

Lemon Grove Academy for the Sciences & Humanities

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Rick Oser, Principal

Principal, Lemon Grove Academy for the Sciences & Humanities

About Our School

About this School

Lemon Grove Academy for the Sciences and Humanities is located in the center of Lemon Grove, a wonderfully ethnically, culturally and linguistically diverse community. Lemon Grove Academy for the Sciences and Humanities is a student-focused school with a multitude of programs and opportunities that address the academic, social, emotional and self-esteem growth of its students. This commitment is embedded in the school's mission statement "Keeping it REEAL"

Significant efforts over the past several years have been made to make the families a bonafide part of the school culture through outreach and volunteer opportunities. Families can be found on campus throughout the day volunteering in classrooms, in the office or in the parent room. There is a 100% commitment to the school's motto "Together, anything is possible!"

Contact

Lemon Grove Academy for the Sciences & Humanities
7866 Lincoln St.
Lemon Grove, CA 91945-2542

Phone: 619-825-5663
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About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Lemon Grove	School Name	Lemon Grove Academy for the Sciences & Humanities
Phone Number	(619) 825-5600	Street	7866 Lincoln St.
Superintendent	Ernest Anastos	City, State, Zip	Lemon Grove, Ca, 91945-2542
E-mail Address	eanasto@lgsd.k12.ca.us	Phone Number	619-825-5663
Web Site	http://www.lgsd.k12.ca.us	Principal	Rick Oser, Principal
		E-mail Address	roser@lgsd.k12.ca.us
		County-District-School (CDS) Code	37682056038608

Last updated: 1/25/2017

School Description and Mission Statement (School Year 2016-17)

Mission

Lemon Grove Academy for the Sciences and Humanities always
"Keeping it **R.E.E.A.L.**"

Relationships

Expectations for Excellence

Active engagement

Learning is the GOAL

Vision

Lemon Grove Academy for the Sciences and Humanities consists of a united group of stakeholders who are committed to student achievement. Collectively, we strive to create a school where every child is challenged to grow academically, socially, and emotionally with learning opportunities that build a high self-efficacy towards education. To reach this goal, specific attention is dedicated towards promoting student's ability to reflect. Furthermore, students believe they can be successful at school and that classroom learning directly ensures that students are active participants in their learning and consequent education.

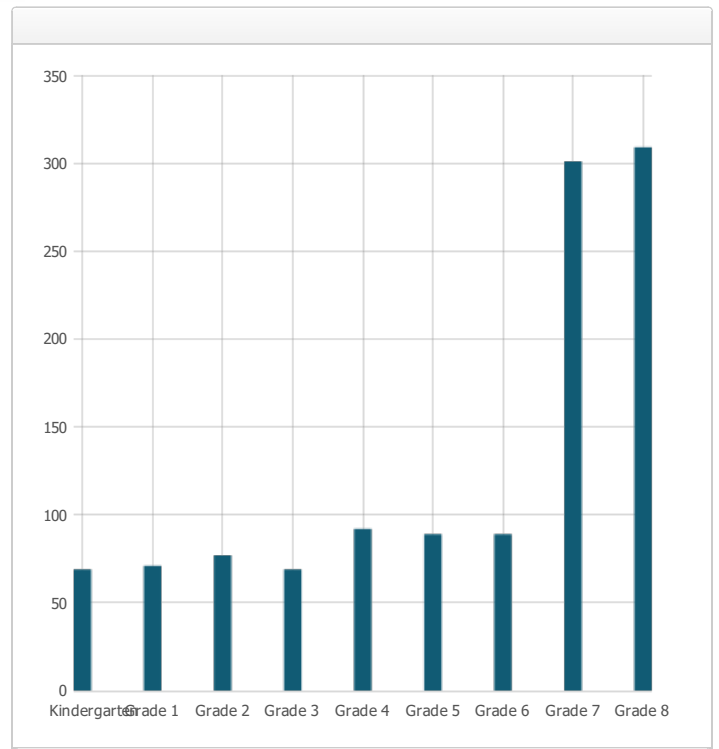
We envision a school where the community knows they are not only valued, but are considered as key components of a child's education. Our vision is to have an open campus where staff and families collaborate regularly on student learning. In addition, teachers regularly collaborate with each other to ensure consistency towards Common Core State Standards, improved classroom instruction and the sharing of creative ideas and energy to increase student learning. At Lemon Grove Academy we believe that Together, Anything is Possible and that only together will we be able to reach our goals.

