

Lugonia Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Lugonia Elementary
Street	202 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5560
Principal	Kathy Jeide
E-mail Address	kathy_jeide@redlands.k12.ca.us
Web Site	http://lugonia.redlandsusd.net/
CDS Code	36-67843-6036537

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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

Today, Lugonia Elementary School is one of 16 elementary schools in the Redlands Unified School District. It has a student population of approximately 690 students in grades K-5 and serve an approximate 75 preschoolers. Lugonia employs a highly qualified and experienced team of educators and paraprofessionals. School personnel consists of 26 general education classroom teachers, one and a half Specialized Academic Instruction (SAI) teachers, two Special Day Class (SDC) teachers (all preschool), one state preschool teacher, a categorical program administrator, and a principal. A school psychologist and one speech therapist are members of the staff on a part-time basis. Lugonia children are also supported by the district enrichment teachers in physical education, art and music. In addition to the teaching staff, there are six instructional assistants, a part-time library specialist, one school office manager, one clerk typist, and a part-time healthy start clerk.

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

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

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

Lugonia offers before school intervention as well as after school Supplemental Educational Services (SES) programs which are available for students who need extra support in reading, math, and/or English language development. Lugonia collaborates with Clement Middle School, the University of Redlands, The River church as well as other community members to provide tutoring support, intramural sports and community events.

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

School Mission:

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	115
Grade 1	105
Grade 2	103
Grade 3	98
Grade 4	87
Grade 5	100
Total Enrollment	608

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.7
Asian	6.1
Filipino	1.2
Hispanic or Latino	73.4
Native Hawaiian or Pacific Islander	0.3
White	9.2
Two or More Races	2
Socioeconomically Disadvantaged	93.1
English Learners	24.7
Students with Disabilities	8.9
Foster Youth	1.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	24	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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. As of July 5, 2005, all students including English Learners have a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Age of School/Buildings:

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

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. 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 12/19/14.

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 Project:

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	39	49	53	59	44	48
Mathematics	28	37	40	44	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	102	99.0	52.9
	4	98	98	100.0	51.0
	5	104	103	99.0	43.0
Male	3	50	50	100.0	50.0
	4	42	42	100.0	47.6
	5	56	56	100.0	37.0
Female	3	53	52	98.1	55.8
	4	56	56	100.0	53.6
	5	48	47	97.9	50.0
Black or African American	3	11	11	100.0	54.5
Hispanic or Latino	3	77	76	98.7	50.0
	4	75	75	100.0	42.7
	5	76	75	98.7	43.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	95	94	99.0	50.0
	4	90	90	100.0	48.9
	5	97	96	99.0	39.8
English Learners	3	31	30	96.8	36.7
	4	20	20	100.0	35.0
	5	32	31	96.9	33.3
Students with Disabilities	3	11	11	100.0	18.2
	4	15	15	100.0	26.7
	5	17	17	100.0	11.8

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	102	99.0	46.1
	4	98	98	100.0	39.2
	5	104	103	99.0	24.5
Male	3	50	50	100.0	40.0
	4	42	42	100.0	40.5
	5	56	55	98.2	27.8
Female	3	53	52	98.1	51.9
	4	56	56	100.0	38.2
	5	48	48	100.0	20.4
Black or African American	3	11	11	100.0	45.5
Hispanic or Latino	3	77	76	98.7	44.7
	4	75	75	100.0	33.3
	5	76	75	98.7	21.4
Socioeconomically Disadvantaged	3	95	94	99.0	42.5
	4	90	90	100.0	37.1
	5	97	96	99.0	22.0
English Learners	3	31	30	96.8	40.0
	4	20	20	100.0	15.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	32	32	100.0	16.7
Students with Disabilities	3	11	11	100.0	27.3
	4	15	15	100.0	13.3
	5	17	17	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38	46	38	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	105	104	99.1	37.5
Male	56	56	100.0	50.0
Female	49	48	98.0	22.9
Hispanic or Latino	77	76	98.7	36.8
Socioeconomically Disadvantaged	98	97	99.0	34.0
English Learners	32	32	100.0	31.3
Students with Disabilities	17	17	100.0	47.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.8	19.8	6.9

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Lugonia Elementary School encourages parents to be involved in their child's education by volunteering in classrooms, joining the PTA, serving our our School Site Council, and/or English Language Advisory Committee. Various parenting classes are offered through Building a Generation, First Five Grant or other means school wide family events include Back to School Night, Lugonia School Carnival and PTA sponsored family events. Together, parents and teachers help make a difference in the lives of our children.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	1.1	1.4	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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

School Safety

To ensure student safety before school, campus monitors, teachers, and administrators supervise the school grounds including the cafeteria and playground. During the school day all entrance areas are locked with the exception of two front entrances located near the administrative office and the Family Resource Center. Signs are posted throughout the campus to indicate all visitors must report to the administrative office and may not be on school grounds unless the person has a visible visitor pass. A specially trained group of 4th and 5th graders, the "Peace Builder Leaders," work individually with certain students who may be experiencing problems with classmates.

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	8			24		5		25		5	
1	21		4		25		4		22		5	
2	23		4		25		4		25		5	
3	25		4		24		4		24		5	
4	32		1	2	35			3	35			3
5	34			3	35			3	35			3

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,090.39	\$1,780.55	\$4,309.85	\$69,479.13
District	N/A	N/A	\$4,309.85	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-13.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-24.1	-8.4

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

Types of Services Funded (Fiscal Year 2015-16)

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

School Improvement Program (SIP)

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

ESEA Title I

Title I is a federally funded program for students in grades K-5. Lugonia services all students with funds from Title I. Title I funds support a categorical program administrator, computer lab paraprofessional, computer lab soft & hardware, parent involvement activities, supplemental instructional materials, professional development, and other intervention programs to enrich the students academic careers.

EIA/LEP (Limited English Proficiency)

LEP funds are provided on the basis of enrollment of students who demonstrate limited proficiency in English. These funds provide for services to English Learners to help them acquire English as a second language and grade level proficiency in all content areas. As a result, a portion of the salary of a computer lab paraprofessional's, intervention teachers', and tutors' salaries; a fraction of a categorical program administrator's salary; staff professional development; parent workshops; and supplemental classroom materials.

2015-2016 Student Objectives

- 1) It is expected that an additional 10% of Lugonia Students in grades 1-5 will achieve meet or exceeds standards in Language Arts on the SBAC and district trimester assessments.
- 2) It is expected that an additional 10% of Lugonia Students in grades 1-5 will achieve meet or exceeds standards in Language Arts on the SBAC and district trimester assessments.
- 3) It is expected that English Language Learners in K-5 will make one level of growth as measured on the CELDT.

Summary of Strengths

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

Each classroom is equipped with networked computers delivering supplemental instruction in the areas of English language development, language arts, and math. Students receive daily reading and writing practice, math, science, and social studies instruction. The remodeled computer lab of 35 networked computers is used to train students in the use of the classroom instructional software at the beginning of each school year. It is also the center for the Destination Reading program, which boosts reading skills of kindergarten through 5th grade students. Before and after school, the lab is used by English Language Learners using Imagine Learning, Destination Reading, and Read, Write and Type software to develop English listening, speaking, reading, and writing skills.

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

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

Critical Needs

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

Two Year Student Objectives

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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

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

- Thinking Maps
- Write from the Beginning
- Journeys ELA curriculum
- Math in Focus curriculum
- CORE reading training

Assessment and Accountability

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

Supplemental Programs

- Gifted and Talented Education
- Accelerated Reader
- Accelerated Math
- Imagine Learning
- Math Intervention Teacher(s)