

# Lemon Crest Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Lemon Crest Elementary School
<b>Street</b>	12463 Lemon Crest Dr.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2527
<b>Principal</b>	Dr. Kelly Gilbert
<b>Email Address</b>	kgilbert@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/lemon-crest/">https://www.lsusd.net/lemon-crest/</a>
<b>County-District-School (CDS) Code</b>	37681896110092

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Lemon Crest School was established in 1991 in Lakeside, California. Lemon Crest Elementary School provides a full academic program for students in grades TK-5. The Lemon Crest Elementary School mission is to positively impact student achievement by focusing on 3 key pillars: community, diversity, and discovery. As the proud hosts of our district's SDC program for students with moderate to severe disabilities, we believe wholeheartedly in inclusion and access to the general education setting. We believe in the importance of ensuring that ALL kids are seen, heard, valued, and respected.

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 in both academics and social-emotional learning. To support this effort, we ensure that our teachers and staff receive professional development at the highest levels. Lemon Crest has established Professional Learning Communities (PLCs) in order to expand and enhance staff development and collaboration. With the support of our MTSS TOSA, our staff meets daily in collaborative groups to discuss student progress metrics, including academic performance and attendance. During PLCs, they determine how to ensure each student is receiving the instruction they need to be successful.

At Lemon Crest, we believe that EVERY student deserves to receive the supports they need when they need it. We have designed a robust system of MTSS (multi-tiered systems of support) in both academics and social emotional learning. We use universal screeners to determine which students are in need of which supports. On the academic side of MTSS, we have implemented research based intervention programs to meet the diverse needs of our students. We have 1.5 reading intervention specialists, who support students who need additional literacy support using the research based SIPPS program.

On the social-emotional side of MTSS, we implement a combination of Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom. Through PBIS and Responsive Classroom, Lemon Crest has focused 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 student in need of additional support, and access to Mental Health Professionals through our partnership with Wellness Together.

## 2023-24 School Description and Mission Statement

### About this School

#### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	73
Grade 2	68
Grade 3	80
Grade 4	81
Grade 5	78
<b>Total Enrollment</b>	<b>496</b>

#### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
Asian	1.4%
Black or African American	2.2%
Filipino	1.2%
Hispanic or Latino	42.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6%
White	45.8%
English Learners	18.1%
Foster Youth	0.6%
Homeless	0.4%
Socioeconomically Disadvantaged	50%
Students with Disabilities	23.6%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.50	87.79	212.80	86.65	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	8.14	2.00	0.81	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.50	1.46	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.50	1.87	12115.80	4.41
<b>Unknown</b>	1.00	4.07	22.60	9.20	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.20	95.21	217.30	90.52	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	0.77	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.10	0.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.70	2.40	11953.10	4.28
<b>Unknown</b>	1.10	4.75	13.90	5.81	15831.90	5.67
<b>Total Teaching Positions</b>	24.40	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In October 2023 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.

<b>Year and month in which the data were collected</b>	12/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Expeditionary Learning, EL Education adopted in 2023	Yes	0
<b>Mathematics</b>	Everyday Mathematics, McGraw-Hill; adopted in 2015  Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
<b>Science</b>	Amplify Science, Amplify Education adopted 2022	Yes	0
<b>History-Social Science</b>	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**

11/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.
<b>Interior:</b> Interior Surfaces			X	12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 16: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM IDENTIFICATION MISSING.12. DRY ROT/TERMITE DAMAGE AT ENTRY. 18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE. 19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

## School Facility Conditions and Planned Improvements

			<p>20: 4. CEILING TILE HAS A HOLE.7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>22: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>23: 4. CARPET IS TORN.</p> <p>24: 4. CARPET IS TORN. 14. SKID PAINT IS PEELING ON THE RAMP.</p> <p>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. LOW VOLTAGE WIRES ARE EXPOSED.12. DRY ROT ON SIDING.</p> <p>26: 4. CARPET IS TORN.</p> <p>3: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS HIGH PRESSURE AND SPRAYS.12. CORNER OF BUILDING HAS DRY ROT.</p> <p>9: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE BROKEN.</p> <p>COUNSELOR: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINETS. 12. DRY ROT ON SIDING.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE.</p> <p>GIRLS REST ROOM: 4. WALL TILE IS BROKEN. 9. FAUCETS HAVE A LOW FLOW.</p> <p>K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN.5. RESTROOM FLOORS ARE DINGY. RESTROOMS HAVE STRONG ODOR.7. EXTERIOR LIGHT COVER IS MELTED. EXTERIOR LIGHT DIFFUSER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BULB IS OUT.</p> <p>MPR: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN.</p> <p>STAFF LOUNGE: 4. CARPET IS STAINED.</p> <p>STORAGE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>10: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>



## School Facility Conditions and Planned Improvements

14: 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 HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM IDENTIFICATION MISSING.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. 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. LOW VOLTAGE WIRES ARE EXPOSED.12. DRY ROT ON SIDING.

28: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

3: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS HIGH PRESSURE AND SPRAYS.12. CORNER OF BUILDING HAS DRY ROT.

5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.

6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.

7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ELECTRICAL CONDUIT END CAP IS MISSING.

8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.

9: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS STORED TOO HIGH.

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.

HEALTH OFFICE: 5. URINE ODOR PRESENT.

K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN.