We envision a school where all students reach high levels of academic success. To achieve this goal we acknowledge and strive to take direct action to close the achievement gap that exists between our Latino, African American, and English Learner subgroups and our White subgroup. Teachers engage in culturally-relevant teaching and ensure that we are "Keeping it REEAL." The acronym REEAL signifies that we, as educators, can account for strong, positive Relationships with our students and community, ensure that all teachers have Expectations for Excellence, and Accelerate Learning for all students.

Last updated: 1/25/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	69
Grade 1	71
Grade 2	77
Grade 3	69
Grade 4	92
Grade 5	89
Grade 6	89
Grade 7	301
Grade 8	309
Total Enrollment	1166



Last updated: 1/25/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	15.4 %
American Indian or Alaska Native	0.5 %
Asian	1.5 %
Filipino	1.6 %
Hispanic or Latino	66.2 %
Native Hawaiian or Pacific Islander	0.6 %
White	9.6 %
Two or More Races	4.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.9 %
English Learners	28.7 %
Students with Disabilities	10.9 %
Foster Youth	1.2 %

Last updated: 1/25/2017

A. Conditions of Learning

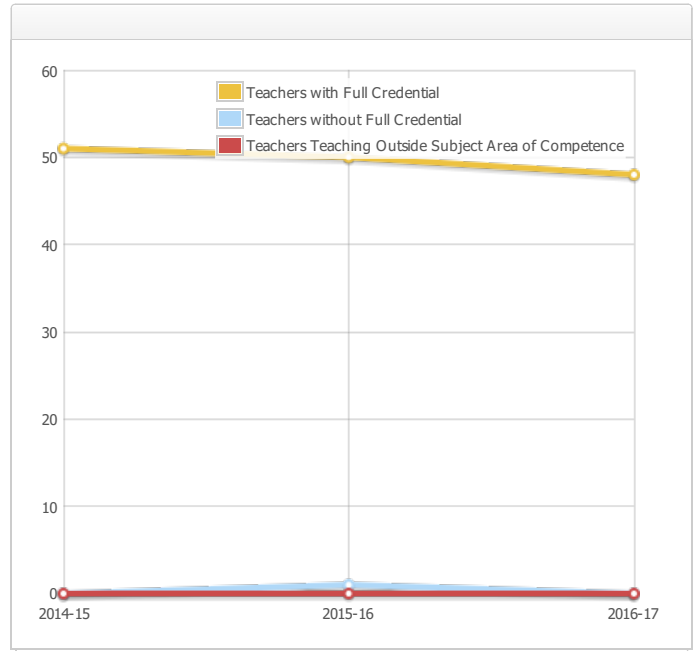
State Priority: Basic

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

Teacher Credentials

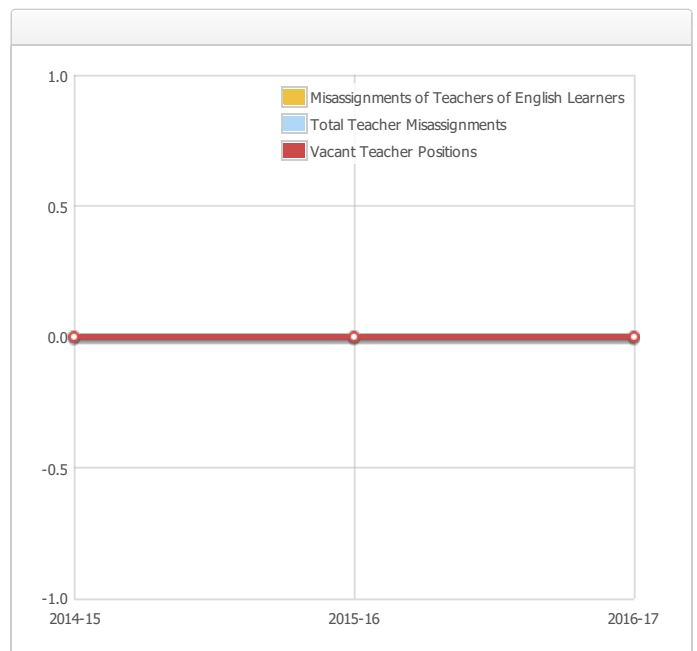
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	51	50	48	154
Without Full Credential	0	1	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/25/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan-McGraw Hill "Treasures"	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt "Go Math"	Yes	0.0 %
Science	Harcourt	Yes	0.0 %
History-Social Science	Houghton Mifflin Harcourt	Yes	0.0 %
Foreign Language	2004 McDougal Littell Spanish		0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Facilities, Maintenance, Operations, Transportation (FMOT) department. The FMOT staff ensures all schools are clean, safe, and functional for students and staff by utilizing the Facilities Inspection Tool (FIT) and its work order system. Projects requiring additional funding support are determined by the Long Range Facilities Master Plan, the Local Control Accountability Plan, and guidance by our Business office.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Ongoing maintenance, work orders; replaced section of sewer line at Elementary Campus 8/2016.
Interior: Interior Surfaces	Fair	Ongoing maintenance; work orders
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Ongoing maintenance; work orders; professional services contracted for monthly kitchen and auditorium vermin control 12/2016.
Electrical: Electrical	Fair	Ongoing maintenance; work orders; SDG&E Grant to replace 4' fluorescent bulbs and ballasts at the Elementary School 12/2016
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Ongoing maintenance; work orders
Safety: Fire Safety, Hazardous Materials	Good	Ongoing maintenance and repairs; work orders
Structural: Structural Damage, Roofs	Good	Ongoing maintenance and repairs; work orders
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Ongoing maintenance and repairs; work order; Elementary Campus asphalt playground resealed and striped 8/2016; Elementary Campus grass playground identified for landscaping by contractor 6/2017

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 1/26/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	45.0%	34.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	30.0%	39.0%	27.0%	31.0%	34.0%	36.0%

Note: 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.

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.0%	34.7%
Male	34	34	100.0%	26.5%
Female	38	38	100.0%	42.1%
Black or African American	12	12	100.0%	33.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.0%	26.2%
English Learners	26	26	100.0%	15.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	89	96.7%	47.7%
Male	50	49	98.0%	39.6%
