

Lemon Crest Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Jen Price
Email Address	jprice@lsusd.net
School Website	https://www.lsusd.net/lemon-crest/
Grade Span	K-5
County-District-School (CDS) Code	37681896110092

2024-25 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	www.lsusd.net

2024-25 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. At Lemon Crest Elementary, our mission is to cultivate a safe and nurturing school environment where each student feels seen and valued for their unique gifts and assets. Our goal is for our students to feel empowered to discover their own strengths and passions, maximizing their potential to be leaders in their classrooms, school and community. Through our culture of empathy, kindness, integrity and respect, we foster a love for learning and work together to support our students, families, community and each other.

2024-25 School Description and Mission Statement

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 reading intervention specialists, who supports 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 with each classroom also using the social-emotional learning curriculum, Second Step. Through PBIS and Responsive Classroom, combined with our school-wide expectations of ROAR (Respect, On Task, Always Safe, Responsible), 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	71
Grade 2	74
Grade 3	72
Grade 4	74
Grade 5	75
Total Enrollment	455

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.2
Asian	1.5
Black or African American	2.6
Filipino	1.1
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7
White	46.6
English Learners	16.7
Foster Youth	0.4
Homeless	1.1
Socioeconomically Disadvantaged	64.4
Students with Disabilities	25.9

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/Incomplete/NA	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)	23.20	95.21	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown/Incomplete/NA	1.10	4.75	13.90	5.81	15831.90	5.67
Total Teaching Positions	24.40	100.00	240.00	100.00	279044.80	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.

2022-23 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)	23.70	87.64	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.25	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	3.00	11.07	10.20	4.23	14303.80	5.15
Total Teaching Positions	27.10	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.3
Total Out-of-Field Teachers	0.00	0.00	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
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	0	0

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

2024-25 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.

Year and month in which the data were collected 12/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expeditionary Learning, EL Education adopted in 2023	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Amplify Science (Adopted in 2022)	Yes	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0

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

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

11/22/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY. 10. PLUG IN AIR FRESHENER.
Interior: Interior Surfaces			X	13: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 17: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON SIDING. 20: 4. CARPET IS STAINED 21: CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON BUILDING SKIRTING. 24: 4. CARPET IS TORN. 11. PAINT IS PEELING ON EXTERIOR WALL. 25: 4. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 12. DRY ROT ON SIDING. 26: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 9. FAUCET HANDLE IS MISSING. 27: 4. WALL PAPER IS TORN.12. DRY ROT ON SIDING TRIM. 5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH 8: 4. CEILING TILE HAS A WATER STAIN. 9: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE DOOR. BOYS REST ROOM: 4. WALL TILES ARE BROKEN. COUNSELOR: 4. RUBBER MOLDING IS MISSING. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. GIRLS REST ROOM: 4. WALL TILE IS BROKEN.

School Facility Conditions and Planned Improvements

			<p>MPR: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. STAFF LOUNGE: 4. CARPET IS STAINED. WORKROOM: 4. CARPET IS STAINED.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. METAL FOUNDATING IS RUSTED/DETERIORATING. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 17: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON SIDING. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON BUILDING SKIRTING. 28: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY. 10. PLUG IN AIR FRESHENER. LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p>
<p>Electrical</p>		X	<p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 18: 7. EXTERIOR LIGHT COVER HAS A HOLE. 22: 7. TWO LIGHT PANELS ARE OUT. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. K1: . 7. EXTERIOR LIGHT COVER IS BROKEN. 12. DRY ROT ON SIDING.</p>

