Lemon Crest Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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	Kelly Gilbert
Email Address	kgilbert@lsusd.net
School Website	https://www.lsusd.net/lemon-crest/
County-District-School (CDS) Code	37681896110092

2022-23 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

2022-23 School Overview

Lemon Crest School was established in 1991 in Lakeside, California. Lemon Crest Elementary School provides a full academic program for grades TK-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 instruction. 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 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 - We are Respectful, On Task, Always Safe, and Responsible. Additionally, we use the habits of character to learn how to be the very best versions of ourselves. 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 behavioral interventionist 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.

2022-23 School Overview

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 while emphasizing joy, engagement, and belonging. 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.

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	69
Grade 2	79
Grade 3	83
Grade 4	84
Grade 5	89
Total Enrollment	477

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.2
Asian	1.3
Black or African American	2.5
Filipino	1.0
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.3
White	48.6
English Learners	18.0
Foster Youth	0.8
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	53.5
Students with Disabilities	22.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	87.79	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.14	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	1.00	4.07	22.60	9.20	18854.30	6.86
Total Teaching Positions	24.50	100.00	245.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In October 2022 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	12/2022

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	Amplify Science, Amplify Education adopted 2022	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0

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			1: 2. HVAC IS NOT WORKING (PER TEACHER). 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.
Interior: Interior Surfaces			X	10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 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. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN.

16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 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 TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

20: 4. RUBBER TRIM IS LOOSE AT CARPET/TIKE SEAM. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.

22: 4. CARPET IS TORN.

23: 4. CARPET IS TORN.

24: 4. CARPET IS TORN. 14. SKID PAINT IS PEELING ON THE RAMP.

25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING.

26: 4. CARPET IS TORN. 14. SECTION OF RAMP IS LOOSE. 15. THRESHOLD IS LOOSE.

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. LIGHT DIFFUSER IS BROKEN.

28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON SIDING.

3: 4. CEILING TILE HAS A HOLE.

9: 4. FLOOR TILES ARE BROKEN.

COUNSELOR: 4. RUBBER MOLDING IS MISSING.

ESS: 4. WATER DAMAGE TO SINK CABINETS. 12. DRY ROT ON SIDING.

GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE.

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. LIGHT DIFFUSER IS LOOSE. LIGHT FIXTURE IN RR IS OUT.

K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT.

School Facility Conditions and Planned Improvements

			LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. MPR: 4. CEILING TILE HAS A WATEE STAIN. STORAGE RACK IS BROKEN IN LOBBY (FELL ON/TRAPPED STUDENT WHILE WE WERE PRESENT. 7. ONE LIGHT PANEL IS OUT. STORAGE: 4. CEILING TILES HAVE WATER STAINS. WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		10: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 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. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE. 16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 19: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON SIDING. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ONE

School Facility Conditions and Planned Improvements

				LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. 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. 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. LIGHT DIFFUSER IS LOOSE. LIGHT FIXTURE IN RR IS OUT. LIBRARY: 4. CEILING TILE HAS A HOLE. 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.
Electrical			X	13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 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. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE 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 DIFFUSER IS LOOSE. 20: 4. RUBBER TRIM IS LOOSE AT CARPET/TIKE SEAM. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 21: 7. ONE LIGHT PANEL IS OUT. 25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING. 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. LIGHT DIFFUSER IS BROKEN. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS

School Facility Conditions and Planned Improvements

				ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON SIDING. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 7: 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: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. 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. LIGHT DIFFUSER IS LOOSE. LIGHT FIXTURE IN RR IS OUT. K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT. MPR: 4. CEILING TILE HAS A WATEE STAIN. STORAGE RACK IS BROKEN IN LOBBY (FELL ON/TRAPPED STUDENT WHILE WE WERE PRESENT. 7. ONE LIGHT PANEL IS OUT. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1: 2. HVAC IS NOT WORKING (PER TEACHER). 9. FAUCET HAS A LOW FLOW. 25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. GIRLS REST ROOM: 9. FAUCETS HAVE A LOW FLOW.
Safety: Fire Safety, Hazardous Materials	X			17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 20: 4. RUBBER TRIM IS LOOSE AT CARPET/TIKE SEAM. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS LOOSE. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS PEELING ON DOOR. LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10.

School Facility Conditions and Planned Improvements

			EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.
Structural: Structural Damage, Roofs	X		16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 12. DRY ROT ON SIDING. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON SIDING. ESS: 4. WATER DAMAGE TO SINK CABINETS. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		24: 4. CARPET IS TORN. 14. SKID PAINT IS PEELING ON THE RAMP. 26: 4. CARPET IS TORN. 14. SECTION OF RAMP IS LOOSE. 15. THRESHOLD IS LOOSE. 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).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	44	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	32	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	244	96.44	3.56	33.61
Female	132	129	97.73	2.27	33.33
Male	121	115	95.04	4.96	33.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	109	97.32	2.68	26.61
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	18.18
White	112	108	96.43	3.57	39.81
English Learners	48	45	93.75	6.25	13.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	137	96.48	3.52	32.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	55	88.71	11.29	7.27

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	243	96.05	3.95	25.93
Female	132	129	97.73	2.27	24.03
Male	121	114	94.21	5.79	28.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	108	96.43	3.57	19.44
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	18.18
White	112	108	96.43	3.57	31.48
English Learners	48	45	93.75	6.25	11.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	137	96.48	3.52	25.55
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	54	87.10	12.90	9.26

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	31.71	NT	31.33	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	82	96.47	3.53	31.71
Female	47	44	93.62	6.38	31.82
Male	38	38	100	0	31.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	36	97.3	2.7	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	36	97.3	2.7	30.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.88	6.12	28.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	16.67

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	72	73	73	76	57

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.

