

Lemon Crest Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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	Jennifer Price
Email Address	jprice@lsusd.net
School Website	https://www.lsusd.net/lemon-crest/
Grade Span	
County-District-School (CDS) Code	37681896110092

2025-26 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Scott Goergens
Email Address	sgoergens@lsusd.net
District Website	www.lsusd.net

2025-26 School Description and Mission Statement

Lemon Crest Elementary School, established in 1991 in Lakeside, California, provides a full academic program for students in grades TK–5. At Lemon Crest, our mission is to cultivate a safe and nurturing learning environment where each student feels seen and valued for their unique gifts and assets. Grounded in our schoolwide theme of Planting Possibilities, we strive to empower students to discover their strengths, grow their passions, and recognize the limitless potential within themselves. Our culture of empathy, kindness, integrity, and respect guides our work as we partner with students, families, and our community to foster a lifelong love of learning.

As the proud host of our district's SDC program for students with moderate to severe disabilities, Lemon Crest believes wholeheartedly in inclusion and access to the general education setting. We are committed to ensuring that all students are seen, heard, valued, and respected, and that every child has opportunities to learn alongside their peers.

Lemon Crest Elementary School provides a rigorous, standards-based curriculum that is supported by high-quality instruction and a comprehensive approach to social-emotional learning. We prioritize ongoing professional development for teachers and staff to ensure that instructional practices remain research-based and responsive to student needs. Through our Early Release Wednesdays, we hold Staff Meetings and Grade-Level Professional Learning Communities (PLCs) where staff collaborate to analyze academic and attendance data, monitor student progress, and determine how to best support each student's growth.

Aligned with our belief that every student deserves the support they need when they need it, Lemon Crest has developed a robust Multi-Tiered System of Support (MTSS) for both academics and social-emotional learning. Universal screeners help identify student needs, and a variety of research-based intervention programs allow us to provide targeted supports. Our part-time MTSS TOSA supports these systems through support and coaching with teachers and Principal collaboration.

On the social-emotional side of MTSS, we implement Positive Behavioral Interventions and Supports (PBIS) through our site-adopted SEL curriculum, Second Step. Through our schoolwide expectations, ROAR (Respect, On Task, Always Safe, Responsible), students build communication, collaboration, and self-management skills that strengthen relationships and promote a positive school community. The teaching of habits of character supports students in becoming the best versions of themselves. Our partnership with Wellness Together and the work of our school counselor further enhance this system, providing small-group support and access to mental health professionals for students with additional needs.

2025-26 School Description and Mission Statement

At Lemon Crest, we believe that when we Plant Possibilities, our students grow into confident, capable, and compassionate leaders in their classrooms, school, and community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	62
Grade 2	74
Grade 3	74
Grade 4	71
Grade 5	74
Total Enrollment	437

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.2
Asian	2.1
Black or African American	4.3
Filipino	0.9
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.7
White	42.3
English Learners	16.9
Homeless	0.2
Socioeconomically Disadvantaged	59.7
Students with Disabilities	24.7

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.

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)	23.2	95.21	217.3	90.52	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.1	0.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.7	2.4	11953.1	4.28
Unknown/Incomplete/NA	1.1	4.75	13.9	5.81	15831.9	5.67
Total Teaching Positions	24.4	100	240	100	279044.8	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.

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)	23.7	87.64	215.9	89.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.36	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.5	3.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.25	7.4	3.09	11746.9	4.23
Unknown/Incomplete/NA	3	11.07	10.2	4.23	14303.8	5.15
Total Teaching Positions	27.1	100	242	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.3	90.33	219.8	87.69	230039.4	100
Intern Credential Holders Properly Assigned	0.6	2.55	0.6	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.6	5.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.2	2.88	12112.8	4.34
Unknown/Incomplete/NA	1.8	7.08	8.3	3.32	13705.8	4.91
Total Teaching Positions	25.8	100	250.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.3	0
Total Out-of-Field Teachers	0.00	0.3	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	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>.

