

Lugonia Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/ .

2025-26 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

2025-26 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

2025-26 School Description and Mission Statement

Lugonia Elementary School is one of the oldest schools in California, with deep roots in the local community dating back to the Lugo family, early ranchers in the area. Built in 1956, the current campus is the third site to carry the Lugonia name. Serving approximately 600 students in grades Preschool through fifth grade, Lugonia continues a long-standing tradition of educating multiple generations of families while fostering academic achievement and social-emotional development.

Lugonia is supported by a highly dedicated team focused on student learning and well-being. The school is led by a principal and assistant principal and supported by a counselor, school psychologist, two speech pathologists, and a comprehensive instructional staff. This includes 22 general education teachers, two Special Education Preschool teachers, two self-contained

2025-26 School Description and Mission Statement

Special Education teachers (TK–2 and grades 3–5), two additional special education teachers, five Extended Learning teachers providing targeted intervention during the instructional day, and one ELOP Program Specialist. Students also benefit from a Physical Education teacher, an Art and Theater teacher, and instrumental music opportunities, with choir, band, and orchestra offered to fourth- and fifth-grade students.

Lugonia Elementary is proud to be a Positive Behavioral Interventions and Supports (PBIS) school and an AVID Elementary school, promoting a positive school climate, high expectations, and college and career readiness. Instruction is aligned to the Redlands Unified School District Board-adopted core curriculum, with a strong emphasis on literacy, mathematics, and social-emotional learning. The school is actively strengthening its Professional Learning Community practices to support collaborative planning, data-driven instruction, and timely academic interventions, ensuring all students are supported to succeed.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	75
Grade 2	68
Grade 3	94
Grade 4	91
Grade 5	88
Total Enrollment	527

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1
Male	46.9
American Indian or Alaska Native	0.4
Asian	5.9
Black or African American	7.8
Filipino	0.8
Hispanic or Latino	76.3
Two or More Races	4.4
White	3.6
English Learners	15.2
Foster Youth	0.2
Homeless	3.8
Socioeconomically Disadvantaged	84.1
Students with Disabilities	13.3

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

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

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

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)	26.6	95.96	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	1	3.6	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.43	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	0	0	57.1	5.89	15831.9	5.67
Total Teaching Positions	27.7	100	970.2	100	279044.8	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.

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)	25.6	95.81	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.74	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.45	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	0	0	53.7	5.5	14303.8	5.15
Total Teaching Positions	26.7	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	24.7	98.02	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.98	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	0	0	70.8	7.28	13705.8	4.91
Total Teaching Positions	25.2	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.10	0.1	0
Total Out-of-Field Teachers	0.10	0.1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0	3.2

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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.	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	0%
Science	Inspire Science by McGraw-Hill (2021)	0%
History-Social Science	Social Studies Alive! TCI (2019)	0%
Foreign Language	NA	NA
Health	NA	NA
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	NA	NA

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

School Facility Conditions and Planned Improvements

Lugonia Elementary School facilities are in good repair, and none of the eight emergency facility needs specified in Education Code Section 17592.72 exist. A district work order system ensures timely maintenance, with emergency repairs prioritized. The school is a closed campus, and student safety is supported through consistent adult supervision before, during, and after school, including monitored arrival, recess, and dismissal. All visitors are required to sign in at the office and wear identification badges while on campus.

The school maintains a clean, safe, and welcoming environment through adherence to Governing Board–adopted cleaning standards. The principal works closely with custodial staff to monitor daily cleaning schedules. Bathrooms and preschool classrooms are cleaned daily, while kindergarten through fifth-grade classrooms follow an established odd/even cleaning schedule, with trash removed daily. A litter- and graffiti-free campus is emphasized to support a positive learning environment.

Built in 1956, Lugonia Elementary consists of 25 permanent classrooms and eight relocatable classrooms. Recent bond-funded facility improvements include replacement of the campus roof, creation of outdoor learning areas, updates to the hallway near the cafeteria, removal of a brick wall that posed safety concerns, and removal of window coverings in classrooms 1–12 to improve visibility into instructional spaces. Previous upgrades include campus-wide flooring, lighting, technology improvements, additional fencing, security cameras, portable classrooms, and a remodeled Innovation Lab. Additional bond-funded improvements are planned to further enhance campus safety and learning environments.

