

Lemon Grove Academy Middle School

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



LEMON GROVE
ACADEMY MIDDLE

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 Middle School
Street	7866 Lincoln Avenue
City, State, Zip	Lemon Grove, Ca, 91945-2542
Phone Number	619-825-5637
Principal	Vanessa Ruiz, Acting Principal
Email Address	vrui@lemongrovesd.net
School Website	https://lgam.lemongrovesd.net/ and http://lgae.lemongrovesd.net/
County-District-School (CDS) Code	37682056038608

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 Middle (LGAM) is located in the center of Lemon Grove, a wonderful culturally and linguistically diverse community. Our school serves students in grades 7th through 8th in the heart of Lemon Grove. Lemon Grove Academy Middle 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 Middle, 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 Latino, African American, Special Education, and multilingual subgroups. We have high expectations for all students and aim to ensure that all our scholars are actively engaged and take full ownership of their learning. In order for

2022-23 School Overview

authentic learning to occur, it is our utmost priority to ensure all students are receiving culturally responsive instruction that is differentiated and meets their unique individual and collective needs.

Mission

The mission of Lemon Grove Academy Middle 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. LGA students will have the habits, skills, and mindset to contribute to the greater community.

Vision

We, at Lemon Grove Academy, 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.

Students leaving LGAM...

have an improved confidence and know they matter

have a sense of identity and desire to excel

respect, accept and appreciate each other for their diverse backgrounds, contributions, and experiences

are prepared for continued academic success

connect and contribute to their communities by way of civic engagement

are invested in social justice and equitable outcomes for all

are equipped for future and present challenges that can be surpassed through passion, resourcefulness, and resilience.

We take care of ourselves, we take care of each other, and we take care of our community!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	81
Grade 2	93
Grade 3	74
Grade 4	98
Grade 5	109
Grade 6	75
Grade 7	284
Grade 8	252
Total Enrollment	1,141

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
American Indian or Alaska Native	0.7
Asian	3.9
Black or African American	13.8
Filipino	1.1
Hispanic or Latino	65.7
Native Hawaiian or Pacific Islander	1.8
Two or More Races	5.2
White	7.8
English Learners	26.1
Foster Youth	0.3
Homeless	0.7
Migrant	0.0
Socioeconomically Disadvantaged	73.6
Students with Disabilities	16.3

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)	37.10	85.48	124.20	85.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.40	0.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	6.30	14.50	20.70	14.23	18854.30	6.86
Total Teaching Positions	43.40	100.00	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)	45.70	79.53	127.20	83.97	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.74	1.60	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	3.48	3.40	2.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.73	3.50	2.36	11953.10	4.28
Unknown	7.10	12.50	15.50	10.27	15831.90	5.67
Total Teaching Positions	57.50	100.00	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	0.00	1.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.50
Total Out-of-Field Teachers	0.00	1.50

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.60
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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	7-8 Glencoe (2011)	Yes	0
Mathematics	K-8 Houghton-Mifflin Harcourt California Go Math (2014)	Yes	0
Science	7-8 STEMscopes (2021)	Yes	0
History-Social Science	7-8 TCi (2019)	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

9/1/2022

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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Damaged stucco and fascia scheduled to be repaired by maintenance.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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	35	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	19	N/A	21	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	910	854	93.85	6.15	34.54
Female	415	392	94.46	5.54	40.05
Male	495	462	93.33	6.67	29.87
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	53.13
Black or African American	134	126	94.03	5.97	34.13
Filipino	--	--	--	--	--
Hispanic or Latino	587	551	93.87	6.13	31.22
Native Hawaiian or Pacific Islander	17	17	100.00	0.00	29.41
Two or More Races	55	48	87.27	12.73	43.75
White	69	66	95.65	4.35	46.97
English Learners	236	221	93.64	6.36	8.60
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	40.00
Military	14	14	100.00	0.00	50.00
Socioeconomically Disadvantaged	672	630	93.75	6.25	32.70
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	150	134	89.33	10.67	4.48

