

Lugo 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	Lugo Elementary School
Street	4345 Pendleton Avenue
City, State, Zip	Lynwood, CA 90262
Phone Number	(310) 603-1493
Principal	Paul M. Ceron, Ed.D.
Email Address	pceron@mylUSD.org
School Website	https://lugo.lynwood.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	19647746020267

2024-25 District Contact Information	
District Name	Lynwood Unified School District
Phone Number	(310) 886-1600
Superintendent	Gudiel R. Crosthwaite, Ph.D.
Email Address	gcrosthwaite@mylUSD.org
District Website	http://www.lynwood.k12.ca.us

2024-25 School Description and Mission Statement
<p>Lugo Elementary is a public Pre-K through sixth grade community school located in the vibrant urban community of Lynwood, California. Lugo Elementary School is an enriching learning environment that is inclusive of all of our students. Instruction at Lugo fosters critical thinking skills that are consistent with school wide academic goals of college and career readiness. Teachers and staff are highly-qualified and caring individuals who strive for student success and respect the cultural diversity within the school community. Parents are involved, optimistic, and integral partners in school decision-making and student learning. Students are invested in their education through independence, determination, and the desire to become productive citizens in society.</p>

2024-25 School Description and Mission Statement

Our faculty and staff are active mentors and leaders of student activities, academic competitions, student clubs, and visual and performing arts programs. Teachers also promote literacy through school initiatives such as Family Literacy Night, after-school literacy partnerships, and classroom literacy projects. Our after school program provides opportunities for enrichment which include track and field, arts, gardening and more. Students can also participate in extended learning activities in Language Arts, Mathematics, and STEAM education.

Teachers, students, and the entire Lugo Elementary community work together to make Lugo a special place to learn and grow. Our mission is to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society. We are proud of our students and proud to serve the Lynwood community.

Paul M. Ceron, Ed. D.
PRINCIPAL

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	52
Grade 2	54
Grade 3	39
Grade 4	51
Grade 5	44
Grade 6	53
Total Enrollment	346

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	53.8
Non-Binary	0.3
American Indian or Alaska Native	0.3
Black or African American	4
Hispanic or Latino	95.1
White	0.6
English Learners	41
Foster Youth	2.3
Homeless	3.8
Migrant	0.3
Socioeconomically Disadvantaged	94.8
Students with Disabilities	33.8

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)	13.50	81.82	462.60	87.23	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.06	12.10	2.29	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.06	19.70	3.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.20	1.55	12115.80	4.41
Unknown/Incomplete/NA	1.00	6.06	27.50	5.20	18854.30	6.86
Total Teaching Positions	16.50	100.00	530.30	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)	15.00	88.18	473.50	89.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.20	0.99	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.88	5.80	1.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	18.00	3.41	11953.10	4.28
Unknown/Incomplete/NA	1.00	5.88	27.10	5.11	15831.90	5.67
Total Teaching Positions	17.00	100.00	529.80	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)	13.00	81.25	449.10	86.90	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	12.50	18.40	3.57	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.80	3.46	11746.90	4.23
Unknown/Incomplete/NA	1.00	6.25	27.30	5.30	14303.80	5.15
Total Teaching Positions	16.00	100.00	516.80	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.00	1
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	1.00	2

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	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.70	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

Lynwood USD adopts instructional materials from the approved lists provided by the California Department of Education. As part of the adoption process, the district pilots potential programs with teachers to gather input and evaluate their effectiveness. This collaborative approach ensures that the instructional materials selected meet the diverse needs of our students and align with the California's content standards.

Year and month in which the data were collected

01/2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - World of Wonders for Pre-K and TK, 2018 Houghton Mifflin Harcourt - Journeys CA Student Edition Set for Grades Kindergarten - 5th, 2017 SRA McGraw Hill - Study Sync: CA Student Edition for Grade 6	Yes	0
Mathematics	McGraw Hill - My Math for Pre-K and TK, 2018 Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015	Yes	0
Science	McGraw Hill - Inspire Science for Pre-K and TK, 2018 McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019	Yes	0
History-Social Science	Savvas Learning Company - My World Interactive for Pre-K and TK, 2019 Savvas Learning Company - My World Interactive for Grades Kindergarten - 5th, 2019 Savvas Learning Company - Ancient Civilizations for Grade 6, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

The District is looking various alternatives to make the appropriate repairs of the water damaged fascia at the roof line of the cafeteria building and will seeking quotes. It's being considered to remove the tree from this play area which will prevent any further damaged to the concrete. The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings of the campus.

Year and month of the most recent FIT report

09/23/23

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		Cafeteria fascia a building roof line shows signs of deteriorating from water damage. There are no gutters at the is building. District to consider installing gutters or replace damaged wood during the next break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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		Kinder play area hard surface needs to be replaced. Tree roots are lifting concrete walkway and making it a trip hazard. Portion of the rubberized material needs to be replaced to have a smooth surface.

