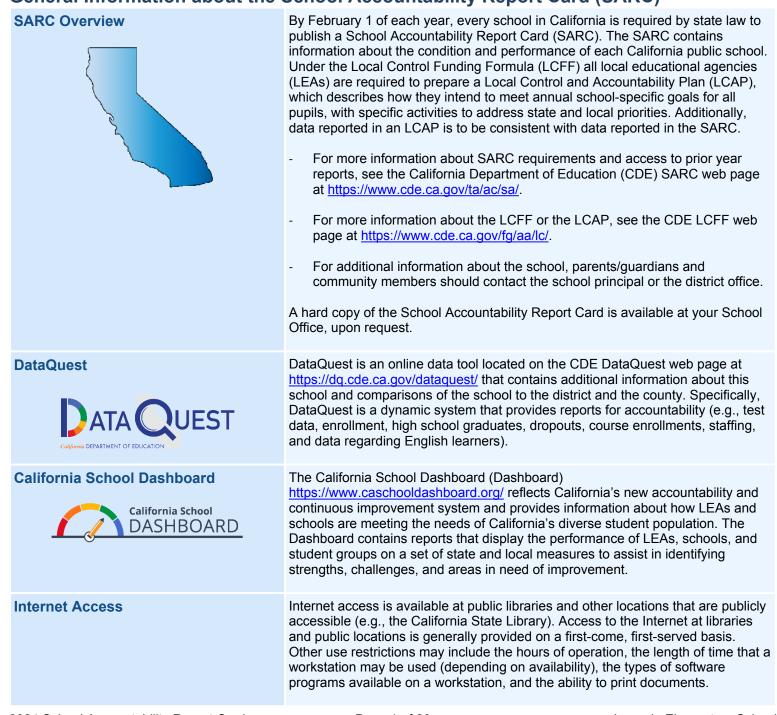# Lugonia Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Lugonia Elementary School
Street	202 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5560
Principal	Sara Burton
Email Address	sara_burton@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/lugonia
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036537

2024-25 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2024-25 School Description and Mission Statement

Lugonia Elementary School, one of the oldest schools in California, traces its roots to the Lugo family, prominent ranchers in the area. Built in 1956, the current site is the third to bear the Lugonia name. With a legacy of educating up to four generations of families, Lugonia remains a cornerstone of the community, fostering academic and social success.

Serving approximately 600 students in grades PK-5, Lugonia employs a dedicated team, including a principal, assistant principal, two counselors, 29 general education teachers (six ELOP), two Special Education Preschool teachers, two Special Education (SAI) teachers, two Special Education teachers (Mild/Moderate Separate Setting), and one ELOP Program

2024-25 School Description and Mission Statement

Specialist. Students benefit from district-provided enrichment in art, music, and physical education. Lugonia is proud to be both a PBIS and AVID Elementary School, promoting academic excellence, character development, and college readiness.

The school follows the RUSD Board Adopted core curriculum, focusing on developing students' skills in reading, writing, and math through engaging, differentiated instruction. Writing is a key focus for the 2024-25 school year, with programs designed to enhance student creativity and communication. Intervention programs during and after school support students who need extra help, and cross-age tutoring partnerships with local middle and high schools further bolster academic success. Lugonia also offers a state preschool program with classes for 3- and 4-year-olds.

Mission Statement
We, the educators at Lugonia Elementary School, are committed to providing a comprehensive instructional program that empowers each student to develop the skills needed to succeed in a multicultural, ever-changing society. We strive to create a nurturing environment that fosters self-worth, confidence, and positive relationships.

Lugonia Elementary blends a rich historical legacy with innovative teaching practices to prepare every student for success. With strong school pride and a caring environment, we welcome all opportunities to support and celebrate our students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	72
Grade 2	92
Grade 3	87
Grade 4	94
Grade 5	117
Total Enrollment	578

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.2
Asian	5
Black or African American	10.9
Filipino	0.9
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.5
White	3.8
English Learners	16.3
Foster Youth	1.7
Homeless	1.6
Socioeconomically Disadvantaged	87.5
Students with Disabilities	15.6

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.60	95.96	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.60	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.43	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	57.10	5.89	15831.90	5.67
Total Teaching Positions	27.70	100.00	970.20	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.60	95.81	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.74	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.45	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.70	5.50	14303.80	5.15
Total Teaching Positions	26.70	100.00	975.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.10	0.1
Total Out-of-Field Teachers	1.00	0.10	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 2024

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 (2013)***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%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2021)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		0%

Science Laboratory Equipment (grades 9-12)	N/A				N/A	NA

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

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. 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 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	24	50	50	46	47
Mathematics (grades 3-8 and 11)	14	13	37	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	293	97.34	2.66	24.23
Female	149	146	97.99	2.01	22.60
Male	152	147	96.71	3.29	25.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	35	97.22	2.78	11.43
Filipino	--	--	--	--	--
Hispanic or Latino	225	218	96.89	3.11	21.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	40.00

White	14	14	100.00	0.00	50.00
English Learners	52	48	92.31	7.69	2.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	264	258	97.73	2.27	21.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	9.62

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	297	98.67	1.33	13.13
Female	149	148	99.33	0.67	5.41
Male	152	149	98.03	1.97	20.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	35	97.22	2.78	2.86
Filipino	--	--	--	--	--
Hispanic or Latino	225	222	98.67	1.33	10.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	40.00
White	14	14	100.00	0.00	21.43
English Learners	52	52	100.00	0.00	5.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	264	260	98.48	1.52	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	7.69

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.49	18.26	31.39	32.96	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	115	99.14	0.86	18.26
Female	56	56	100.00	0.00	14.29
Male	60	59	98.33	1.67	22.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	86	86	100.00	0.00	16.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	103	99.04	0.96	15.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	5.56

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.