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	909	848	93.29	6.71	18.70
Female	415	387	93.25	6.75	14.99
Male	494	461	93.32	6.68	21.83
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	48.39
Black or African American	134	123	91.79	8.21	14.88
Filipino	--	--	--	--	--
Hispanic or Latino	586	548	93.52	6.48	17.52
Native Hawaiian or Pacific Islander	17	17	100.00	0.00	5.88
Two or More Races	55	48	87.27	12.73	23.40
White	69	67	97.10	2.90	19.40
English Learners	235	221	94.04	5.96	5.91
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	4.76
Military	14	14	100.00	0.00	28.57
Socioeconomically Disadvantaged	671	625	93.14	6.86	17.34
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	150	132	88.00	12.00	1.53

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.03	--	20.33	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	346	95.58	4.42	22.03
Female	185	177	95.68	4.32	22.03
Male	177	169	95.48	4.52	22.02
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	43.75
Black or African American	63	62	98.41	1.59	12.9
Filipino	--	--	--	--	--
Hispanic or Latino	218	206	94.5	5.5	19.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	19	86.36	13.64	47.37
White	27	27	100	0	37.04
English Learners	82	76	92.68	7.32	1.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	288	275	95.49	4.51	21.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	2

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 7	90%	96%	95%	95%	97%

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

We use the term parent & family engagement as 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 feedback from our families using multiple modes of communication to gain insight regarding their experience, suggestions, 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 Weekly Parent Newsletter and Class Dojo posts provide information regarding many opportunities as they become available. Families are also highly encouraged to take advantage of the many resources that the school and community provide to support basic households and financial needs.

In partnership with the University of California San Diego (UCSD), Lemon Grove Academy has a no-cost medical clinic on-site providing free medical services to Lemon Grove Academy 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.

All parent meetings and parent conferences are conducted via Zoom or in-person and the information is translated to support our multilingual families. There are numerous opportunities for parental engagement at Lemon Grove Academy Middle. These opportunities include but are not limited to:

Parent & Staff Committees:

PTA Board

School Site Council (SSC)

Black and Pan-African Committee

English Learner Advisory Committee (ELAC)

2022-23 Opportunities for Parental Involvement

Parent Meetings:

- Student Success Team
- IEP Meetings
- Re-entry Meetings
- Independent Learning Contract Meetings
- Academic and Attendance Support 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
- Academic & Citizenship Assemblies
- GPA Celebrations
- Family Science Night
- Movie Nights
- University Trips Field Trips
- Sporting Events
- Band/Dance Performances

Lemon Grove Academy Middle believes in the importance of 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 by using multiple modes of communication via Google Classroom, Class Dojo, Infinite Campus, Coffee with the Principal, PTA, and our amazing Social Worker Team. This year, we have also fully launched our new Parent Resource Center where parents feel comfortable, valued, and prioritized. Our strategically furnished center includes a coffee & beverage station, community resource brochures, and 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. We also have a clothing boutique that has many new clothing options available for families who are in need of extra support with basic needs. 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. Majority of visitors are pre approved by our admin and/or district staff in advance and we also utilize our Raptor visitor management system as an extra safety precaution.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1275	1230	538	43.7
Female	581	563	242	43.0
Male	694	667	296	44.4
American Indian or Alaska Native	8	8	4	50.0
Asian	52	45	5	11.1
Black or African American	177	173	75	43.4
Filipino	14	14	4	28.6
Hispanic or Latino	836	807	383	47.5
Native Hawaiian or Pacific Islander	21	20	8	40.0
Two or More Races	68	67	22	32.8
White	99	96	37	38.5
English Learners	340	329	152	46.2
Foster Youth	11	10	4	40.0
Homeless	35	32	18	56.3
Socioeconomically Disadvantaged	968	938	440	46.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	225	216	105	48.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data 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	4.45	2.03	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.06	0.00	3.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.06	0.00
Female	1.03	0.00
Male	4.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.78	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.51	0.00
Native Hawaiian or Pacific Islander	9.52	0.00
Two or More Races	2.94	0.00
White	2.02	0.00
English Learners	2.35	0.00
Foster Youth	0.00	0.00
Homeless	8.57	0.00
Socioeconomically Disadvantaged	3.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.56	0.00

2022-23 School Safety Plan

Lemon Grove Academy Middle is committed to providing a safe and nurturing school environment for our students. We seek to foster success by developing a positive school climate. Positive and stable relationships among staff, students, and families sustain our school's climate and a high level of safety. Strong relationships not only help our students feel safe and accepted, yet it also helps students build resilience to cope with adverse experiences. Focusing our attention on establishing a positive school climate, in turn, improves our attendance, academic achievement, and retention of students.