Female	42	40	95.2%	57.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.2%	35.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	58.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	70	95.9%	42.9%
English Learners	30	29	96.7%	21.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	87	96.7%	55.2%
Male	34	34	100.0%	52.9%
Female	56	53	94.6%	56.6%
Black or African American	14	13	92.9%	53.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	58	98.3%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.6%	49.3%
English Learners	30	30	100.0%	36.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	95	99.0%	40.0%
Male	49	49	100.0%	38.8%
Female	47	46	97.9%	41.3%
Black or African American	12	11	91.7%	54.6%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	70	100.0%	37.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.7%	36.5%
English Learners	34	34	100.0%	17.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/30/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	300	97.7%	45.0%
Male	155	151	97.4%	39.7%
Female	152	149	98.0%	50.3%
Black or African American	56	54	96.4%	38.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	193	189	97.9%	41.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	61.8%
Two or More Races	11	11	100.0%	72.7%
Socioeconomically Disadvantaged	240	235	97.9%	42.1%
English Learners	73	68	93.2%	8.8%
Students with Disabilities	44	44	100.0%	2.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	294	292	99.3%	45.9%
Male	158	156	98.7%	41.0%
Female	136	136	100.0%	51.5%
Black or African American	45	45	100.0%	31.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	204	203	99.5%	45.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	94.7%	66.7%
Two or More Races	12	12	100.0%	66.7%
Socioeconomically Disadvantaged	236	234	99.2%	43.6%
English Learners	71	70	98.6%	10.0%
Students with Disabilities	32	31	96.9%	3.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.0%	47.2%
Male	34	34	100.0%	50.0%
Female	38	38	100.0%	44.7%
Black or African American	12	12	100.0%	33.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	47.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.0%	41.0%
English Learners	26	26	100.0%	38.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	88	97.8%	44.3%
Male	48	48	100.0%	47.9%
Female	42	40	95.2%	40.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	55	100.0%	36.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	52.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	69	97.2%	36.2%
English Learners	28	28	100.0%	28.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	87	96.7%	36.8%
Male	34	34	100.0%	35.3%
Female	56	53	94.6%	37.7%
Black or African American	14	13	92.9%	23.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	58	98.3%	34.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.6%	34.8%
English Learners	30	30	100.0%	13.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	95	99.0%	33.7%
Male	49	49	100.0%	30.6%
Female	47	46	97.9%	37.0%
Black or African American	12	11	91.7%	27.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	70	100.0%	30.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.7%	29.7%
English Learners	34	34	100.0%	8.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 1/30/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	303	98.7%	34.3%
Male	155	152	98.1%	36.2%
Female	152	151	99.3%	32.5%
Black or African American	56	54	96.4%	25.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	193	191	99.0%	30.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	55.9%
Two or More Races	11	11	100.0%	63.6%
Socioeconomically Disadvantaged	240	238	99.2%	31.5%
English Learners	73	72	98.6%	2.8%
Students with Disabilities	44	44	100.0%	4.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	294	292	99.3%	43.3%
Male	158	156	98.7%	40.3%
Female	136	136	100.0%	46.7%
Black or African American	45	45	100.0%	38.6%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	204	203	99.5%	42.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	94.7%	50.0%
Two or More Races	12	12	100.0%	41.7%
Socioeconomically Disadvantaged	236	234	99.2%	42.9%
English Learners	71	70	98.6%	14.5%
Students with Disabilities	32	31	96.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

