

# Lugonia Elementary School

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

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Lugonia Elementary School
<b>Street</b>	202 E. Pennsylvania Avenue
<b>City, State, Zip</b>	Redlands, CA 92374
<b>Phone Number</b>	(909) 307-5560
<b>Principal</b>	Marc Aponte
<b>Email Address</b>	marc_aponte@redlands.k12.ca.us
<b>School Website</b>	<a href="https://www.redlandsusd.net/lugonia">https://www.redlandsusd.net/lugonia</a>
<b>County-District-School (CDS) Code</b>	36-67843-6036537

## 2022-23 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Mr. Mauricio Arellano
<b>Email Address</b>	mauricio_arellano@redlands.k12.ca.us
<b>District Website Address</b>	www.redlands.k12.ca.us

## 2022-23 School Overview

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 600 students in grades PK-5. 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 a elementary counselor are members of the staff on either a part-time/full-time basis. Lugonia children are also supported by the district enrichment teachers in physical education, art and music. In addition to the teaching staff, 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 for staff development or 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

## 2022-23 School Overview

School to establish a cross-age tutoring program to support our students. In 2022, Lugonia offered all students the opportunity to participate in the Extended Learning Opportunity Program (after-school). Currently, we have approximately 200 students participating in this opportunity program.

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 families by providing basic school supplies and clothing when needed; The University of Redlands who provides us with America Reads 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	80
Grade 2	83
Grade 3	106
Grade 4	98
Grade 5	92
<b>Total Enrollment</b>	<b>556</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.0
Asian	5.8
Black or African American	10.4
Filipino	0.5
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.4
White	6.3
English Learners	17.4
Foster Youth	1.3
Homeless	14.7
Migrant	0.0
Socioeconomically Disadvantaged	88.7
Students with Disabilities	12.6

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.60	96.17	832.10	85.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.20	3.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.48	29.80	3.08	12115.80	4.41
<b>Unknown</b>	0.10	0.35	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	28.70	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2014)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
<b>Mathematics</b>	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
<b>Science</b>	Inspire Science by McGraw-Hill (2022)	Yes	0%
<b>History-Social Science</b>	Social Studies Alive! TCI (2019)	Yes	0%
<b>Foreign Language</b>	NA		NA
<b>Health</b>	NA		NA
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	NA		NA

## School Facility Conditions and Planned Improvements

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](http://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, 2021.

### 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. At the end of the 2020-2021 school year, new construction commenced on Lugonia's innovation lab, library and new classrooms with a completion date designated for January 2022. At the start of the 2022-23 school year, construction projects were completed and Lugonia acquired four new portable classrooms and a remodeled Innovation Lab.

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			



**School Facility Conditions and Planned Improvements**

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
X			

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	34	N/A	51	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	18	N/A	35	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	297	295	99.33	0.67	33.56
<b>Female</b>	147	145	98.64	1.36	33.10
<b>Male</b>	150	150	100.00	0.00	34.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	19	19	100.00	0.00	78.95
<b>Black or African American</b>	30	30	100.00	0.00	13.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	218	216	99.08	0.92	33.80
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	19	100.00	0.00	10.53
<b>English Learners</b>	42	42	100.00	0.00	14.29
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	62	62	100.00	0.00	30.65
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	277	275	99.28	0.72	31.27
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	45	44	97.78	2.22	20.45

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	297	295	99.33	0.67	17.97
<b>Female</b>	147	145	98.64	1.36	14.48
<b>Male</b>	150	150	100.00	0.00	21.33
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	19	19	100.00	0.00	57.89
<b>Black or African American</b>	30	30	100.00	0.00	6.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	218	216	99.08	0.92	14.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	19	100.00	0.00	21.05
<b>English Learners</b>	42	42	100.00	0.00	7.14
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	62	62	100.00	0.00	14.52
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	277	275	99.28	0.72	16.36
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	45	44	97.78	2.22	9.09

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	23.53	NT	32.27	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	91	91	100	0	23.53
<b>Female</b>	40	40	100	0	14.29
<b>Male</b>	51	51	100	0	30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	73	73	100	0	22.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	12	12	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	29	29	100	0	16
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	87	87	100	0	22.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	16	100	0	15.38

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	77%	86%	89%	90%	88%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

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. In 2022, Lugonia held its first annual Resource Fair for parents sponsored by In-n-Out Burgers. The resource fair introduced a variety of resources to help engage and support students in the learning process. Together, parents and teachers help make a difference in the lives of our children. Although the pandemic has created some challenges for our Lugonia community this school year, we have been committed to ensuring that Zoom meetings are scheduled for SSC, ELAC and PTA.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	634	607	188	31.0
Female	314	304	93	30.6
Male	320	303	95	31.4
American Indian or Alaska Native	0	0	0	0.0
Asian	35	34	8	23.5
Black or African American	66	62	37	59.7
Filipino	3	3	1	33.3
Hispanic or Latino	457	441	116	26.3
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	23	20	8	40.0
White	45	42	15	35.7
English Learners	106	103	17	16.5
Foster Youth	16	15	8	53.3
Homeless	86	85	26	30.6
Socioeconomically Disadvantaged	576	556	181	32.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	92	30	32.6

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.67	2.61	2.45
Expulsions	0.00	0.03	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.52	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.52	0.00
Female	0.96	0.00
Male	4.06	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.06	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.44	0.00
English Learners	0.94	0.00
Foster Youth	6.25	0.00
Homeless	3.49	0.00
Socioeconomically Disadvantaged	2.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.15	0.00

## 2022-23 School Safety Plan

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. This committee is comprised of parents and staff members as a means to help facilitate a more robust thought process for ensuring all safety components are addressed. 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.

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. Transportation is provided for our overflow students as well as students with special needs.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	7		
1	22		5	
2	22		5	
3	24		4	
4	29		4	
5	30		4	
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6		
1	18	5		
2	21	1	4	
3	27		4	
4	31		3	
5	29		4	
6				
Other	21		1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	
1	20	3	1	
2	17	5		
3	27		4	
4	25		4	
5	31		2	
6				

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8507.01	\$1911.14	\$6595.87	\$83,055.40
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-8.9	-6.7
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	0.0	-6.2

## 2021-22 Types of Services Funded

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.

### 2022-2023: 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 Freckle. 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.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,965	\$54,370
<b>Mid-Range Teacher Salary</b>	\$82,615	\$82,681
<b>Highest Teacher Salary</b>	\$109,075	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$133,996	\$135,283
<b>Average Principal Salary (Middle)</b>	\$143,214	\$141,244
<b>Average Principal Salary (High)</b>	\$155,485	\$152,955
<b>Superintendent Salary</b>	\$260,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

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)
- Participation in the Ron Clark Academy (located in Atlanta, Georgia)
- Backwards planning using Scope & Sequence

### 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
- Freckle
- Reading Intervention Teacher(s)
- Math Intervention Teacher
- Lexia
- EL Intervention Teacher
- 

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	15	12