



# 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/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Lynwood Unified School District

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

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

#### District Governing Board

Alma-Delia Renteria, M.Ed. -  
President

Briseida Gonzalez, MSW - Vice  
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Assistant Superintendent  
Educational Services

Nancy Hipolito  
Assistant Superintendent  
Human Resources

Marlene Dunn  
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Chief Technology Officer

### School Description

Lugo Elementary is a public Pre-K through sixth grade school located in the vibrant urban community of Lynwood, California. With approximately 450 students, Lugo Elementary has a tradition of academic excellence and providing a caring learning environment for students. Teachers and staff are dedicated to making a difference in students lives and encouraging academic and social excellence through shared learning experiences. We are committed to helping our students reach their fullest potential.

At Lugo Elementary, each student receives a rigorous instructional program aligned with California state standards. Our teachers work to make sure student academic needs are met through data analysis and collaborative lesson planning.

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 LEAP program provides excellent after-school care for students. Lugo Elementary School also provides an after school intervention program to re-teach essential skills for academic success.

Teachers, students, and the entire Lugo Elementary community work together to make Lugo a special place to learn and grow. At Lugo Elementary, our mission is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater 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 one performance band on California Common Core Standards/Smarter Balanced Assessment Consortium (SBAC) assessments in English Language Arts and Mathematics until the 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 educational and career goals.
- All students will demonstrate positive behaviors that reflect core values necessary to become responsible citizens.
- Each year, school resources will be 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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	56
Grade 1	60
Grade 2	54
Grade 3	60
Grade 4	68
Grade 5	58
Grade 6	58
Grade 9	1
<b>Total Enrollment</b>	<b>415</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	93
Native Hawaiian or Pacific Islander	0.2
White	2.7
Two or More Races	0.5
Socioeconomically Disadvantaged	94.7
English Learners	54.9
Students with Disabilities	23.9
Foster Youth	2.4

## 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			
Lugo Elementary School	15-16	16-17	17-18
With Full Credential	22	20	21
Without Full Credential	0	3	3
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lugo Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	0	

\* "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 2017-18)

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: 12/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Court Anthology English/Language Arts 2002 Holt Literature & Language Arts English/Language Arts 2003 Corrective Reading Decoding - Level C English/Language Arts 2007 Spelling Through Morphographs - Level C English/Language Arts 2007  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	CA Science Science 2008 Focus on Earth Science, CA Edition Science 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for CA Social Studies 2006 World History-Ancient Civilizations Social Studies 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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: 10/23/2015**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical			X		Light bulbs burned out in some classrooms. Outlet switch not covered. Circuit breaker panel not locked. Light bulbs replaced, outlet switch cover replaced and electrical panel secured.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				X	Play surface trip hazard (raised asphalt area). Asphalt tripping areas ground down to maintain surfaces flush.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
				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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	23	27	32	33	48	48
Math	10	21	20	22	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	67	66	98.5	27.3
Male	36	36	100.0	25.0
Female	31	30	96.8	30.0
Hispanic or Latino	64	63	98.4	27.0
Socioeconomically Disadvantaged	64	64	100.0	26.6
English Learners	38	38	100.0	23.7
Students with Disabilities	25	24	96.0	45.8

\* 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. 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 for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	18	27	38	35	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.1	17.5	14

\* 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.

**School Year 2016-17 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	244	240	98.36	26.67
Male	131	130	99.24	24.62
Female	113	110	97.35	29.09
Black or African American	--	--	--	--
Hispanic or Latino	223	219	98.21	27.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	231	227	98.27	25.55
English Learners	158	156	98.73	23.08
Students with Disabilities	99	99	100	21.21
Foster Youth	--	--	--	--

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 2016-17 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	244	240	98.36	20.83
Male	131	130	99.24	18.46
Female	113	110	97.35	23.64
Black or African American	--	--	--	--
Hispanic or Latino	223	219	98.21	22.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	231	227	98.27	19.38
English Learners	158	156	98.73	15.38
Students with Disabilities	99	99	100	10.1
Foster Youth	--	--	--	--

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are always welcome at Lugo Elementary. Parents are encouraged to attend all parent council meetings (English Learner Advisory Council, School Advisory Council, and School Site Council). In addition, parents are invited to Coffee with the Principal, Back to School Night, Open House, Title I Meeting, student assemblies, school celebrations, and workshops for parents. Lugo Elementary also has an extremely active and caring Family Involvement Committee. The Family Involvement Committee prepares special events throughout the school year to encourage active family participation in school.

### 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 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 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.8	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	16

**Average Number of Students per Staff Member**

Academic Counselor	
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\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	21	24	1	1	1	2	2	2			
1	18	18	26	1	1		2	2	2			
2	24	24	23				2	2	2			
3	20	20	18	1	1	2	2	2	2			
4	23	23	28	1	1		1	1	1			
5	25	25	21	1	1	2	2	2	2			
6	26	26	22	1	1	1	2	2	2			

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

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 Administrative 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,603	\$48,522
Mid-Range Teacher Salary	\$79,532	\$75,065
Highest Teacher Salary	\$92,627	\$94,688
Average Principal Salary (ES)	\$109,493	\$119,876
Average Principal Salary (MS)	\$111,064	\$126,749
Average Principal Salary (HS)	\$123,583	\$135,830
Superintendent Salary	\$231,678	\$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4956	222	4734	78824.35
District	◆	◆	4564	\$77,992
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			3.7	7.6
Percent Difference: School Site/ State			-16.6	6.2

\* Cells with ◆ do not require data.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 <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.