



Lugo Elementary School

4345 Pendleton Avenue • Lynwood, CA 90262 • (310) 603-1493 • Grades K-6

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<http://lugo.lynwood.k12.ca.us/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lynwood Unified School District

11321 Bullis Road
Lynwood, CA 90262
(310) 886-1600

<http://www.lynwood.k12.ca.us>

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**Assistant Superintendent
Educational Services**

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**Assistant Superintendent
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Chief Business Official

School Description

Lugo Elementary is a public Pre-K through sixth grade school located in the vibrant urban community of Lynwood, California. Lugo Elementary School is an enriching learning environment that is inclusive of all of students. Academic instruction at Lugo fosters critical thinking skills that are consistent with school wide academic goals of college and career readiness. Teachers and staff are qualified and caring individuals who strive for student success. Parents are involved, optimistic, and integral partners in school decision-making and student learning. Students are engaged in their education and determined to reach their fullest potential.

Through data analysis and collaborative lesson planning, teachers work to make sure student academic needs are met in accordance with California state standards.

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 includes track and field, karate class, theater, dance, 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. At Lugo Elementary School, 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.

Dionne Garner, PRINCIPAL

The following objectives support the mission of Lugo Elementary:

- Each year, all students in grades 3 – 6 will improve on California Common Core Standards/Smarter Balanced Assessment Consortium (SBAC) assessments in English Language Arts and Mathematics until Meets or Exceeds Standard performance level is reached and maintained.
- Each year, all English Language Learners will advance one level on the English Language Proficiency Assessments for California (ELPAC) until English language proficiency is reached and all requirements are met for re-designation.
- Each year, all students will set college and career goals.
- All students will demonstrate positive behaviors that reflect core values necessary to become responsible citizens.
- Each year, all school resources will be aligned and used to meet students' needs.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	49
Grade 2	54
Grade 3	61
Grade 4	57
Grade 5	56
Grade 6	53
Total Enrollment	372

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.5
Asian	0.3
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.3
White	2.7
Two or More Races	0.5
Socioeconomically Disadvantaged	93.5
English Learners	40.6
Students with Disabilities	29.8
Foster Youth	0.8
Homeless	6.2

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

Teacher Credentials for Lugo Elementary	17-18	18-19	19-20
With Full Credential	21	22	20
Without Full Credential	3	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lynwood Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Lugo Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Big Day for Pre-K Teaching Guide, 2015 Houghton Mifflin Harcourt Journeys CA Student Edition Set K, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Set Grade 1, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 2, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 3, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 4 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 5 SRA McGraw Hill StudySync Student Edition Grade 6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Go Math , 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw Hill CA Science Science 2008 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman History-Social Science for CA Social Studies 2006 Gr K-5 Holt, Rinehart & Winston World History-Ancient Civilizations Social Studies, 2006 Gr 6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Lugo Elementary was partly remodeled six years ago. A new administration building and library was added, as well as a two-story building with sixteen classrooms. There are thirteen other classrooms in older buildings or portables, which are well maintained. The restrooms and cafeteria are clean and functional. All of the classrooms have Internet and multiple computers. A new playground structure for students was built and installed on the northwest corner of the school grounds in January of 2012. The school cafeteria was repainted during the summer of 2012. Upgrades to the school, to ensure safety and functionality, were completed during the 2012 – 2013 and the 2013 – 2014 school years.

Additional repairs and or modifications are being planned for the replacement of flooring systems, playfield irrigation systems and window system repairs for the fiscal year 2105-2016.

The District allocates funds for major repairs or replacements of existing school building components. Typically, this includes roofing, plumbing, heating and air conditioning, electrical systems, interior and exterior painting, and floor systems.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/17/2017

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	33	35	38	50	50
Math	27	30	24	26	38	39

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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	33.9	21.4	7.1

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	210	98.59	32.86
Male	125	123	98.40	26.02
Female	88	87	98.86	42.53
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	192	189	98.44	32.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	197	98.99	32.99
English Learners	130	127	97.69	24.41
Students with Disabilities	75	74	98.67	5.41
Foster Youth	--	--	--	--
Homeless	20	19	95.00	5.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	211	99.06	30.33
Male	125	124	99.20	30.65
Female	88	87	98.86	29.89
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	192	190	98.96	30.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	198	99.50	28.28
English Learners	130	128	98.46	25.78
Students with Disabilities	75	74	98.67	9.46
Foster Youth	--	--	--	--
Homeless	20	19	95.00	5.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are always welcome at Lugo Elementary School. Parents are encouraged to attend all parent council meetings (English Learner Advisory Council (ELAC), School Advisory Council (SAC), and School Site Council (SSC). In addition, parents are invited to provide input and receive parent education during Coffee with the Principal meetings. Back to School Night and Open House are great opportunities to meet teachers and learn how parents can support the classroom. Lugo Elementary School annual Title I Meeting is an opportunity for parents to learn about federal requirements for school funding. Lugo Elementary also has monthly student assemblies celebrating academic achievement and attendance. The Family Involvement Committee prepares special events throughout the school year to encourage active family participation in school. Parents can volunteer for school activities or in the classroom by contacting the front office or a representative of the Family Involvement Committee.

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.

School Safety Plan

Safety of students and staff is a primary concern of Lugo Elementary. Administrators and teachers 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 classes to designated exit gates for dismissal. Kindergarten students are released only to their parents or caregivers. The school welcomes parents and community members to visit the campus. Anyone wishing to be on school grounds during operating hours must enter through the main office. Parents and community members typically request a visitation prior to arriving at the school. The school principal or another staff 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 every spring semester by the School Site Council: revisions are shared immediately with all members of the staff. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster response procedures; 4) procedures for safe entrance and exit from school; 5) sexual harassment policy; 6) suspension and expulsion policies; 7) dress code; 8) discipline policies. The school 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 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 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.5	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.3	3.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	2		17	2	1		16	3		
1	28		2		24		2		19	2		
2	23		2		22	1	2		19	1	2	
3	22	1	2		19	1	2		26		2	
4	17	3	1		24		2		18	2	1	
5	18	2	1		24	1		1	23	1	2	
6	18	3			21	2		1	18	2	1	
Other**	12	1			14	1						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Lugo is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers including:

Curriculum, Instruction, and Assessment Alignment

Data Analysis and Reflection

Guided Planning Support

Researched-based professional development supporting students' needs and based on student data

Instructional Coach Training

Site Administration Training and Coaching

Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,555	\$51,374
Mid-Range Teacher Salary	\$81,123	\$80,151
Highest Teacher Salary	\$94,480	\$100,143
Average Principal Salary (ES)	\$114,587	\$126,896
Average Principal Salary (MS)	\$116,221	\$133,668
Average Principal Salary (HS)	\$129,242	\$143,746
Superintendent Salary	\$225,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5559	183	5376	78688.77
District	N/A	N/A	5413	\$79,588.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.7	0.9
School Site/ State	-20.1	1.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.