Year and month of the most recent FIT report

July 2025

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			
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	30	50	50	47	48
Mathematics (grades 3-8 and 11)	13	20	37	37	35	37

2024-25 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	291	284	97.59	2.41	30.28
Female	152	149	98.03	1.97	34.23
Male	139	135	97.12	2.88	25.93
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	37.50
Black or African American	29	29	100.00	0.00	34.48
Filipino	--	--	--	--	--
Hispanic or Latino	214	210	98.13	1.87	25.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	14	82.35	17.65	71.43
White	11	11	100.00	0.00	36.36
English Learners	51	47	92.16	7.84	14.89
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	247	243	98.38	1.62	27.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	55	98.21	1.79	7.27

2024-25 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	291	288	98.97	1.03	20.49
Female	152	150	98.68	1.32	16.67
Male	139	138	99.28	0.72	24.64
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	29	29	100.00	0.00	10.34
Filipino	--	--	--	--	--
Hispanic or Latino	214	213	99.53	0.47	18.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	15	88.24	11.76	26.67
White	11	11	100.00	0.00	18.18
English Learners	51	51	100.00	0.00	15.69
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	247	244	98.79	1.21	19.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	56	100.00	0.00	8.93

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.26	15.22	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	92	100.00	0.00	15.22
Female	47	47	100.00	0.00	12.77
Male	45	45	100.00	0.00	17.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	65	65	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	81	100.00	0.00	13.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	4.76

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.

2024-25 California Physical Fitness Test Participation Rates

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	97%	94%	96%	94%	97%

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.

2025-26 Opportunities for Parental Involvement

Lugonia Elementary School values strong partnerships with families and actively encourages parent and family involvement as a critical component of student success. The school benefits from a flourishing Parent Teacher Association (PTA) that supports a wide range of classroom and school-wide events and initiatives. Families are encouraged to volunteer in classrooms, support field trips, participate in school events, and serve on advisory committees such as the School Site Council (SSC) and the English Learner Advisory Committee (ELAC).

Lugonia provides multiple opportunities for families to engage in their child's education throughout the school year. A dedicated Family Involvement Committee collaborates with staff to plan inclusive events that strengthen home-school connections. These events include Back to School Night, First Day of School festivities, One School, One Book, Family Academic Nights, and Paws & Read, which offers families the opportunity to read alongside students. Monthly Roaring Assemblies are held to celebrate student achievement and positive behavior, and families are encouraged to attend and participate in these celebrations. Lugonia also hosts a fifth-grade promotion ceremony to recognize student accomplishments and milestones.

Ongoing communication and collaboration with families are a priority at Lugonia Elementary. Parents and guardians are invited to participate in Student Study Team (SST) meetings, Parent-Teacher Conferences, and other individual planning meetings to support student progress. Families receive weekly communication from the school and classroom teachers and have access to the Aeries Parent Portal to review student information, attendance, and grades, as well as to communicate directly with school staff. Through these efforts, Lugonia fosters an inclusive, informed, and supportive school community focused on academic achievement and student well-being.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	609	589	188	31.9
Female	309	301	90	29.9
Male	300	288	98	34.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	35	6	17.1
Black or African American	52	49	18	36.7
Filipino	--	--	--	--
Hispanic or Latino	453	441	149	33.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	29	10	34.5
White	26	23	2	8.7
English Learners	97	90	14	15.6
Foster Youth	--	--	--	--
Homeless	29	29	16	55.2
Socioeconomically Disadvantaged	530	512	177	34.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	130	118	41	34.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.96	4.64	2.63	4.39	3.21	3.02	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.63	0.00
Female	1.94	0.00
Male	3.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.56	0.00
Black or African American	5.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.21	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	1.03	0.00
Foster Youth	0.00	0.00
Homeless	6.90	0.00
Socioeconomically Disadvantaged	3.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.62	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.

2025-26 School Safety Plan

Lugonia Elementary School regularly evaluates its school climate and safety practices using multiple data sources and stakeholder input. These include suspension and behavioral data, attendance data, feedback from parent groups, input from the Guiding Coalition (school leadership team), observations of school-wide drills, and direction provided by the school district. This comprehensive, data-informed approach supports continuous improvement of school safety and overall school climate.

The Assistant Principal, with support from the Principal and the School Safety Committee, develops a school-specific safety plan annually to address the unique needs of the campus. The plan outlines emergency response procedures, staff roles and responsibilities, and protocols aligned with district and state requirements. For the 2025–26 school year, the format of the school safety plan was adjusted to improve clarity, accessibility, and alignment with current district guidance. Staff participate in districtwide micro-trainings and complete required compliance documentation to ensure consistent implementation of safety procedures and legal requirements.