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 which 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 and parents during various meetings in November, December 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 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	22		3	
1	20	2	1	
2	84			3
3	80			3
4	56			2
5	153			2
6	24	12		2
Other	82	1		1

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	25		2	
1	23		2	
2	16	1	2	
3	25		3	
4	28		2	
5	20	1	1	
6	10	9	2	
Other	25	1	2	

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	13	4	2	
1	14	3	3	
2	16	3	3	
3	15	5		
4	20	1	4	
5	22	1	4	
6	8	22	2	

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	3	19	
Mathematics	25	7	14	3
Science	27	2	17	1
Social Science	28	1	15	2

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	9	
Mathematics	29	5	9	1
Science	23	9	11	
Social Science	22	11	9	

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	11	
Mathematics	23	9	13	
Science	24	7	15	
Social Science	23	9	13	

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	1141

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	2.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	7.6

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	9624.32	3265.52	6358.80	68384.74
District	N/A	N/A	11970.72	\$78,886
Percent Difference - School Site and District	N/A	N/A	-61.2	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 Middle is committed to meeting the social, emotional, and developmental needs of all students. All students received regular instruction in character development based on the Second Step curriculum. Teachers integrated the growth mindset approach into their classroom environment. As a Title I site, we provide focused and individual interventions to students through Classroom Paraprofessionals, bilingual Instructional Assistants, School-wide Response to Intervention, and Positive Behavior Intervention Systems that support student success. We have a full-time speech-pathologist, full-time social worker, full-time psychologist, Dean of Students, and two instructional coaches 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 and Ipads depending on the class and instructional focus. Teachers received training in technology integration and a variety of software programs that support student learning.

Student engagement is a central aspect at Lemon Grove Academy Middle. We provide instruction based on student instructional levels. Students receive instruction based on their individual levels and teachers regularly analyze assessment results to monitor and adjust their practices as needed. In addition to engaging classroom activities, students participate in a wealth of extra-curricular activities during the day as well as after school. Our electives include art, band, drumline, ASB, and Spanish. After-school opportunities include garden club, musicianship and band, soccer, dance club, ASB, academic tutoring sessions, English language development, and intervention-based classes.

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 Middle has a focused professional development plan based on school-wide needs. At Lemon Grove Academy Middle, following the guidelines of our district's strategic plan, we have a deliberate focus on culturally responsive teaching to ensure that students from diverse backgrounds have meaningful opportunities to experience quality instruction that consistently incorporates cultural components to support learning, highlight diversity, and incorporate diverse perspectives.

Teachers and classified staff at LGAM will engage in professional learning opportunities that focus exclusively on culturally relevant pedagogy derived from Dr. Ghody Muhammad's book *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*, we will explore her four-layered equity model to develop each student's educational capacity. They are as follows:

identity: helping students develop a sense of who they are and want to be

skills: proficiencies in academic content and literacy skills

intellect: gaining new and authentic knowledge about the world

criticality: understanding the relations between literacy, power, and oppression

With attention to each of these elements, our staff will develop and implement a more culturally responsive approach to support our student's overall personal growth as well as increase academic success.

To ensure we use data to drive our instruction, our principal facilitates data analysis and need assessment sessions with the staff on a consistent basis 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 following are some of the professional development events that were provided over the last three years:

Ongoing training in Restorative Practices.

Ongoing training on the successful implementation of the 6th – 8th grade English language arts Study Sync curriculum.

Ongoing training in the implementation of Next Generation Science Standards.

Ongoing training to effectively launch the new StemScopes Science adoption.

Ongoing professional development focusing on culturally relevant pedagogy derived from Dr. Ghody Muhammad's book *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*

*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