

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Leona H. Cox Community Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Leona H. Cox Community Elementary	District Name	Sulphur Springs Union Elementary
Street	18643 Oakmoor	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91351	Web Site	www.sssd.k12.ca.us
Phone Number	661-252-2100	Superintendent	Dr. Nolet
Principal	Laura Banda	E-mail Address	bnolet@sssd.k12.ca.us
E-mail Address	lbanda@sssd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Leona Cox Community School is located in a suburban area in the Santa Clarita Valley, about forty miles northeast of Los Angeles. Our campus is located in a residential area atop a scenic hill overlooking the valley. Our school name is in honor of Mrs. Leona H. Cox, a former Sulphur Springs School Board Member and clerk who worked tirelessly at our first district school, Sulphur Springs Community School.

A visit to Leona Cox Community School would reveal a modern multipurpose room and two-story (12 classroom) building, as well as remodeled classrooms in an environment where high expectations, positive morale, dedication and commitment to the highest quality of education for all students exists between staff, students, parents and community members. Parent and community support and involvement in all aspects of our school are a tradition of the Leona Cox community. Other traditions include our Harvest Festival, Winter Sing, Fine Arts Festival, Principal for a Day, Holiday Food Drive, Pennies for Patients, and Volunteer Appreciation Tea. At our monthly Spirit Assemblies, students, staff and community members are recognized for their achievement. Leona Cox Community School is truly a living model of our school motto, "Home, School, & Community Working Together."

Leona Cox is a targeted K-3rd grade Title One School with twenty-one regular education classes. We have six Special Day Classes on campus that serve communicatively handicapped students, as well as other disabilities, ages three through seven. The support staff includes Speech and Language Specialists, a Resource Teacher, a School Psychologist, Adaptive P.E. Teacher, a School Counselor, and Occupational and Physical Therapist. In addition, we have a private preschool on campus and our staff works in conjunction with the preschool staff to integrate our Special Education preschoolers into a regular preschool setting.

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Each year Leona Cox staff works with parents and District support personnel to evaluate various sources of data related to student achievement and school climate. Following a thorough analysis of standardized test scores, district benchmark data, survey results and input provided by teachers, parents, and school committees, the School Site Council (SSC) updates the School Plan for Student Achievement (SPSA) to identify goals for school improvement to ensure that each child will achieve his/her full potential.

Progress toward school goals is monitored on an ongoing basis using formative and summative assessments. Individual teachers and grade level teams meet at least once a month to review individual and group achievement data. Grade levels report progress to the site administrators, which is shared with the school Leadership Team and SSC. At each SSC meeting planned activities and policies are reviewed to ensure student success.

Assessment results are made available to parents and stakeholders in the following ways:

- STAR scores are mailed home
- CELDT scores and Title III Annual Parent Notifications are mailed home
- Test scores are discussed during conferences
- Parent information sessions and committee meetings are available to discuss information

All English Learners receive English Language Development instruction on a daily basis as part of Leona Cox's Program for English Learners. Instruction targeted to students' identified English proficiency level will be provided and or coordinated by the homeroom teacher. Direct instruction lessons may be supplemented by Earobics, technology / web-based ELD programs that provide systematic practice opportunities. Language development progress will be monitored using the SSSD ELD Matrix, and annual CELDT results.

Gifted and high-achieving students in grades 3-6 will participate in lesson extensions that add depth and complexity to lessons across the curriculum that are delivered within the regular classroom during the school day. GATE student progress will be monitored through benchmark assessments, CST STAR, and completion of a project for the District GATE Night.

Parents are an important part of Leona Cox Community School. Parents are encouraged to attend weekly Family Literacy meetings in the Parent Community Room. The meetings focus on strategies to support student learning at home, parenting skills, understanding the American educational system and content standards, and practical application of parent involvement in the school.

Evening activities will include Family Math Night, PRICE Parenting classes, and Parent Information / Education Nights offered throughout the year. These evening events will provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child.

A number of dedicated parents make up the Leona Cox Community School PTA. Our PTA provides fun-filled family events and support to the school's programs such as Fitness, Primary Music, Red Ribbon Week, and school assemblies.

Technology continues to be a significant focus, with networked computers in every classroom, a computer resource area within our library media center, a state-of-the art Science Lab which includes a Smart Board, ELMO, Apple Docking Station and a computer lab with 32 computers. Every class has a weekly scheduled session in our science and computer labs. The instruction in the lab is focused to support student achievement of standards taught in the regular classroom. Every student K-6 has supervised Internet access and works toward achieving our grade level technology standards. Our library has a student to book ratio of over 25:1. We are also using the Connect Ed system (NTI), which enables us to quickly communicate with our parents using an electronic phone message.