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.

Last updated: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48.0%	59.0%	58.0%	48.0%	52.0%	48.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	384	376	97.9%	58.2%
Male	192	189	98.4%	63.0%
Female	192	187	97.4%	53.5%
Black or African American	59	58	98.3%	58.6%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	263	258	98.1%	54.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	26	96.3%	76.9%
Two or More Races	16	15	93.8%	66.7%
Socioeconomically Disadvantaged	306	301	98.4%	57.5%
English Learners	101	100	99.0%	37.0%
Students with Disabilities	41	39	95.1%	28.2%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/30/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.8%	19.5%	40.2%
7	15.1%	24.5%	45.0%

Note: 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.

Last updated: 1/30/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Lemon Grove Academy for the Sciences and Humanities is a school that is at the center of the community and actively seeks out parental engagement. There are numerous opportunities for parental engagement at Lemon Grove Academy. These opportunities include:

- Parent & Staff Committees:
 - School Site Council
 - PTA Board
 - English Language Advisory Committee (ELAC)
 - Music Association Parent Group
- Volunteer:
 - Classroom Volunteers
 - Room Parents
 - Office Volunteers
 - School Events
 - Service Learning Events
- School/Community Functions:
 - Back to School Night
 - Open House/Multicultural Fair
 - Peace Maker Assembly Celebrating Black History Month
 - Fall Festival
 - Bingo for Books
 - Family Science Night
 - Cesar Chavez Day of Service
 - Movie Nights
 - Sporting Events
 - Band/Dance/Theater Performances
 - College Tours

The school's partnerships are well-established and focused on supporting it's families. We are fortunate to have such rich and committed partners.

In partnership with the University of California San Diego (UCSD), Lemon Grove Academy for the Sciences and Humanities has a no-cost medical clinic on site providing free medical services to Lemon Grove Academy students and families. In addition, UCSD provides a no-cost dental clinic at the middle school campus in a state of the art clinic with five dental chairs and all of the latest dental tools. 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. In addition, the dental clinic invites family

members into the clinic for the same services.

In partnership with Feeding America the school offers a free school pantry program. Lemon Grove Academy families are invited to come to the school every other Friday to select free groceries. The highly organized school pantry is organized by a group of families who are committed to helping their neighbors. In partnership with CalWestern School of Law a no-cost legal clinic is offered once a month to any Lemon Grove Academy family. In addition the School of Law provides regular workshops to assist families with relevant topics.

