

Lugonia Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lugonia Elementary
Street	202 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5560
Principal	Marc Aponte
Email Address	marc_aponte@redlands.k12.ca.us
Website	http://lugonia.redlandsusd.net/
County-District-School (CDS) Code	36-67843-6036537

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Lugonia Elementary School is one of the oldest established school names in California. The root name "Lugo" is the family name of a prominent rancher who farmed "Lugonia," a large parcel north of Redlands. The current school location, built in 1956, is the 3rd such school building to bear the Lugonia name. The current site's longevity has allowed up to 4 generations of students bearing the same family name to receive their elementary education from Lugonia Elementary School. Students continue to enjoy much success, having their educational beginnings at a school rich in history and tradition.

Today, Lugonia Elementary School is one of 16 elementary schools in the Redlands Unified School District. It has a student population of approximately 710 students in grades K-5 and serve an approximate 75 preschoolers. Lugonia employs a highly qualified and experienced team of educators and paraprofessionals. School personnel consists of 27 general education classroom teachers, one and a half Specialized Academic Instruction (SAI) teachers, two Special Day Class (SDC) teachers (all preschool), one state preschool teacher, an assistant principal, and a principal. A school psychologist, a speech therapist and an elementary counselor are members of the staff on a part-time basis. Lugonia children are also supported by the district enrichment teachers in physical education, art and music. In addition to the teaching staff, there are six instructional assistants, one school office manager, one clerk typist, and a part-time healthy start clerk and three intervention teachers.

The PreK-5 educational program follows the RUSD Board Adopted core curriculum. Faculty use school wide strategies that successfully help students develop skills in reading, writing, and math through active problem solving. We also provide an environment which develops self-worth, confidence, and character via PBIS (Positive Behavior Interventions) program.

Lugonia staff works as a Professional Learning Community focusing on student learning. Each Wednesday teachers meet in collaborative groups to review current student achievement data to develop standards-based lessons, re-teach opportunities, and extension activities depending on the learning need of each child. By using brain-based instructional practices students master grade level essential standards as outlined in our school mission below.

An early childhood educational program was established on site during the 2001-2002 school year. It is comprised of two state preschool programs for 3 and 4-year-old students.

Lugonia offers intervention both during and after the school school which is available for students who need extra support in reading, math, and/or English language development. Lugonia has partnered with Clement Middle School and Redlands High School to establish a cross-age tutoring program to support our students. Additionally, we have developed a community partnership with The River Church as well as to provide tutoring support, intramural sports and community events.

Appreciation is extended to our volunteers, donors, and collaborators who include: Redlands Rotary who provides Breakfast and a Book once a month to foster reading in the home; The Assistance League of Redlands supports Lugonia's families by providing basic school supplies and clothing when needed; The University of Redlands who provides us with America Reads tutors; The River church supports Lugonia by with intramurals and tutors; Loma Linda Dental offers on-site dental care for uninsured families; Healthy Start and Building A Generation are a resource to a myriad of services for students and families in need; and, United Way who provides identified students with "Weekend Nutrition Back-Packs."

School Mission:

We, the educators at Lugonia Elementary School, are committed to providing a comprehensive instructional program for each student. This effort will give each individual the opportunity to develop the concepts and skills necessary to become an interacting member of an ever-changing society. This will be accomplished in a multicultural setting which promotes a good self-concept and positive feelings toward others.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	129
Grade 1	113
Grade 2	104
Grade 3	118
Grade 4	124
Grade 5	129
Total Enrollment	717

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.3
Asian	6.7
Filipino	0.6
Hispanic or Latino	71.7
Native Hawaiian or Pacific Islander	0.6
White	7.9
Two or More Races	3.9
Socioeconomically Disadvantaged	93.9
English Learners	19.7
Students with Disabilities	9.3
Foster Youth	0.7
Homeless	26.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	28	33	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. Each year consumable materials are replaced and necessary growth and replacement materials are bought to assure all students including English Learners has a State-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School and staff work hard to keep the campus clean and safe. All school facilities are in good repair, and a litter/graffiti-free environment is emphasized to students and staff. None of the eight emergency facilities needs specified in Education Code Section 17592.72 exist.

Below is more specific information on the condition of our school and the efforts made to continue ensure that students are provided with a clean safe and functional learning environment.