School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments, both academic and character traits. Student Council works to provide fun filled school activities throughout the year with a particular emphasis on service and leadership.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Laura Banda

Contact Person Phone Number: 661-252-2100

Opportunities for Parent Involvement

Leona Cox's staff believes that parents are our partners in education. We welcome and encourage parent involvement through a wide variety of opportunities that take place throughout the year. Opportunities for parental involvement include:

- Volunteering in classrooms
- Attendance at monthly Spirit Award Assemblies
- Parent/Teacher Conferences
- Back To School Night
- Open House
- Participation in the Parent Teacher Association (PTA) and PTA-sponsored events (Movie Nights, Winter Sing, Sports Day)
- Participation in the School Site Council (SSC)
- Participation in the English Learner Advisory Committee (ELAC)
- Weekly Community Based English Tutoring (CBET) adult ESL classes
- Weekly Family Literacy meetings
- Family Math Night
- Young Author's Fair
- Red Ribbon Week/Character Counts Week
- Parent Information evenings
- GATE Night
- Parenting classes
- Individual teacher or Principal conferences upon request

The Parent Involvement Policy and Leona Cox Home/School Compact are distributed to all parents at the beginning of each school year. Signed Home/School Compacts are on file in the school office.

Leona Cox is committed to ensuring that all parents are able to become involved in their children's education in meaningful ways. Spanish interpreters provide language interpretation at meetings, conferences and assemblies. All essential documents are printed in English and Spanish, and oral explanations of documents in English or Spanish are provided when requested by the parent.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	77	Grade 4	60
Grade 1	72	Grade 5	76
Grade 2	69	Grade 6	77
Grade 3	89	Total Enrollment	520

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Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	7.00%	White (Not Hispanic)	37.12%
Asian	5.00%	Multiple or No Response	0.19%
Filipino	3.00%	Economically Disadvantaged	13.00%
Hispanic or Latino	47.00%	English Learners	22.00%
Pacific Islander	0.96%	Students With Disabilities	7.00%

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07		
	Number of Classrooms			Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	29	--	2	22.5	1	1	28	--	2
1	18.5	4	--	20.7	1	2	19	3	--
2	17.3	4	--	19	4	--	19.3	3	--
3	17.7	3	--	19.7	3	--	19.8	4	--
4	26.7	1	2	28	--	2	29	--	2
5	28.5	--	2	28	--	2	32	--	2
6	24.3	--	3	25.7	--	3	30.5	--	2

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II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

School Safety Plan

Every student and teacher has the right to attend a safe school where he or she is free from physical or psychological harm. The Leona Cox School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	10.00%	25.00%	23.00%	5.00%	5.00%	5.00%
Expulsions	0.00%	0.00%	--	1.00%	1.00%	1.00%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

District and community resources are used to keep facilities and campus in good repair. Daily each morning the school custodian completes safety checks. Any safety, maintenance or custodial issue is handled in a timely manner. A site committee checks twice yearly the Indoor Air Quality in all rooms and a written report is submitted to the district.

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School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	27	25	25	268
Without Full Credential	2	2	0	4

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	95.5%	4.5%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School
Speech/Language/Hearing Specialist	2.2

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading Language Arts, adopted in 2003, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Mathematics	McGraw Hill Mathematics, adopted in 2001, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Science	Harcourt Science, adopted in 2000, is used for instruction in kindergarten through 5th grade. Holt "Adventures in Science," adopted in 2001, is used for instruction in sixth grade. There are sufficient textbooks for one book per student.	0%
History-Social Science	Scott Foresman History-Social Science, adopted in 2007, is used for instruction in grades kindergarten through 5th. Harcourt History-Social Science, adopted in 2007, is used for instruction in 6th grade. There are sufficient textbooks for one book per student.	0%
Foreign Language		N/A
Health	Harcourt Brace, "Healthy You," is used for instruction in grades kindergarten through sixth. In addition, Mendez Foundation's "Too Good for Drugs" is used for instruction in kindergarten through sixth grade. There are sufficient books for one book per student.	0%
Science Laboratory Equipment (grades 9-12)		N/A

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$62,510.00
State	\$4,943.00	\$61,005.00

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132.00	\$39,984.00
Mid-Range Teacher Salary	\$60,873.00	\$63,798.00
Highest Teacher Salary	\$81,459.00	\$79,204.00
Average Principal Salary (Elementary)	\$94,759.00	\$99,820.00
Average Principal Salary (Middle)	--	\$102,340.00
Superintendent Salary	\$147,396.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	51%	52%	46%	53%	55%	53%	40%	42%	43%
Mathematics	56%	60%	52%	60%	63%	60%	38%	40%	40%
Science	47%	59%	45%	45%	50%	50%	27%	35%	38%
History-Social Science	--	--	--	--	--	--	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	43%	57%	--
Asian	79%	89%	--
Filipino	75%	75%	--
Hispanic or Latino	30%	37%	37%
Pacific Islander	--	--	--
White (Not Hispanic)	59%	61%	55%
Male	46%	53%	52%
Female	46%	51%	36%
Economically Disadvantaged	32%	45%	29%
English Learners	13%	26%	10%
Students With Disabilities	15%	27%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	33%	25%	48%	47%	44%	44%	41%	42%	42%
Mathematics	52%	64%	66%	67%	67%	59%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	24%	54%
White (Not Hispanic)	61%	71%
Male	43%	65%
Female	54%	67%
Economically Disadvantaged	42%	58%
English Learners	24%	41%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	11.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	7	7	8
Similar Schools	6	5	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	26	9	-17	796
Hispanic or Latino	19	8	-12	738
White (Not Hispanic)	45	25	-31	828
Economically Disadvantaged	37	7	--	--
English Learners	--	--	--	687

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2006-2007 school year all teachers were provided with the opportunity to attend conferences, workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English learners, assessment, science and diversity.