In addition, there are numerous opportunities for parent education that take place throughout the year. The principal's weekly newsletter provides information regarding these opportunities as they come about. Families are encouraged to take advantage of the many opportunities that the school and community provides.

As we say at Lemon Grove Academy, "Together, anything is possible!"

State Priority: Pupil Engagement

Last updated: 1/25/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

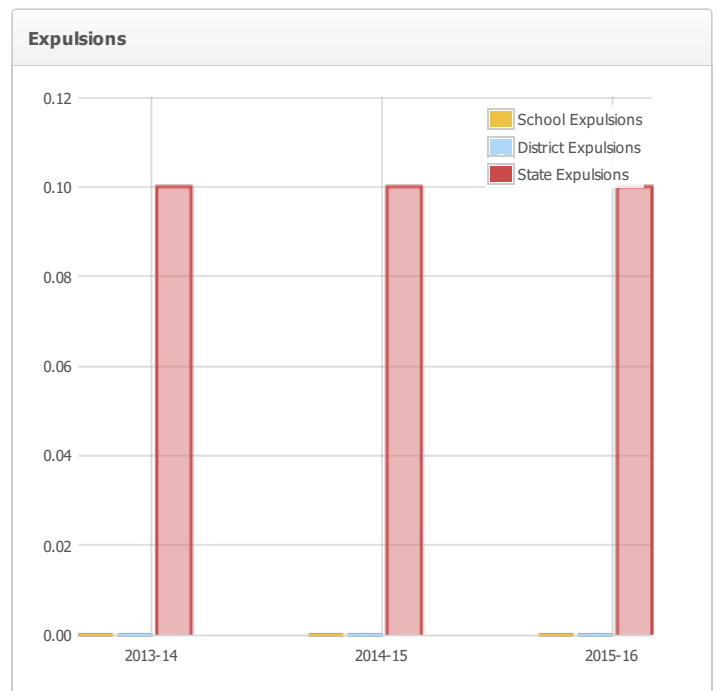
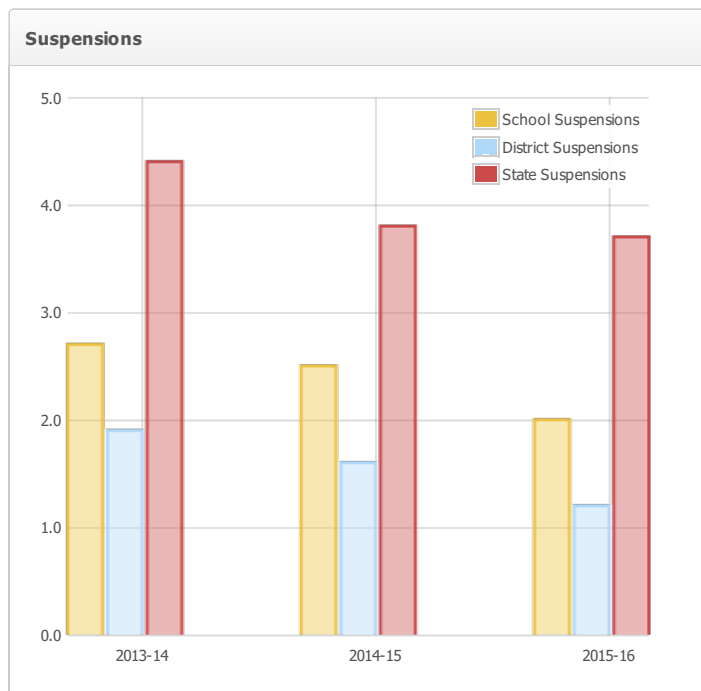
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.7	2.5	2.0	1.9	1.6	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2017

School Safety Plan (School Year 2016-17)

Lemon Grove Academy for the Sciences and Humanities is committed to providing a safe and nurturing school environment for our students. A Comprehensive School Safety Binder was developed which includes policies, procedures and school-to-home communication related to school safety. In addition, monthly fire and emergency drills foster student and staff awareness of the procedure and ensure everyone's safety. During disaster drills, we rehearse the process to be followed in an actual disaster, including triage, student release system, and search and rescue. Every effort is made at Lemon Grove Academy for the Sciences and Humanities to ensure that we have a safe school environment. A copy of the School Safety Plan is kept at the school's office and the Lemon Grove School District office. The School Safety Plan is available for review by visiting either of campus offices.