School Facility Conditions and Planned Improvements

				K2: 7 EXTERIOR LIGHT COVER IS MELTED. EXTERIOR LIGHT SUPPLIES. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			26: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 9. FAUCET HANDLE IS MISSING.
Safety: Fire Safety, Hazardous Materials	X			13: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 24: 4. CARPET IS TORN. 11. PAINT IS PEELING ON EXTERIOR WALL. 9: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE DOOR. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY. 10. PLUG IN AIR FRESHENER. C1: 11. PAINT IS PEELING ON DOOR. ESS: 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON SIDING. RSP/ C3: 10. PLUG IN AIR FRESHNERS
Structural: Structural Damage, Roofs	X			11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. METAL FOUNDATING IS RUSTED/DETERIORATING. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON SIDING. 21: CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON BUILDING SKIRTING. 25: 4. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 12. DRY ROT ON SIDING. 27: 4. WALL PAPER IS TORN.12. DRY ROT ON SIDING TRIM. 28: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 3: 12. CORNER OF BUILDING HAS DRY ROT/HOLE. ESS: 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON SIDING. K1: . 7. EXTERIOR LIGHT COVER IS BROKEN. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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).

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	31	30	44	44	46	47
Mathematics (grades 3-8 and 11)	24	22	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	219	213	97.26	2.74	29.58
Female	100	98	98.00	2.00	35.71
Male	119	115	96.64	3.36	24.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	21.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	35.29
White	107	105	98.13	1.87	31.43
English Learners	32	29	90.63	9.37	6.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	50.00
Socioeconomically Disadvantaged	147	143	97.28	2.72	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	12.73

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	219	213	97.26	2.74	21.60
Female	100	99	99.00	1.00	25.25
Male	119	114	95.80	4.20	18.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	77	96.25	3.75	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	29.41
White	107	105	98.13	1.87	23.81
English Learners	32	30	93.75	6.25	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	25.00
Socioeconomically Disadvantaged	147	142	96.60	3.40	19.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	54	94.74	5.26	5.56

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.06	33.78	33.02	37.22	30.29	30.73

2023-24 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	78	77	98.72	1.28	32.47
Female	32	32	100.00	0.00	37.50
Male	46	45	97.83	2.17	28.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	36.36
English Learners	15	14	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.00	0.00	20.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

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.

2023-24 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 requires only participation results 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	91	92	95	90	92

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.

2024-25 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/caregivers provide many volunteer hours in the library, school office, assisting individual or small groups of children, and supporting teachers with prep work. Parents/caregivers 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 these informative committee meetings, Weekly Family Newsletter (the ROAR), parent teacher conferences, and Coffee with the Principal, our school works hard to provide parents and caregivers 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 family voice and input, and in how to work with parents/caregivers as equal partners. The school provides families with materials and training to help them work with their children to improve their children's achievement. We are also fortunate to have a Community Liaison, who doubles as a translator for our Spanish-speaking families. Our Community Liaison connects families with school, district and community resources and is a voice for our families.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	486	132	27.2
Female	235	229	52	22.7
Male	264	257	80	31.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	16	15	4	26.7
Filipino	--	--	--	--
Hispanic or Latino	208	202	69	34.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	33	6	18.2
White	223	218	52	23.9
English Learners	91	89	28	31.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	339	329	106	32.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	134	131	45	34.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.97	2.19	10	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7	0
Female	--	0
Male	--	0
Non-Binary	--	0
American Indian or Alaska Native	--	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.82	0.00
White	1.35	0.00
English Learners	1.10	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.73	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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, as well as shelter-in-place 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 in Fall 2024. The School Safety Plan was approved by the LUSD School Board on October 10, 2024. The most current state guidelines regarding health and illness protocols are included in this safety plan.

D. Other SARC Information Information Required in the SARC

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

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	
1	16	2	2	
2	16	2	2	
3	19	2	2	
4	15	3	2	
5	18	2	2	
Other	11	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	4	1	
1	14	4	1	
2	15	2	3	
3	14	2	3	
4	19	2	2	
5	19	2	2	
Other	2	1		

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9950	1835	8115	96244
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-38.0	2.3
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-28.1	2.2

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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/>.

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.

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 2023-2024 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
- Social-Emotional Learning Curriculum: Second Step

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	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 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 three areas, as reflected in our School Plan for Student Achievement, which is aligned with our LUSD LCAP: 1) Academic Achievement; 2) Social-Emotional Wellbeing and Student Safety; 3) Attendance. We are continuing our school-wide implementation of Expeditionary Learning on our campus, which is a project based way of

Professional Development

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, specifically through our social-emotional learning curriculum, Second Step, 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12