2022-23 Opportunities for Parental Involvement

Research shows a high correlation between parent involvement and effective schools and Lemon Crest greatly values parent involvement and education. Parents provide many volunteer hours in the library, school office, assisting individual or small groups of children, and doing clerical work for the classroom teacher. 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. Our very supportive Parent Teacher Association (PTA) works hand-in-hand with the school to provide feedback, funds and programs, which further enrich the school experience for our students. Fundraising efforts provide students at Lemon Crest with a wide selection of books, art supplies, assemblies, and field trips. The Lemon Crest English Language Advisory Committee (ELAC) meets monthly and provides an opportunity for families who speak languages other than English the opportunity to access information and offer suggestions for the school. The Lemon Crest School Site Council (SSC) helps make decisions about academic and social emotional programs, as well as help us build our school's community.

Through parent nights, information meetings, parent teacher conferences, and coffee with the principal, 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	547	74	13.5
Female	273	268	35	13.1
Male	285	279	39	14.0
American Indian or Alaska Native	2	2	0	0.0
Asian	7	7	2	28.6
Black or African American	15	15	3	20.0
Filipino	5	5	0	0.0
Hispanic or Latino	219	213	35	16.4
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	34	32	1	3.1
White	273	270	32	11.9
English Learners	105	102	15	14.7
Foster Youth	4	4	1	25.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	337	334	48	14.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	138	137	28	20.4

C. Engagement	State Priority: School Climate

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.92	1.97	0.42	1.66	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0.00
Female	0.00	0.00
Male	3.86	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.83	0.00
English Learners	0.95	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.17	0.00

2022-23 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 Epi-Pens and an AED (automated external defibrillator), on site for emergency use. A new safety plan was reviewed and discussed by the SSC on September 15, 2022. The most current state guidelines regarding health and illness protocols are included in this safety plan. Finally, we partnered with the San Diego Sheriff department for our annual CPTED visit on October 11, 2022, during which time recommendations were made to enhance safety and security on our campus.

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.

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	
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	
Other	10	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" 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	20	1	2	
1	21	1	2	
2	19	2	2	
3	20	2	2	
4	19	2	2	
5	22	2	2	
Other	11	4		

2021-22 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	477

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7779	93	7685	70099
District	N/A	N/A	7813	$77,299
Percent Difference - School Site and District	N/A	N/A	-1.7	-8.3
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-9.4	-16.2

2021-22 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 '22-'23 school year, we have used site funds for the following programs and services to support students:

Achieve 3000/ 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
PLC Training and Release time - Targeting standards for mastery

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$51,591
Mid-Range Teacher Salary	$73,960	$79,620
Highest Teacher Salary	$110,824	$104,866
Average Principal Salary (Elementary)	$114,233	$131,473
Average Principal Salary (Middle)	$134,089	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$211,442	$205,661
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

The Lakeside Union School District places great value on the role of professional learning, and utilizes systems-wide structures and strategies to promote continuous learning of adults that result in increased learning for students. The ongoing focus for professional learning is to support the district's LCAP goals through the lens of MTSS and equity. It is the district goal to engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

At Lemon Crest, our goal is to ensure that ALL students receive the best first instruction, accomplished through lesson planning, teacher collaboration, best practices (to include GLAD and UDL), and assessment. Our emphasis this year is on our Multi-Tiered System of Supports (MTSS) which includes using our MTSS TOSA as a PLC Coach.This work allows us to provide for systematic interventions for students who are not meeting the standards, and a myriad of social-emotional learning opportunities for staff and students.

The objective of all LUSD professional learning is to improve educator effectiveness in order to increase student learning. In support of this outcome, administrators also participate in professional learning to increase their knowledge of quality practices, California Content Standards, and strategies for instructional leadership.

LUSD provides for weekly PLC time for embedded professional learning using early release days. The purpose of this time is for educators to examine the impact of their practice on student learning, with a focus on continuous improvement. Schools work
to identify key areas of learning based on an analysis of student data, upon which they place their focus for professional learning and set annual measurable goals based upon those identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to NWEA MAP, Imagine Learning, local measures through Calibration and Alignment, and CAASPP. All collaborative teams utilize PLC time during the day to help prepare
a differentiated instructional program that meets the needs of all students and focuses on equity, academics, and the social emotional needs of our students.

Beginning teachers receive systematic training and support during their first two years of teaching within the LUSD New Teacher Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to "clear" teaching credentials. In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, and from district resource teachers.

This year, Lemon Crest specifically is focusing on two areas: academics and social-emotional learning. We are continuing and expanding the implementation of Expeditionary Learning on our campus, which is a project based way of learning that focuses on units based out of SS and science to teach learning standards. We also continue to practice and build on the principals of PBIS and Responsive Classroom, fusing together daily morning meetings, positive daily greetings, teacher language, and a positive behavior matrix.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	12