Last updated: 1/25/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	0	3	0	21.0	0	3	0	22.0	0	3	0
1	27.0	0	3	0	26.0	0	3	0	24.1	1	3	0
2	27.0	0	3	0	24.0	0	3	0	24.8	1	3	0
3	29.0	0	3	0	24.0	0	4	0	23.2	1	3	0
4	32.0	0	3	0	31.0	0	3	0	29.5	1	3	0
5	36.0	0	0	2	37.0	0	0	2	29.3	0	3	0
6	39.0	0	5	6	35.0	0	0	3	29.6	0	3	0
Other	9.0	1	0	0	8.0	1	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	11	15	5	22.0	16	10	5	28.0	12	14	2
Mathematics	29.0	4	9	12	30.0	4	3	12	26.9	6	14	2
Science	32.0	1	5	7	23.0	6	8	0	26.6	1	9	1
Social Science	27.0	5	4	5	25.0	4	7	3	25.3	2	9	1

* Number of classes indicates how many classrooms 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.

Last updated: 1/25/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	2.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	5.2%	1.5%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/25/2017

Types of Services Funded (Fiscal Year 2015-16)

Lemon Grove Academy is committed to focusing on the development of the whole student. The staff's commitment is to advance student's academics as well as inter and intra-personal skills. The school plan is strategically developed to help students' explore the questions: "Who am I?", "What do I aspire to be?" and "What is the path to get there?"

Classrooms are state of the art with interactive white boards and a plethora of student devices including Lenovo ThinkPads, Chrome Books and I-pads depending of the class and instructional focus. Teachers have been thoroughly trained in technology integration and there are a wide variety of software programs that support student learning.

Lemon Grove Academy provides instruction based on student instructional levels. The school has core level classes, advanced classes and intervention level classes. Students receive instruction based on their level and teachers regularly analysis assessment results to determine if a change of instructional level is needed. A Response to Intervention and Instruction (RTI2) approach is followed with teachers constantly adjusting their practices to meet the needs of students.

The school is committed to meeting the social, emotional and developmental needs of all students. All students receive regular instruction in character development based on the Second Step curriculum (K – 8th grade). Teachers integrate the growth mindset approach into their classroom environment. In addition, each campus has a full-time school social worker, guidance technicians and share a full-time mental health therapist to address the social and emotional needs of its students.

Student engagement is a central aspect at Lemon Grove Academy. In addition to engaging classroom activities, students participate in a wealth of extra-curricular activities during the day as well as after school. Electives for intermediate elementary and middle school include: band, orchestra, dance, engineering, yearbook, broadcast, introduction to the health sciences, digital media, Spanish and theater. After school opportunities include: garden club, robotics, math team, yearbook, basketball, soccer, flag football, dance team, ASB, Girls on the Run, broadcast, study tables, English language development, and intervention-based classes.