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expeditionary Learning, EL Education adopted in 2023	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	0
Science	Amplify Science (Adopted in 2022)	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	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.

School Facility Conditions and Planned Improvements

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

12/3/2025

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. ADMIN: CHIPPED COUNTER 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. MPR: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. STAFF LOUNGE: 4. CARPET IS STAINED. WORKROOM: 4. CARPET IS STAINED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			<p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. METAL FOUNDATING IS RUSTED/DETERIORATING.</p> <p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>13: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN.</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>17: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON SIDING.</p> <p>2: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>21: CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON BUILDING SKIRTING.</p> <p>28: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>7. EXTERIOR LIGHT COVER IS MELTED.</p> <p>ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY. 10. PLUG IN AIR FRESHENER.</p> <p>LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p> <p>STORAGE: CLUTTER IN STORAGE</p>
Electrical		X	<p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN.</p> <p>18: 7. EXTERIOR LIGHT COVER HAS A HOLE.</p> <p>22: 7. TWO LIGHT PANELS ARE OUT.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>7. EXTERIOR LIGHT COVER IS MELTED.</p> <p>K1: . 7. EXTERIOR LIGHT COVER IS BROKEN. 12. DRY ROT ON SIDING.</p> <p>K2: 7 EXTERIOR LIGHT COVER IS MELTED.</p> <p>EXTERIOR LIGHT SUPPLIES.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>26: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 9. FAUCET HANDLE IS MISSING.</p>

School Facility Conditions and Planned Improvements

				GIRLS REST ROOM: SINK DRIPPING
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. BOYS REST ROOM: HOLE IN THE WALL 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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	29	44	48	47	48
Mathematics (grades 3-8 and 11)	22	19	33	35	35	37

2024-25 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

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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	213	203	95.31	4.69	28.57
Female	101	95	94.06	5.94	36.84
Male	112	108	96.43	3.57	21.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	74	94.87	5.13	22.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	33.33
White	106	100	94.34	5.66	31.00
English Learners	40	36	90.00	10.00	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	12	92.31	7.69	41.67
Socioeconomically Disadvantaged	153	146	95.42	4.58	24.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	53	91.38	8.62	11.32

2024-25 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	213	206	96.71	3.29	19.42
Female	101	97	96.04	3.96	22.68
Male	112	109	97.32	2.68	16.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	75	96.15	3.85	14.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	16.67
White	106	102	96.23	3.77	21.57
English Learners	40	39	97.50	2.50	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	12	92.31	7.69	41.67
Socioeconomically Disadvantaged	153	149	97.39	2.61	17.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	53	91.38	8.62	7.55

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	33.78	18.57	37.22	34.95	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	73	96.05	3.95	17.81
Female	30	29	96.67	3.33	13.79
Male	46	44	95.65	4.35	20.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	26	96.30	3.70	7.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	37	94.87	5.13	27.03
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	56	94.92	5.08	16.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	10.53

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.

2024-25 California Physical Fitness Test Participation Rates

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	92	40	82	82	92

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.

2025-26 Opportunities for Parental Involvement

At Lemon Crest, we are working hard to increase our parent engagement. Research shows a high correlation between parent involvement and effective schools and Lemon Crest greatly values parent involvement and education. Parents/caregivers have the opportunity to volunteer in whatever ways showcase their strengths and interests: 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	470	460	125	27.2
Female	218	217	54	24.9
Male	252	243	71	29.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	19	19	6	31.6
Filipino	--	--	--	--
Hispanic or Latino	198	193	55	28.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	38	13	34.2
White	196	193	51	26.4
English Learners	87	86	25	29.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	325	320	103	32.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	126	125	36	28.8

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.19	1.6	2.55	2.33	3.04	2.21	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.55	0.00
Female	0.92	0.00
Male	3.97	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.01	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.63	0.00
White	4.08	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.35	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.

