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

General Information about the School Accountability Report Card (SARC)

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

2022-23 School Contact Information

School Name	Lemon Grove Academy Elementary
Street	7885 Golden Avenue
City, State, Zip	Lemon Grove, Ca, 91945-2542
Phone Number	619-825-5637
Principal	Courtney Ochi
Email Address	courtneyo@lemongrovesd.net
School Website	http://lgae.lemongrovesd.net/
County-District-School (CDS) Code	37-68205-0141499

2022-23 District Contact Information

District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Erica Balakian
Email Address	ebalakian@lemongrovesd.net
District Website Address	https://www.lemongrovesd.net/

2022-23 School Overview

Lemon Grove Academy Elementary (LGA) is located in the center of Lemon Grove, a wonderful culturally and linguistically diverse community. Our schools serve students in grades Pre-Kindergarten through 6th Grade. Lemon Grove Academy Elementary is a student-centered school with a multitude of instructional programs and extracurricular opportunities that address the academic, social, and emotional growth of its students.

Significant efforts over the past several years have been made to build partnerships with families through various digital platforms, community outreach, and volunteer opportunities. We are a school that ensures our community knows they are not only valued but are considered a key component of a child's educational success. Each year, we make a concerted effort to build strong, positive relationships with students and our community. At Lemon Grove Academy Elementary, we believe that together, anything is possible and that only together will we be able to reach our site goals.

We envision a school where all students reach high levels of academic success in preparation for college and career readiness. To achieve this goal, we acknowledge and strive to take direct action to close the achievement gaps that exist between our Latinx, African American, and multilingual subgroups. We have high expectations for all students and strive to ensure that all our scholars are actively engaged in their learning. In order for authentic learning to occur, it is our utmost priority to ensure all students are receiving culturally and historically responsive instruction that is differentiated to meet their individual and collective needs.

Mission
The mission of Lemon Grove Academy Elementary is to develop motivated learners who believe in their ability to succeed and grow. They are open to challenges and recognize that struggles are temporary barriers that can be overcome through self-awareness, perseverance, and passion. They will embrace diversity and develop their voice in order to advocate for themselves and others. LGAE students will have the habits, skills, and mindset to contribute to the greater community.

Vision
We, at Lemon Grove Academy Elementary, work collaboratively to create a learning community that strives for academic excellence and nourishes social and emotional growth. We are committed to cultivating a supportive, engaging, student-focused environment that empowers students to realize their own unique potential.

2022-23 School Overview

Our students at LGAE...
- feel valued
- cultivate empathy for others
- appreciate diversity
- exceed academic goals
- connect to the community
- successfully navigate 21st Century learning

Core Principles:
We take care of ourselves, we take care of each other, and we take care of the community!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

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)			124.20	85.43	228366.10	83.12
Intern Credential Holders Properly Assigned			0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			0.40	0.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			0.00	0.00	12115.80	4.41
Unknown			20.70	14.23	18854.30	6.86
Total Teaching Positions			145.40	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)			127.20	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned			1.60	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			3.40	2.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			3.50	2.36	11953.10	4.28
Unknown			15.50	10.27	15831.90	5.67
Total Teaching Positions			151.40	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.

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

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

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

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

2021-22 Class Assignments

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

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

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

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Benchmark Advance (2018)	Yes	0
Mathematics	K-6 Houghton-Mifflin Harcourt California Go Math (2014)	Yes	0
Science	K-5 Harcourt (2008) 6 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton Mifflin (2007) 6 Glencoe (2007)	Yes	0

School Facility Conditions and Planned Improvements

The District provides services through its Maintenance, Operations and Services (MOS) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. The Maintenance Department has established preventative maintenance programs, such as Bi-weekly site inspections, equipment inspections and timely completion of work orders to ensure all schools are managed at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

Year and month of the most recent FIT report	10/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Carpet stains and minor holes on walls scheduled to be repaired by maintenance.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Ballast replacements and wall cover plates scheduled to be repaired by maintenance.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door stops and door handles scheduled to be replaced by maintenance.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)				20.33		29.47

2021-22 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	74%	73%	81%	73%	81%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Families are vital when it comes to children's development and learning. Family engagement builds on families' strengths and culture and creates more thriving, equitable outcomes for students. At LGAE, we believe that family engagement recognizes the multiple roles families play in students' development and learning. We see our families as partners and we recognize the strengths they bring to our school community.

Our motto, "we take care of ourselves, each other and our community", extends beyond the walls of our school- far into every corner of our community.