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)	19	22	30	31	46	47
Mathematics (grades 3-8 and 11)	11	16	18	20	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	188	185	98.40	1.60	22.16
Female	92	90	97.83	2.17	27.78
Male	95	94	98.95	1.05	17.02
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	180	177	98.33	1.67	21.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	75	74	98.67	1.33	6.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	171	98.28	1.72	21.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	72	97.30	2.70	1.39

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	188	185	98.40	1.60	16.22
Female	92	90	97.83	2.17	14.44
Male	95	94	98.95	1.05	18.09
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	180	177	98.33	1.67	15.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	75	74	98.67	1.33	6.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	171	98.28	1.72	16.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	72	97.30	2.70	0.00

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)	18.37	11.36	11.76	11.64	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	44	44	100.00	0.00	11.36
Female	18	18	100.00	0.00	11.11
Male	26	26	100.00	0.00	11.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	11.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	11.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	0.00

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	100	100	100	100	100

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
Parents and community members are welcome at Lugo Elementary School. Parents are encouraged to attend parent council meetings, which include our English Learner Advisory Council (ELAC) and School Site Council (SSC), and our Community Schools Advisory Council (CSAC). In addition, parents are invited to provide input and receive parent education during our regular parent meetings throughout the year. Back to School Night and Open House are great opportunities to meet teachers and learn how parents can support student learning at home or in the classroom. Our annual Title I Meeting is an opportunity for parents to learn about federal programs and requirements for school funding. Lugo Elementary also holds monthly student assemblies celebrating academic achievement and attendance. Our Family Involvement Committee coordinates special events throughout the school year to encourage active family participation at Lugo. Parents can volunteer for school activities or in the classroom by contacting our front office and completing a volunteer application.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	373	363	133	36.6
Female	173	166	56	33.7
Male	199	196	77	39.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	16	15	11	73.3
Filipino	--	--	--	--
Hispanic or Latino	354	345	121	35.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	162	157	58	36.9
Foster Youth	--	--	--	--
Homeless	14	13	3	23.1
Socioeconomically Disadvantaged	347	338	127	37.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	138	135	62	45.9

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
1.86	0.52	1.88	2.47	2.9	3.27	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	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.00
Female	1.73	0.00
Male	2.01	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.17	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

The safety and well-being of students and staff is a primary concern at Lugo Elementary. Administrators and staff regularly monitor the campus. Students are supervised at all times, with additional staff overseeing students before school and during lunch. After school, teachers escort their students to designated exit gates. Kindergarten students are released only to their

2024-25 School Safety Plan

parents or caregivers. The school welcomes parents to visit the campus. Anyone wishing to visit our school during operating hours must enter and register through the main office. Parents and visitors typically request a visitation prior to arriving at the school. The school principal or another staff member usually escorts visitors to their desired locations. All visitors must sign in at the office and wear identification badges throughout the duration of their stay.

The school safety plan is revised annually by the School Site Council and the most current plan and procedures are shared with all members of the Lugo staff and our parent councils. The main sections of the plan include programs, policies, and strategies that provide school safety and procedures to ensure a safe and orderly environment. The key elements outlined within the plan include procedures for: reporting child abuse; disaster response; and safe entrance and exit from school. Policies specified in the plan include: sexual harassment, suspension and expulsion; dress code; hate crimes, bullying prevention, and discipline policies. Other components include goals and plans for creating and maintaining a safe and positive social climate and physical environment. Lugo Elementary is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. The last revision of the School Safety Plan was completed in January of 2025.

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	15	1	1	
1	2	2		
2	10	2	1	
3	11	2		
4	11	4		
5	12	3	1	
6	11	3	1	
Other	18	4	3	

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	25		2	
1	26		1	
2	27		1	
3	19	1	1	
4	32		1	
5	14	1		
6	24	1		1
Other	21	3	2	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	8	1		
1	25		1	
2	19	1	1	
3	20	1		
4	18	1	1	
5	31		1	
6	25	1		1
Other	18	5	2	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	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	\$7,457.63	\$375.19	\$7,082.44	\$92,782.89
District	N/A	N/A	\$6,172.50	\$97,486
Percent Difference - School Site and District	N/A	N/A	13.7	-4.9
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-41.3	-5.2

Fiscal Year 2023-24 Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Lugo Elementary provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services include:

- Title I to supplement instruction for our students who need additional support
- Migrant Education programs service our migrant students and families.
- Title III programs support our multilingual language learners as they acquire English language skills
- LCAP programs provide for a variety of programs, resources, and professional development to target our student population and groups
- Special Education Services are available at Lugo for student with Mild to Moderate needs in grades PK through 6th.
- Resources for Foster Youth and Homeless Students
- Socio-emotional and Mental Health Counseling and Resources
- Positive Behavior and Support (PBIS)
- Afterschool Programs
- Academic Field Trips

Fiscal Year 2023-24 Types of Services Funded

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/csl/ .		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,440	\$59,551
Mid-Range Teacher Salary	\$87,907	\$93,855
Highest Teacher Salary	\$111,770	\$120,219
Average Principal Salary (Elementary)	\$140,369	\$151,525
Average Principal Salary (Middle)	\$142,377	\$158,215
Average Principal Salary (High)	\$158,377	\$171,087
Superintendent Salary	\$260,000	\$300,043
Percent of Budget for Teacher Salaries	27.2	31
Percent of Budget for Administrative Salaries	4.76	4.91

Professional Development			
<p>Professional development is designed to meet the demonstrated needs of students and staff. Data sources such as state and local assessment data, local surveys, as well as intervention data, among others, are used to plan and implement the professional development program for the LUSD and Lugo Elementary. Lugo is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, teachers, and support staff.</p> <p>Professional development days are part of our instructional calendar with two days of PD at the start of the school year, in-class coaching for math instruction throughout the year, data analysis and planning sessions, as well as regular staff meetings. Topics addressed in our Professional Development program include:</p> <p>Curriculum, Instruction, and Assessment Alignment Data Analysis and Reflection Social-Emotional Learning Positive Behavior Interventions & Supports (PBIS) Trauma Informed Practices Educational Technology Site Administration Training and Coaching ELD/Academic Language Development for English Learners Guided Planning Support Researched-based professional development supporting students' needs and based on student data Human Trafficking Awareness Suicide Prevention Awareness</p>			
This table displays the number of school days dedicated to staff development and continuous improvement.			
Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	110	182	180
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