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

Last updated: 1/25/2017

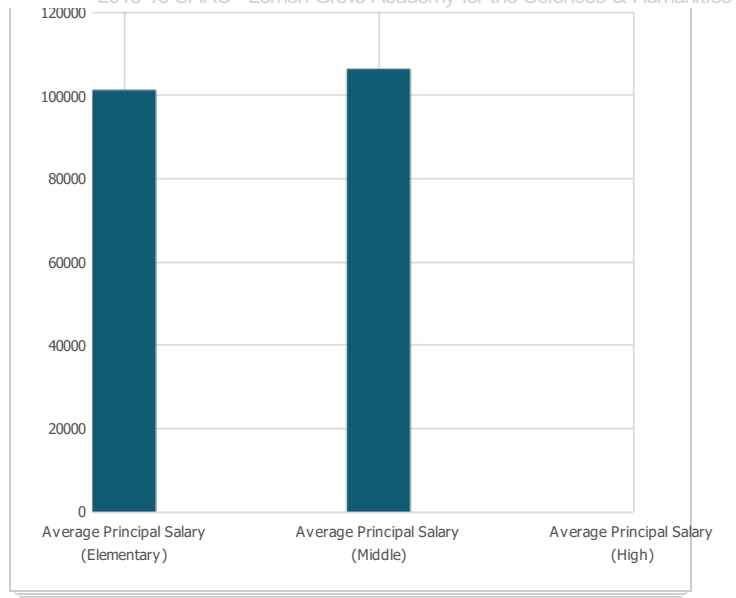
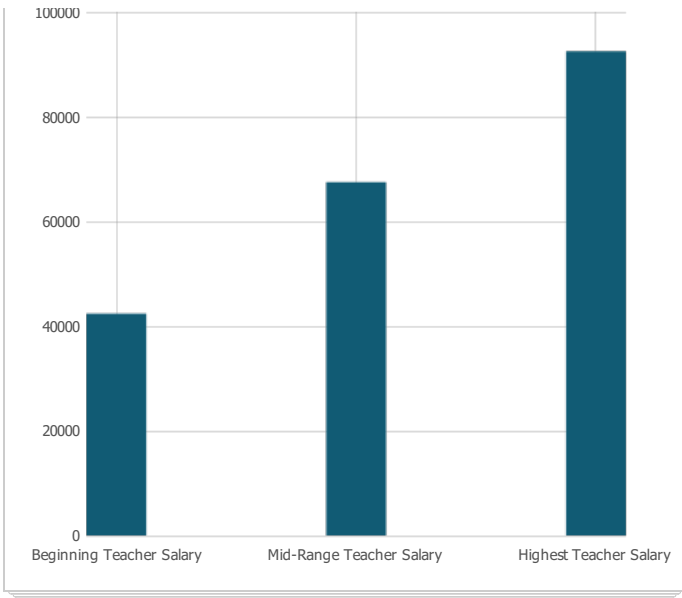
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,392	\$44,507
Mid-Range Teacher Salary	\$67,500	\$68,910
Highest Teacher Salary	\$92,504	\$88,330
Average Principal Salary (Elementary)	\$101,246	\$111,481
Average Principal Salary (Middle)	\$106,309	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$195,843	\$169,821
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/25/2017

Professional Development

Lemon Grove Academy has a focused professional development plan based on school wide needs. Every year the principals facilitate a data analysis and needs assessment with the staff. The staff reviews the current data from a variety of sources including state testing, curriculum assessments, California Healthy Kids Surveys, community surveys, and discipline records to establish a needs assessment. The staff then identifies the priority areas for professional development and programs. Professional development is provided through a variety of approaches including staff meeting time, release time with substitutes covering classrooms, pre-service 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 that was provided:

- Ongoing training with Dr. Sonny Magana on the Modern Pedagogy Framework which focuses on three domains: mindfulness, growth and mastery and contribution.
- Go Math Curriculum Adoption: Four days of professional development were provided for K-6 and six days for 7-8 for all Math teachers. Ongoing support was provided as needed by the Educational Services Coordinator.
- Math180: One day of implementation training followed by three days of implementation training including out-of-class training and in-class coaching.
- Study Sync: Ongoing training on the successful implementation of the 6th – 8th grade English language arts curriculum.
- English Language Development. Three days of professional development on protracted language experiences.
- Lucy Calkins Reading and Writing Curriculum: Ongoing training for kindergarten through second grade teachers on the successful implementation of the curriculum
- Restorative Practices: Multiple staff meeting trainings were provided.
- Next Generation Science Standards. Three days of training were provided for middle school science teachers.
- New Teacher Training: One day was provided for all new teachers in August, individual support was provided as needed for teachers who started after the school year began.
- Physical Education: Two days of professional development were provided for middle school P.E. teachers.
- READ180: Multiple days of implementation training was provided to teachers instructing these classes.
- Coaching/Modeling/Consulting by the district ELD and math coach: Specific instructional support for 4th grade teachers with designated ELD instruction and 7th and 8th grade teachers in math.

Last updated: 1/25/2017