Age of School/Buildings:

Built in 1956, Lugonia Elementary school has 25 permanent classrooms. Since that time, there have been many changes including the addition of 8 relocatable classrooms have been made to the original school to accommodate more students and to beautify the campus.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated 100% of all toilets on school grounds are in working order during their last inspection done on November, 2018.

Cleaning process and Schedule:

School site custodians clean bathrooms and preschool classrooms daily. Kinder through grade 5 classrooms are cleaned on an odd/even schedule (with trash emptied daily). The school district provides a grounds crew who work at Lugonia on a rotating schedule.

Modernization Projects:

During the school year 2004-2005, local bond funds from Measure K were used at Lugonia. The appearance of our school has been enhanced by painting, additional landscaping, new playground equipment and a new shade structure. The classrooms, library, computer lab, and multipurpose room were freshly painted, new carpeting was installed, and classrooms received new white boards and additional bulletin board space. The entire school's computer/internet access has been updated with multiple access points for computers installed in each classroom. In addition, a new VoIP telephone system was installed. The new system provides a PA system for the school and a telephone with voice mail for all staff. In 2008-2009, Measure J Funds were used at Lugonia to provide additional fencing, security cameras, and parking lot improvements. In 2018-2019 the entire school received new carpeting as well as new flooring in the cafeteria. The entire school's computer/internet access was also updated through enhanced wireless access points and the the lighting on campus was updated.

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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	39	59	57	50	50
Mathematics (grades 3-8 and 11)	33	30	45	44	38	39

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	366	98.39	1.61	39.07
Male	176	174	98.86	1.14	32.18
Female	196	192	97.96	2.04	45.31
Black or African American	32	30	93.75	6.25	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	68.00
Filipino	--	--	--	--	--
Hispanic or Latino	260	257	98.85	1.15	36.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	35	97.22	2.78	48.57
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	366	360	98.36	1.64	38.89
English Learners	85	83	97.65	2.35	40.96
Students with Disabilities	50	50	100.00	0.00	16.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	104	102	98.08	1.92	42.16

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	368	98.66	1.34	29.89
Male	176	174	98.86	1.14	30.46
Female	197	194	98.48	1.52	29.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	32	30	93.75	6.25	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	56.00
Filipino	--	--	--	--	--
Hispanic or Latino	261	259	99.23	0.77	27.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	35	97.22	2.78	42.86
Two or More Races	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	367	362	98.64	1.36	29.83
English Learners	85	85	100.00	0.00	30.59
Students with Disabilities	50	49	98.00	2.00	16.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	104	101	97.12	2.88	34.65

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.4	23.2	14.4

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Lugonia Elementary School encourages parents to be involved in their child's education by volunteering in classrooms, joining the PTA, serving as a member on our School Site Council, and/or English Language Advisory Committee. Various parenting classes are offered through Building a Generation, With the support of our PTA, we offer family events that include Back to School Night, Lugonia Fall Festival, Family Math and Reading nights. Together, parents and teachers help make a difference in the lives of our children.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	1.6	2.3	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Lugonia Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Lugonia's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The site assistant principal coordinates student behavior supports, supervises the preschool programs, and facilitates community support services to meet student needs.

School Safety

To ensure student safety before school, campus monitors, teachers, and administrators supervise the school grounds including the cafeteria and playground. During the school day all entrance areas are locked with the exception of the front entrances located near the administrative office. The raptor system is also utilized with anyone who visits our campus. Signs are posted throughout the campus to indicate all visitors must report to the administrative office and may not be on school grounds unless the person has a visible Raptor pass. A specially trained group of 4th and 5th graders, the "ROARing Leaders" as well as our Elementary Counselor work individually with certain students who may be experiencing problems with classmates.

Lugonia's boundaries allow students to walk to and from school. Two crossing guards stationed on two different streets ensure students cross the street safely. Campus monitors, teachers, and administrators supervise the area until all students have left the campus for home. Some Special Day Class students ride the bus.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	4		21	2	4		21	2	4	
1	23		5		22	1	4		23		5	
2	25		5		23		5		20	3	2	
3	23		5		26		5		26		4	
4	35			3	32		1	2	33		1	3
5	35			3	33		1	3	31	1		4
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,815.58	\$1,354.79	\$4,460.79	\$73,530.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-26.4	-14.5
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-50.9	-10.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The amount includes administrative, certificated, and classified personnel salaries, employee benefits, transportation, teaching aides, books, supplies, and equipment. Additionally, we have several categorically funded programs. Lugonia Elementary participates in four categorically funded programs: School Improvement Program (SIP); ESEA Title I; Title III; and EIA/LEP

School Improvement Program (SIP)

This is a state funded program for all students, kindergarten through fifth grade. The funds from this program are used to provide supplemental materials and educational opportunities for students.