2023-24 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.   The administration of the PFT requires only participation results 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	99%	99%	99%	98%	99%

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.

2024-25 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's Fall Festival, Family Math and Reading nights. Together, parents and teachers help make a difference in the lives of our children.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	647	627	243	38.8
Female	334	324	118	36.4
Male	313	303	125	41.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	6	20.7
Black or African American	68	67	33	49.3
Filipino	--	--	--	--
Hispanic or Latino	478	466	179	38.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	31	14	45.2
White	27	23	8	34.8
English Learners	111	111	35	31.5
Foster Youth	12	12	7	58.3
Homeless	39	38	23	60.5
Socioeconomically Disadvantaged	579	564	232	41.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	115	57	49.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

					Suspensions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.52	2.96	4.64	3.67	4.39	3.21	3.17	3.6	3.28

This table displays expulsions data.

					Expulsions				
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.64	0.00
Female	1.50	0.00
Male	7.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.82	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.94	0.00
White	11.11	0.00
English Learners	4.50	0.00
Foster Youth	0.00	0.00
Homeless	5.13	0.00
Socioeconomically Disadvantaged	4.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.02	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Lugonia Elementary School evaluates its school climate using data from School Safety Committee meetings, ELAC meetings, SSC meetings, Leadership Team input, and suspension/expulsion reports. Each March, the school adopts a Disaster Preparedness Plan tailored to its current safety needs. The plan outlines detailed disaster response procedures and the roles

2024-25 School Safety Plan

of each Disaster Preparedness Response Team. Fire drills are conducted monthly, with earthquake drills held twice per year and a lockdown drill conducted once per year.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	4	3	
1	23		4	
2	23		4	
3	21		4	
4	28		4	
5	32		2	1
Other	17	1	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23		3	
1	24		3	
2	23		4	
3	22		4	
4	31		3	
5	29		4	

2023-24 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	578

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$12,246.03	$3,759.76	$8,486.27	$80,435.10
District	N/A	N/A	$9.931.68	$102,103
Percent Difference - School Site and District	N/A	N/A	0.3	-23.7
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-23.7	-19.4

Fiscal Year 2023-24 Types of Services Funded

Lugonia Elementary School uses federal and state funds to support academic achievement, ELL support, school safety, and fostering an inclusive school culture. These funds provide professional development opportunities in writing, academic support, AVID, and PBIS, among other areas.

Teachers collaborate to align curriculum with state standards, develop lessons, and enhance grading practices. Writing is a key focus for the 2024-25 school year, with efforts aimed at improving student skills and creativity. Family engagement events highlight academic standards and prepare students for college and career readiness.

Critical Needs and Goals:

Literacy and Writing: Enhance student proficiency in reading and writing.
Support for At-Promise Students: Regular monitoring and targeted interventions.
Attendance: Achieve 95% average daily attendance by the end of the 2025-26 school year through proactive family support and intervention.
Lugonia Elementary remains committed to academic excellence, student success, and strong community partnerships.
- English language learners will make annual measurable achievement outcomes as measured by the ELPAC.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,873	$59,551
Mid-Range Teacher Salary	$96,778	$93,855
Highest Teacher Salary	$127,774	$120,219
Average Principal Salary (Elementary)	$157,955	$151,525
Average Principal Salary (Middle)	$168,821	$158,215
Average Principal Salary (High)	$183,286	$171,087
Superintendent Salary	$330,064	$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

At Lugonia Elementary School, our professional development plan for the 2024-2025 school year focuses on key areas to support student success. These include student safety, Tier I and Tier II social-emotional interventions, AVID strategies, and English Language Development (ELD) to enhance instruction for English learners. Additionally, we emphasize small group instruction, lesson planning with a clear scope and sequence, data analysis, and consistent school-wide expectations.

For 2024-2025, we are prioritizing Tier I instructional practices in literacy and mathematics, extended after-school learning opportunities, technology in instruction, equity, and student engagement. Grade levels collaborate at least four times per month for planning purposes and data analysis.

Monthly professional development sessions cover core focus areas and offer strategies to enhance teaching. Administration, district staff, and outside writing coaches deliver additional training. On average, teachers engage in one professional development session per month on minimum days and one full day annually. Voluntary sessions are also available from school administration, math intervention teachers, and district personnel.

Classified employees receive ongoing professional development from district personnel. Campus monitors meet monthly with the assistant principal to review PBIS strategies and Tier I and Tier II interventions.

This professional development plan ensures all staff are equipped to meet diverse student needs, promote academic and social-emotional growth, and foster a positive school environment.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12