO FLOW.</p> <p>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.</p> <p>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.</p> <p>ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 9. SINK IS NOT DRAINING PROPERLY.</p>
Safety: Fire Safety, Hazardous Materials	X			<p>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.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>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.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT ISPEELING ON DOOR.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p>

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			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	X			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 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	12	4.82	95.18	0
Female	126	2	1.59	98.41	--
Male	123	10	8.13	91.87	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	4	3.6	96.4	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	1	7.69	92.31	--
White	109	5	4.59	95.41	--
English Learners	47	1	2.13	97.87	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	1	7.14	92.86	--
Socioeconomically Disadvantaged	89	1	1.12	98.88	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	12	21.43	78.57	0

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	12	4.82	95.18	0.00
Female	126	2	1.59	98.41	--
Male	123	10	8.13	91.87	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	4	3.60	96.40	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	1	7.69	92.31	--
White	109	5	4.59	95.41	--
English Learners	47	1	2.13	97.87	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	1	7.14	92.86	--
Socioeconomically Disadvantaged	89	1	1.12	98.88	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	12	21.43	78.57	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	250	250	100%	0%	40%
Female	132	132	100%	0%	44%
Male	118	118	100%	0%	35%
American Indian or Alaska Native	2	2	100%	0%	50%
Asian	5	5	100%	0%	60%

Black or African American	3	3	100%	0%	67%
Filipino	4	4	100%	0%	50%
Hispanic or Latino	121	121	100%	0%	33%
Native Hawaiian or Pacific Islander	0	0	100%	0%	n/a
Two or More Races	13	13	100%	0%	31%
White	101	101	100%	0%	46%
English Learners	52	52	100%	0%	32%
Foster Youth	2	2	100%	0%	0%
Homeless	0	0	100%	0%	n/a
Military	14	14	100%	0%	79%
Socioeconomically Disadvantaged	149	149	100%	0%	40%
Students Receiving Migrant Education Services	0	0	100%	0%	n/a
Students with Disabilities	45	45	100%	0%	17%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	227	227	100%	0%	25%
Female	119	119	100%	0%	17%
Male	108	108	100%	0%	32%
American Indian or Alaska Native	2	2	100%	0%	0%
Asian	5	5	100%	0%	20%
Black or African American	3	3	100%	0%	33%
Filipino	3	3	100%	0%	66%
Hispanic or Latino	104	104	100%	0%	17%
Native Hawaiian or Pacific Islander	0	0	100%	0%	n/a
Two or More Races	12	12	100%	0%	24%
White	97	97	100%	0%	32%
English Learners	45	45	100%	0%	6%
Foster Youth	2	2	100%	0%	0%
Homeless	1	1	100%	0%	0%
Military	13	13	100%	0%	38%
Socioeconomically Disadvantaged	121	121	100%	0%	36%
Students Receiving Migrant Education Services	0	0	100%	0%	n/a

Students with Disabilities	41	41	100%	0%	10%
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	34	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	25	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Research shows a high correlation between parent involvement and effective schools. Unfortunately, during the 2021-2022 school year, the traditional connection between parents and school continues to be 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 many 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

We are also working on creating a series of parent PD opportunities to include topics brought on by the pandemic, including

2021-22 Opportunities for Parental Involvement

"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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	541	520	166	31.9
Female	262	252	84	33.3
Male	279	268	82	30.6
American Indian or Alaska Native	4	3	0	0.0
Asian	8	7	3	42.9
Black or African American	13	13	6	46.2
Filipino	7	7	0	0.0
Hispanic or Latino	215	211	76	36.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	32	31	12	38.7
White	261	247	69	27.9
English Learners	85	84	28	33.3
Foster Youth	5	5	2	40.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	355	349	111	31.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	122	115	36	31.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.38	0.92	3.01	0.42	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.14	1.96	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.92	0.00
Female	1.15	0.00
Male	0.72	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.38	0.00
English Learners	1.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.64	0.00

2021-22 School Safety Plan

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 23, 2021. This plan was reviewed and discussed by the SSC on December 17, 2021. We are currently in the process of creating the Comprehensive Safety Plan for the 2021-2022 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 21-22 safety plan.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	1
1	21	2	2	
2	21	1	4	
3	22	1	3	
4	30		3	
5	23	1	3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	21	2	2	
2	21	1	2	
3	23	1	2	
4	25	1	2	
5	30		2	
6				
Other	16	3	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	12	6		
2	8	9	1	
3	10	7		
4	14	4	2	
5	12	4	2	
6				
Other	10	3		

2020-21 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	459

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7779	93	7685	70099
District	N/A	N/A	7813	\$76,196
Percent Difference - School Site and District	N/A	N/A	-1.7	-8.3
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-9.4	-16.2

2020-21 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 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 '21-'22 school year, we have used site funds for the following programs and services to support students:

Achieve 3000/Smarty Ants Computer program to address school-wide literacy
Expeditionary Learning training, materials, and supplies
Responsive Classroom/Morning Meeting PD to help with social emotional learning, as well as build positive school culture
Alignment and Calibration Training and Release time - Targeting standards for mastery

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$49,706	\$51,450
Mid-Range Teacher Salary	\$73,960	\$80,263
Highest Teacher Salary	\$110,824	\$101,012
Average Principal Salary (Elementary)	\$115,487	\$128,082
Average Principal Salary (Middle)	\$134,089	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$207,296	\$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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

Professional Development

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.

2021-2022

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.

Expeditionary Learning

We have begun the implementation of EL on our campus. This project based way of learning focuses on units based out of SS and science to teach learning standards.

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 brought about.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	12

Lakeside Union School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website Address	http://www.lsusd.net/site/default.aspx?PageID=1

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3030	27	0.89	99.11	3.70
Female	1544	9	0.58	99.42	--
Male	1485	18	1.21	98.79	0.00
American Indian or Alaska Native	46	0	--	100.00	--
Asian	56	2	3.57	96.43	--
Black or African American	89	1	1.12	98.88	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	1027	7	0.68	99.32	--
Native Hawaiian or Pacific Islander	20	1	5.00	95.00	--
Two or More Races	117	1	0.85	99.15	--
White	1631	15	0.92	99.08	6.67
English Learners	227	2	0.88	99.12	--
Foster Youth	15	0	0.00	100.00	--
Homeless	22	2	9.09	90.91	--
Military	190	3	1.58	98.42	--
Socioeconomically Disadvantaged	695	4	0.58	99.42	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	611	27	4.42	95.58	3.70

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3030	26	0.86	99.14	0.00
Female	1544	9	0.58	99.42	--
Male	1485	17	1.14	98.86	0.00
American Indian or Alaska Native	46	0	--	100.00	--
Asian	56	2	3.57	96.43	--
Black or African American	89	1	1.12	98.88	--
Filipino	44	0	0.00	100.00	--
Hispanic or Latino	1027	7	0.68	99.32	--
Native Hawaiian or Pacific Islander	20	1	5.00	95.00	--
Two or More Races	117	1	0.85	99.15	--
White	1631	14	0.86		0.00
English Learners	227	2	0.88	99.12	--
Foster Youth	15	0	0.00	100.00	--
Homeless	22	2	9.09	90.91	--
Military	190	3	1.58	98.42	--
Socioeconomically Disadvantaged	695	4	0.58	99.42	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	611	26	4.26	95.74	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