We use the term "parent & family engagement" because it reflects our goal that families and schools become partners in helping our students succeed. It also reflects our core value that all families can and want to contribute to their child's educational success. We intentionally solicit families' input, concerns, and thoughts, and then engage them in the process of addressing the identified needs throughout the school year.

The school's partnerships are well-established and are focused on supporting its families and community. We are very fortunate to have committed partners who are willing to provide support to our learning community in various ways. Our Principal's frequent and regular communication through Class Dojo posts and Infinite Campus messages provide information regarding many opportunities as they become available. Families are highly encouraged to take advantage of the many resources that the school and community provides to support basic households and financial needs.

There are six clearly defined family engagement opportunities. Below are the opportunities and their defined purpose:
Parent Workshops: To gain skills and strategies as a parent or caregiver
Parent Teacher Association: To create positive and joyful experiences to enhance the lives of students, families and staff
Coffee with the Principal: To have moments of connection with administration and staff members
Parent Engagement Events: For families to share in an experience as a family unit together
School Site Council: To contribute to the school's decision making regarding categorical funding and school plan for student achievement (SPSA)
English Learner Advisory Committee: To build a community amongst parents of Multilingual Learners that celebrates their home language and culture and provides knowledge of strategies to best support language development in both languages

2022-23 Opportunities for Parental Involvement

In addition to these prioritized avenues for parent and family engagement, there are numerous opportunities for parental engagement at Lemon Grove Academy Elementary. Some opportunities have been modified or moved to a hybrid setting (virtual and/or Zoom options) to allow for enhanced safety protocols and procedures.
These opportunities include but are not limited to:

Parent & Staff Committees:
- School Site Council
- PTA Board
- English Learner Advisory Committee (ELAC)

Parent Meetings:
- Student Success Team
- IEP Meetings
- Independent Learning Contract Meetings
- Academic and Attendance Contract Meetings
- Parent Conferences
- Parent/Student Orientations
- Community Circles
- Articulation Meetings
- Parent Trainings

Volunteer:
- Classroom Volunteers
- Office Volunteers
- School Events
- Service Learning Events

School/Community Functions:
- Back to School Night
- Open House
- Multicultural Fair
- Peace Maker Assembly
- Academic & Citizenship Assemblies
- Celebrating Black History Month
- Fall/Spring Festival
- Family Academic Nights
- Cesar Chavez Day of Service
- Movie Nights
- University Trips Field Trips
- Sporting Events

In partnership with the University of California San Diego (UCSD), Lemon Grove Academy Elementary has a no-cost medical clinic next door at the adjoining middle school to provide free medical services to all Lemon Grove District students and families. In addition to medical services, UCSD also provides no-cost oral health screenings at the middle school campus housed in a state-of-the-art clinic with five dental chairs and first-class technological dental equipment. All students are eligible for free dental screenings and students without coverage receive no-cost dental services. Recently, the dental clinic expanded its services to include no-cost orthodontia services and also invites the student's family members into the clinic for the same services. Lemon Grove Academy Elementary also partners with Feeding San Diego to provide families with a monthly food distribution. Canned goods and produce are distributed monthly during dismissal and available for all families.

Lemon Grove Academy Elementary believes in the importance of parents' active participation in their children's educational journey. We understand that each family has specific needs and our staff is committed to being flexible and accommodating to our working families. We help our families stay connected with communication that is centralized through Class Dojo. We have 100% of families connected through Class Dojo and staff send regular messages and updates through this program. We also engage in communication through Infinite Campus as well as in-person events such as Coffee with the Principal, PTA and Parent Engagement Events. We launched our new Parent Resource Center last year where parents feel valued and prioritized. Our strategically furnished center includes a coffee & beverage station, community resource brochures, access to clothing and

2022-23 Opportunities for Parental Involvement

technological resources where they are able to connect to the internet, make copies, fax and scan important documents, and send emails as needed to bridge the digital divide. In an effort to support the various needs of our families, our Parent Resource Center is our community hub for all parents who are in need of space that feels like their home away from home.

All parents who are in need of immediate assistance are encouraged to stop by our campus for support. Yet to prioritize the safety of our families and students, all campus visitors must check-in the main office. The majority of visitors must be pre approved by administration and/or district staff in advance. All parent meetings and parent conferences have the option of being conducted via Zoom and translated as needed to support our multilingual families.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions		2.03	2.45
Expulsions		0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions			0.00	3.34	0.20	3.17
Expulsions			0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Lemon Grove Academy Elementary is committed to providing a safe and nurturing school environment for our students. We teach all students the Zones of Regulation in order to foster a safe and inclusive environment.The Zones of Regulation give our students the social emotional skills to be successful in and out of the classroom by understanding their emotions and positively impacting their relationships with others. Our staff is trained on the most up-to-date systems of procedure to create a school environment that reflects the best practices of Positive Behavior Interventions and Support along with Culturally and Historically Responsive Teaching Practices.