2025-26 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. 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 2025. The School Safety Plan was approved by the LUSD School Board on October 9, 2025. 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.

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

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	0
1	14	4	1	0
2	15	2	3	0
3	14	2	3	0
4	19	2	2	0
5	19	2	2	0
6	0	0	0	0
Other	2	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	2	2	
1	12	4	1	
2	12	3	3	
3	15	2	3	
4	18	2	2	
5	19	2	2	

2024-25 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

2024-25 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
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$97,046
Percent Difference - School Site and District	N/A	N/A	-38.0	2.3
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-28.1	2.2

Fiscal Year 2024-25 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.

Fiscal Year 2024-25 Types of Services Funded

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 2025-2026 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,750	\$61,516
Mid-Range Teacher Salary	\$87,416	\$95,479
Highest Teacher Salary	\$131,095	\$125,208
Average Principal Salary (Elementary)	\$133,949	\$152,668
Average Principal Salary (Middle)	\$141,682	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$244,643	\$242,781
Percent of Budget for Teacher Salaries	31.76%	29.76%
Percent of Budget for Administrative Salaries	4.38%	5.74%

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 adult learning that results 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's goal to engage students in meaningful, challenging, and innovative educational experiences that increase post-secondary options for all students.

At Lemon Crest, our goal is to ensure that all students receive the best first instruction through intentional lesson planning, teacher collaboration, best instructional practices (including GLAD and UDL), and ongoing assessment. This year, our emphasis continues to be on strengthening our Multi-Tiered System of Supports (MTSS), supported by our MTSS TOSA serving as a PLC Coach. This work enables systematic interventions for students who are not yet meeting grade-level standards and provides a comprehensive framework for social-emotional learning for both students and staff.

This year, Lemon Crest continues our expanded its enrichment program by continued hire of a credentialed Music Teacher and a classified Art Instructor through use of our Prop 28 funds.. These instructional specialists enhance our whole-child approach by providing students with a well-rounded educational experience in the arts while simultaneously increasing dedicated preparation and planning time for classroom teachers. This additional time supports lesson design, collaboration, and data-driven instruction, strengthening the overall quality of teaching and learning on campus.

Professional Development

The objective of all LUSD professional learning is to improve educator effectiveness in order to increase student learning. Administrators also participate in ongoing professional learning to deepen their knowledge of quality instructional practices, the California Content Standards, and leadership strategies that promote continuous improvement.

LUSD provides daily PLC time for embedded professional learning. During this time, educators examine the impact of their instructional practices on student learning with a focus on continuous improvement. Schools identify key areas of learning based on an analysis of multiple data sources including DIBELS, NWEA MAP, Imagine Learning, local Calibration and Alignment measures, and CAASPP, and set measurable annual goals aligned with these needs. Collaborative teams use PLC time to design differentiated instruction that meets the needs of all students while maintaining a strong focus on equity, academic achievement, and students’ social-emotional wellbeing.

Beginning teachers receive systematic training and support during their first two years through the LUSD New Teacher Induction Program. This program, approved by the California Commission on Teacher Credentialing, provides structured mentoring from experienced teachers and supports new educators in clearing their teaching credentials. In addition, teachers receive ongoing support through school site learning teams, student study teams, district resource teachers, and professional learning opportunities.

This year, Lemon Crest is specifically focused on three key areas identified in our School Plan for Student Achievement and aligned with the LUSD LCAP:

- 1. Academic Achievement,
- 2. Social-Emotional Wellbeing and Student Safety, and
- 3. Attendance Improvement.

We are continuing our school-wide implementation of Expeditionary Learning, a project-based model grounded in Science and Social Studies that supports mastery of learning standards. We also continue to strengthen our use of PBIS and Responsive Classroom practices, integrating Second Step, daily morning meetings, positive greetings, intentional teacher language, and consistent schoolwide expectations to support students’ social-emotional development and reinforce a positive, respectful school culture.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	