Lugonia Elementary maintains multiple campus security measures to ensure a safe and orderly learning environment. The school utilizes a one-entry, one-exit system during the instructional day, and all staff and visitors are required to check in through the Raptor Visitor Management System. Staff members are required to wear visible identification badges at all times, and all visitors must wear a visitor badge while on campus. A Hall Pass Policy is in place to support student accountability and campus supervision. Regular safety drills are conducted throughout the year, including monthly fire drills, two earthquake drills per year, and an annual lockdown drill. In addition, school administrators and staff conduct ongoing daily classroom and campus safety walks to monitor learning environments and address concerns proactively. These practices are routinely reviewed and refined to promote a safe, supportive environment for all students and staff.

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.

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	0
1	23	0	4	0
2	23	0	4	0
3	21	0	4	0
4	28	0	4	0
5	32	0	2	1
6	0	0	0	0
Other	17	1	1	0

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	0	3	0
1	24	0	3	0
2	23	0	4	0
3	22	0	4	0
4	31	0	3	0
5	29	0	4	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24		2	
1	25		3	
2	23		3	
3	24		4	
4	30		3	
5	29		3	
Other	23		1	

2024-25 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	289

2024-25 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$12,063.75	\$4,070.71	\$7,993.04	\$85,487.49
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-26.2	-21.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-32.9	-19.3

Fiscal Year 2024-25 Types of Services Funded

Lugonia Elementary School utilizes academic, behavioral, and attendance data to identify areas of need and to provide targeted supports for students and staff. Federal and state funds are used to support academic achievement, services for English Learners, school safety, and an inclusive school culture. These supports include supplementary intervention materials, expanded learning opportunities, and additional professional development for classroom teachers and support staff. During the 2024–25 school year, the school saw increases in student performance across all academic areas, improved overall attendance rates, and a decrease in student suspensions, reflecting the impact of data-driven supports and positive schoolwide practices.

Currently, all general education and special education teachers, with the exception of Preschool and Transitional Kindergarten, have attended or will attend eight sessions of Leverage Writing professional development and Core Reading professional development, and a representative team participated in the PLC at Work Conference to strengthen collaborative instructional practices. Students benefit from targeted tutoring, educational field trips at every grade level, and incentives that recognize academic achievement, positive behavior, and improved attendance. Family engagement opportunities support academic standards and reinforce college and career readiness. Lugonia Elementary remains committed to continuous improvement

Fiscal Year 2024-25 Types of Services Funded

through ongoing data analysis, targeted interventions for students most at risk, and sustained professional learning to ensure all students, including English Learners, make annual measurable achievement outcomes as measured by the ELPAC.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

Professional Development

Lugonia Elementary School is committed to continuous professional growth to support high-quality instruction, student achievement, and a positive school climate. During the 2025–26 school year, approximately ten school days were dedicated to professional development for teachers and staff, including two full days at the beginning of the school year and eight partial days of focused professional learning. These partial-day sessions occurred on separate school days and included dedicated professional development in writing and English Language Arts for kindergarten through fifth grade and special education staff. Professional development priorities are informed by academic, behavioral, and attendance data and aligned to schoolwide goals.

In addition to these scheduled professional development days, teachers participate in ongoing professional learning through weekly Monday minimum days, which are separate from writing and ELA professional development. Monday collaboration time is used to support targeted areas such as ELPAC implementation, instructional strategies, AVID, Professional Learning Community (PLC) practices, PBIS, MTSS, and behavior supports. Teachers also engage in four additional 1–2 hour professional learning sessions per month to strengthen instructional planning, differentiation, data analysis, and student engagement.

Lugonia Elementary also provides targeted professional development opportunities for specific staff groups. Four teachers participate in ongoing PLC-focused professional learning to strengthen collaborative instructional practices, while special education teachers engage in continuous professional development focused on instructional strategies, compliance, progress monitoring, and meeting the needs of students with disabilities. All general education and special education teachers, with the exception of Preschool and Transitional Kindergarten, have attended or will attend eight sessions of Leverage Writing professional development and Core Reading professional development. Classified staff receive ongoing training from district personnel, and campus supervisors participate in regular meetings focused on PBIS practices and Tier I and Tier II interventions. Through this comprehensive approach, Lugonia Elementary ensures staff are equipped to meet diverse student needs and support continuous school improvement.

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	10