ESEA Title I

Title I is a federally funded program for students in grades K-5. Lugonia services all students with funds from Title I. Title I funds support intervention teachers, additional campus monitor support for school safety, parent involvement activities, supplemental instructional materials, professional development, and other intervention programs to enrich the students academic careers.

EIA/LEP (Limited English Proficiency)

LEP funds are provided on the basis of enrollment of students who demonstrate limited proficiency in English. These funds provide for services to English Learners to help them acquire English as a second language and grade level proficiency in all content areas. As a result our EL intervention teachers' salary, a portion of staff professional development; parent workshops; and supplemental classroom materials are funded through LEP funds.

2018-2019 - Student Objectives

- 1) It is expected that an additional 10% of Lugonia Students in grades 1-5 will achieve meets or exceeds standards in Language Arts on the SBAC and/or show growth reading growth as measured Lexia and/or STAR data.
- 2) It is expected that an additional 10% of Lugonia Students in grades 1-5 will achieve meets or exceeds standards in Math on the SBAC and/or demonstrate growth on STAR math assessments and/or district assessments.

3) It is expected that English Language Learners in K-5 will make one level of growth as measured on the ELPAC.

Summary of Strengths

Lugonia's strength is a dedicated staff that works to meet the needs of a diverse school population. This professional learning community meets collaboratively to ensure student success. Resources have been allocated to establish a sound instructional core program. Staff training has been integrated into the professional day, with the staff readily willing to take advantage of every learning opportunity to ensure increased student achievement.

Each classroom is equipped with a cart of laptops supporting instruction and 21st century learning goals in the areas of language arts and math. The laptops also provide support in delivering supplemental instruction in the areas of language arts through the use of Lexia, and math through the use of programs like DreamBox. Students receive daily reading and writing practice, math, science, and social studies instruction.

Lugonia has one of the best developed intervention programs anywhere. Following is a list of interventions currently offered at Lugonia:

- Preschool for 3 and 4 year old children.
- Support Program for Kindergarten through 5th grade at-risk students - small group instruction by the classroom teacher and/or one of the following: Clement MS Tutors, Redlands HS Tutors, America Reads Tutors, The River volunteer, Certificated Intervention Teachers.
- After School math tutoring is available for at-risk fourth and fifth grade students by a certificated teacher.
- Identified students are referred to the Intervention Study Team which assists parents and teachers with in-class small group instruction, modified assignments, etc.

Critical Needs

- Mobility is a challenge for the Lugonia learning community.
- Parent volunteers are needed, especially at the primary levels.
- Continue to strengthen student Reading Comprehension through the use of current, research-based instructional practices.

Two Year Student Objectives

- Student attendance will improve to 95% ADA.
- English language learners will make annual measurable achievement outcomes as measured by the ELPAC.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

A key component of student success is the classroom teacher. The administrative and teaching team work and learn together, forming a well-rounded community of learners. This cycle of inquiry increases student achievement as we implement cutting-edge brain-based instructional strategies with our students. On Wednesdays, when students are dismissed early from school, are used for teacher collaboration and professional development purposes.

Lugonia will continue to focus on the following elements to promote student success:

The instructional staff at Lugonia Elementary has been provided training in the following areas:

- PBIS
- Writing Across the Curriculum
- Journeys ELA curriculum
- Math in Focus curriculum as well as math talk strategies and standards for mathematical practice
- ELD (Designated and Integrated)
- AVID note-taking and collaboration strategies
- Multi-tiered Systems of Support (MTSS)

Assessment and Accountability

- District ELA Common Assessments
- District Math Common Assessments
- STAR Computer Math and Reading Assessments
- Lexia Reading Data

Supplemental Programs

- Gifted and Talented Education
- Accelerated Reader
- DreamBox
- Reading Intervention Teacher(s)
- Math Intervention Teacher
- Lexia
- EL Intervention Teacher