K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN.5. RESTROOM FLOORS ARE DINGY. RESTROOMS HAVE STRONG ODOR.7. EXTERIOR LIGHT COVER IS MELTED. EXTERIOR LIGHT DIFFUSER IS MISSING.

LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BULB IS OUT.

PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.

WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

# School Facility Conditions and Planned Improvements

<p><b>Electrical</b></p>			<p>X</p> <p>12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN.</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE.</p> <p>20: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>21: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.</p> <p>22: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>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. LOW VOLTAGE WIRES ARE EXPOSED. 12. DRY ROT ON SIDING.</p> <p>27: 7. ELECTRICAL COVERS ARE MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRICAL CONDUIT COVER IS LOOSE EXPOSING LIVE WIRES. LIGHT DIFFUSER IS BROKEN.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN.</p> <p>K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN. 5. RESTROOM FLOORS ARE DINGY. RESTROOMS HAVE STRONG ODOR. 7. EXTERIOR LIGHT COVER IS MELTED. EXTERIOR LIGHT DIFFUSER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BULB IS OUT.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		

## School Facility Conditions and Planned Improvements

			<p>3: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS HIGH PRESSURE AND SPRAYS.12. CORNER OF BUILDING HAS DRY ROT.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>GIRLS REST ROOM: 4. WALL TILE IS BROKEN. 9. FAUCETS HAVE A LOW FLOW.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>16: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM IDENTIFICATION MISSING.12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>20: 4. CEILING TILE HAS A HOLE.7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>21: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.</p> <p>COUNSELOR: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>16: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM IDENTIFICATION MISSING.12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>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. LOW VOLTAGE WIRES ARE EXPOSED.12. DRY ROT ON SIDING.</p> <p>3: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS HIGH PRESSURE AND SPRAYS.12. CORNER OF BUILDING HAS DRY ROT.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINETS. 12. DRY ROT ON SIDING.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>24: 4. CARPET IS TORN. 14. SKID PAINT IS PEELING ON THE RAMP.</p> <p>PLAY COURTS: 14. TRIP HAZARDS.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	34	31	44	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	26	24	32	34	33	34

## 2022-23 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
<b>All Students</b>	237	234	98.73	1.27	30.90
<b>Female</b>	120	119	99.17	0.83	38.66
<b>Male</b>	117	115	98.29	1.71	22.81
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	103	102	99.03	0.97	26.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	113	111	98.23	1.77	34.23
<b>English Learners</b>	49	48	97.96	2.04	10.42
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	139	137	98.56	1.44	22.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	69	68	98.55	1.45	10.45

## 2022-23 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
<b>All Students</b>	237	233	98.31	1.69	23.61
<b>Female</b>	120	119	99.17	0.83	20.17
<b>Male</b>	117	114	97.44	2.56	27.19
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	103	102	99.03	0.97	19.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	113	110	97.35	2.65	29.09
<b>English Learners</b>	49	48	97.96	2.04	4.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	139	137	98.56	1.44	18.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	69	67	97.10	2.90	8.96

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.71	18.06	31.33	33.02	29.47	30.29

## 2022-23 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	81	78	96.30	3.70	16.67
Female	48	47	97.92	2.08	14.89
Male	33	31	93.94	6.06	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	43	97.73	2.27	16.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	20.69
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.35	4.65	12.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	0.00

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	99	96	95	94	94

## 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.

#### 2023-24 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. 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.



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	548	532	125	23.5
Female	268	260	51	19.6
Male	280	272	74	27.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	7	7	1	14.3
Black or African American	13	12	1	8.3
Filipino	6	6	0	0.0
Hispanic or Latino	238	231	67	29.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	31	30	7	23.3
White	249	242	48	19.8
English Learners	106	106	25	23.6
Foster Youth	4	4	3	75.0
Homeless	3	2	0	0.0
Socioeconomically Disadvantaged	296	292	74	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	156	152	48	31.6

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.92	1.97	2.19	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.19	0
Female	0.75	0
Male	3.57	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.45	0
White	1.61	0
English Learners	0.94	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.92	0

## 2023-24 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 14, 2023. 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 a CPTED visit in October of 2022, during which time recommendations were made to enhance safety and security on our campus. Our next visit is scheduled for January 2024.

## 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.

### 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		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	19	4	2	0
1	16	2	2	0
2	16	2	2	0
3	19	2	2	0
4	15	3	2	0
5	18	2	2	0
6	0	0	0	0
Other	11	3	0	0

## 2022-23 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	496

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$80,999
Percent Difference - School Site and District	N/A	N/A	-1.7	-9.8
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	15.3	-18.8

## Fiscal Year 2022-23 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 '23-'24 school year, we have allocated site funds for the following programs and services to support students:

Expeditionary Learning training, materials, and supplies

Responsive Classroom/Morning Meeting Professional Development to help with social emotional learning, as well as build positive school culture

PLC Training and Release time - Targeting standards for mastery

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$51,461	\$54,046
<b>Mid-Range Teacher Salary</b>	\$76,571	\$84,515
<b>Highest Teacher Salary</b>	\$114,736	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$119,201	\$136,841
<b>Average Principal Salary (Middle)</b>	\$138,823	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$210,405	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	33.49%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	4.42%	5.62%

## 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 daily PLC time for embedded professional learning. 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 DIBELS, 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

## Professional Development

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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12