Our 2022-2023 Comprehensive School Safety Plan was developed and includes policies, emergency and disaster procedures, analysis of school safety data, action plans to address safety, and school-to-home communication related to school safety. This plan was reviewed and updated with faculty at staff meetings in August 2022 and January 2023. In addition, monthly fire and emergency drills foster student and staff awareness of each procedure and ensure everyone's safety. During disaster drills, we explicitly review the procedures and protocols we must adhere to during an actual disaster, which includes triage, the command center locations and duties, student release system along with search and rescue directives. Every effort is made to ensure that we have a safe school environment for our faculty and students. To ensure transparency, a copy of the School Safety Plan is kept at our school offices as well as the Lemon Grove School District office and is available for review at any time.

Our 2022-2023 safety plan is currently under review and will be submitted to the board in February.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

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				
1				
2				
3				
4				
5				
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8323.06	2065.35	6257.71	67313.79
District	N/A	N/A	11970.72	$78,886
Percent Difference - School Site and District	N/A	N/A	-62.7	6.6
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	60.5	9.2

2021-22 Types of Services Funded

Lemon Grove Academy Elementary is committed to meeting the academic, social emotional and developmental needs of all students. All students receive regular instruction in character development and social emotional learning based on the Second Step curriculum (K – 6th grade). Teachers integrate the emotional regulation and awareness approach into their classroom environment.

As a Title I site, we provided focused and individual intervention to students by staffing classroom paraprofessionals, bilingual instructional assistants and intervention support teachers. We approached our work through a tiered model for intervention as part of our Multi-tiered Systems of Support model (MTSS). A full-time speech-pathologist, full-time social worker, full-time psychologist, and instructional coach were provided to meet the academic, behavioral, and social-emotional needs of our students.

Our classrooms have been equipped with interactive whiteboards and a plethora of technology tools including Chromebooks. Teachers received training in technology integration and a variety of software programs that supported student learning. In addition to classroom use Chromebooks, all students were given the opportunity to utilize a chromebook to use for online instruction at home.

The primary funding for school programs derives from the state's Local Control Funding Formula, Title I, grants, and the district's general fund.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,325	$51,591
Mid-Range Teacher Salary	$76,256	$79,620
Highest Teacher Salary	$108,851	$104,866
Average Principal Salary (Elementary)	$124,882	$131,473
Average Principal Salary (Middle)	$116,585	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$194,963	$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Lemon Grove Academy Elementary has a focused professional development plan based on school-wide needs. At Lemon Grove Academy Elementary, we have taken a collaborative approach to align our site priorities to our district's strategic plan as well as based these priorities on data determined needs. These areas of focus are broken down into three areas: academic, social emotional and parent/family engagement.

Under the academic priority, we have a focus on phonics instruction, writing and culturally and historically responsive teaching. As a result, our intended student-centered outcomes are to ensure students are demonstrating grade level appropriate phonemic awareness, have a clear understanding of grade level success criteria in writing and have their diverse backgrounds celebrated and incorporated through high quality learning that highlights diversity and incorporates diverse perspectives.

Under the social emotional learning priority, we have a focus on self-management: emotional regulation, restorative practices and strategies for Tier 3 behavioral needs. As a result, our intended student-centered outcomes are to ensure students are developing skills in the area of self-management: emotional regulation (as measured through the Panorama Survey), being supported through a whole child approach by way of re-entry meetings, family support meetings or tiered intervention plans and able to engage in daily proactive restorative practices and, as needed, reactive restorative practices.

To ensure we use data to drive our instruction, our principal facilitates data analysis and needs assessment sessions with the staff to determine the next steps as well as areas of success. Staff also has dedicated collaborative time to review and discuss data and trends from various sources such as state testing, district curriculum assessments, California Healthy Kids Surveys, community surveys, and discipline records. Using this data, the staff and administrative team then identify the priority areas for professional development and provide feedback forms for each session to determine our level of effectiveness.

Professional development is provided through a variety of approaches including staff meeting time, release time with the support of substitutes, pre-service staff retreat days before the school year, post-service days after the school year, in-class coaching, grade-level collaboration, etc. The on-site and district-wide staff development and continuous improvement sessions listed above include full and partial days.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	68	94	99