

Lemon Grove Academy for the Sciences & Humanities

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, 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/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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Lemon Grove Academy for the Sciences & Humanities
Street	7866 Lincoln St.
City, State, Zip	Lemon Grove, Ca, 91945-2542
Phone Number	619-825-5663
Principal	Rick Oser
E-mail Address	roser@lemongrovesd.net
Web Site	http://lgsdlga7.lgsd.k12.ca.us
CDS Code	37682056038608

District Contact Information	
District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Dr. Kimberly Berman
E-mail Address	kberman@lemongrovesd.net
Web Site	http://www.lgsd.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

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 RE2AL"

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!"

Lemon Grove Academy for the Sciences and Humanities, always

"Keeping it RE2AL"

Relationships

Expectations for Excellence

Accelerate Learning

Mission

The mission of Lemon Grove Academy 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 LGA...

- 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
- are invested in social justice
- are equipped for future and present challenges that can be surpassed through passion, resourcefulness and a growth mindset

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	81
Grade 1	67
Grade 2	75
Grade 3	67
Grade 4	72
Grade 5	88
Grade 6	86
Grade 7	311
Grade 8	306
Total Enrollment	1,153

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	0.6
Asian	2.1
Filipino	2.1
Hispanic or Latino	63.8
Native Hawaiian or Pacific Islander	0.5
White	11.1
Two or More Races	4.9
Socioeconomically Disadvantaged	79
English Learners	28.9
Students with Disabilities	10.9
Foster Youth	1.3

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential			56.17	185
Without Full Credential			0	1*
Teaching Outside Subject Area of Competence (with full credential)			0	0

*One intern enrolled in coursework pursuing an Education Specialist Instruction credential

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments *			0
Vacant Teacher Positions			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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

All textbooks used in the core curriculum throughout Lemon Grove School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. On October 10, 2017, the Lemon Grove School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-18-05 which certifies as required by Education Code §60119 that for the 2017-2018 school year, the Lemon Grove School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course is available to pupils.

All Lemon Grove School District students, including all English learners, have textbooks and instructional materials that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 MacMillan-McGraw Hill (2011) 6-8 Glencoe (2011)		
Mathematics	K-8 Houghton-Mifflin Harcourt California Go Math (2014)		
Science	K-5 Harcourt (2008) 6-8 Glencoe (2008)		
History-Social Science	K-5 Houghton-Mifflin (2007) 6-8 Glencoe (2007)		

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Lemon Grove School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		On-going maintenance and work orders
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			All inspections completed in October 2017. All identified issues repaired by maintenance staff in November 2017.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2018				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	45	44	41	40	48	48
Mathematics (grades 3-8 and 11)	39	37	31	33	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	945	924	97.78	43.77
Male	460	451	98.04	38.58
Female	485	473	97.53	48.73
Black or African American	155	153	98.71	34.64
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45	52.38
Filipino	19	19	100	63.16
Hispanic or Latino	591	579	97.97	42.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	96	97.96	59.38
Two or More Races	46	44	95.65	54.55
Socioeconomically Disadvantaged	728	714	98.08	38.85
English Learners	348	337	96.84	30.36
Students with Disabilities	113	112	99.12	7.21
Foster Youth	13	12	92.31	8.33

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	945	933	98.73	36.98
Male	460	453	98.48	37.53
Female	485	480	98.97	36.46
Black or African American	155	155	100	31.61
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45	57.14
Filipino	19	19	100	73.68
Hispanic or Latino	591	585	98.98	32.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	98	95	96.94	57.89
Two or More Races	46	44	95.65	47.73
Socioeconomically Disadvantaged	728	719	98.76	31.71
English Learners	348	347	99.71	25.65
Students with Disabilities	113	111	98.23	7.21
Foster Youth	13	12	92.31	8.33

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	59	58	52	48	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	32.6	20.9	12.8
7	19.3	24.1	37.6

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.

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 2017-18)

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
University Trips
Field Trips Sporting Events
Band/Dance Performances

The school's partnerships are well-established and focused on supporting its 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 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: 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.47	1.98	2.7	1.59	1.23	2.24	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

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.

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 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		3		23		3		27		3	
1	26		3		23		2		22		3	
2	24		3		25		3		25		3	
3	24		4		23		3		22		3	
4	31		3		30		3		24		3	
5	37			2	29		3		29		3	
6	35			3	22	1	3		28		3	
Other	8	1			15	1	1		6	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.8	N/A
Psychologist	1.0	N/A
Social Worker	2.0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	2.0	N/A
Other		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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,488	\$1,959	\$8,529	\$77,164
District	N/A	N/A	\$8,084	\$75,994
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

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? Who do I aspire to be? What is the path to get there? and What problem will I solve?"

Classrooms are state of the art with interactive white boards and a plethora of technology tools 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 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, drum line, digital music, dance, explorations in engineering, intro to computer science, 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, Club Live, MESA, 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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,088	\$47,034
Mid-Range Teacher Salary	\$70,200	\$73,126
Highest Teacher Salary	\$96,204	\$91,838
Average Principal Salary (Elementary)	\$105,296	\$116,119
Average Principal Salary (Middle)	\$110,561	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$205,497	\$178,388
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

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. Staff review 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:

- Three day re-visioning retreat with 19 staff members during the summer
- Ongoing training with Dr. Sonny Magana on the Modern Learning Framework which focuses on three domains: mindfulness, growth and mastery and contribution.
- Ongoing training on the successful implementation of the 6th – 8th grade English language arts Study Sync curriculum.
- Ongoing training for kindergarten through second grade teachers on the successful implementation of the Lucy Calkins Reading and Writing Curriculum.

- Ongoing training in Restorative Practices.
- Ongoing training in the implementation of Next Generation Science Standards.
- New Teacher Training: One day training for new teachers was provided in August, individual support was provided as needed for teachers who started after the school year began.