Leona H. Cox Community Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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.

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.

Heather Drew, Principal

📍 Principal, Leona H. Cox Community Elementary

About Our School

Believe, Achieve, Succeed!!!!

My name is Heather Drew and I am very fortunate to serve as the Principal of Leona Cox Community School. Leona Cox is a place where strong connections are made between home and school and it is also a place where all staff members are committed to helping children Succeed Every Day! Our staff is excited to help continue to move Leona Cox and its students along the path of excellence.

I believe that one of the most important aspects of my work as the Principal of Leona Cox is continuing to build meaningful relationships with students, families, and teachers as well as with the greater Leona Cox Learning Community. This being said, it is very important for me, as well as Mrs. Cruz, our Assistant Principal, to be in the hallways, classrooms, on the playground and in the lunchroom building relationships with your child(ren) throughout the year. I have found that kids really appreciate a person who genuinely invests in them by listening, learning alongside them, and by being fair and consistent. In addition, it is particularly important for me to make sure that children feel safe and respected at our school. I believe in open communication, and for this reason, I always encourage parents to reach out to their child's teacher, to a member of the office staff, our assistant principal, or to me with any questions they may have.

At Leona Cox, we have many things to be proud of and we enjoy working as a TEAM. Our TEAM building begins the first day of school and continues throughout the year! Let's keep our kids reading, writing and problem-solving throughout the year!

Together, We Win!

Principal's Comment

Mrs. Heather Drew

Contact

Leona H. Cox Community Elementary
18643 Oakmoor

Canyon Country, CA 91351-2936

Phone: 661-252-2100
E-mail: hdrew@sssd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Leona H. Cox Community Elementary
Street	18643 Oakmoor
City, State, Zip	Canyon Country, Ca, 91351-2936
Phone Number	661-252-2100
Principal	Heather Drew, Principal
E-mail Address	hdrew@sssd.k12.ca.us
Web Site	https://www.sssd.k12.ca.us/site/Default.aspx?PageI
County-District-School (CDS) Code	19650456022883

Last updated: 1/7/2019

School Description and Mission Statement (School Year 2018—19)

Leona Cox Community School celebrates over 50 years of excellence in education. Leona Cox opened to students in September 1964. The school is located in Santa Clarita, a suburban community forty miles northeast of Los Angeles. Our school is named in honor of Mrs. Leona H. Cox, former Sulphur Springs School Board member and librarian, who worked tirelessly at the first district school founded in 1872.

Leona Cox Community School is located in Santa Clarita Valley, as part of the Sulphur Springs Union School District. The multi-leveled campus' school attendance boundaries include single-family homes, mobile home parks, and apartment complexes. Leona Cox School opened its doors to students in 1964. Today the school serves approximately 530 students from preschool through sixth grade, including Special Ed preschool. Leona Cox is a Title One school that provides TK-6th grade differentiated instruction to provide more intensive instruction in reading and math. In addition to the seventeen regular education classrooms, there are five Special Day preschool classes serving communicatively challenged children as well as 3 Autism classes serving students with a diagnosis of Autism along with moderate to severe delays in cognitive functioning and language development. Also on campus is the Bridge Program, serving students with significant speech/language delays who require more than speech therapy, but do not require a self-contained Special Day Class (SDC) program. Students attend Bridge for 90 minutes, two times per week, to work on speech/language development, social skills, and academic readiness skills. In addition, we have Occupational Therapist (OT) and Physical Therapist (PT) clinics on site staffed by specialists. We have a state preschool on campus which works with our Special Education preschoolers, providing opportunities for integrating into a regular preschool setting. The support staff included 4 Speech and Language Specialists, a Resource Teacher, 2.2 School Psychologists, and an Adaptive PE Teacher.

Leona Cox School is an ethnically diverse school with 64.48% Hispanic students, 20.33% White Students, 4.72% African American students, 6.37% Asian students, and 4.11% students from ethnic backgrounds. The school is linguistically diverse as well with approximately 21.56% of students identified as English Learners. Although Spanish is the dominant non-English home language, there are eight other home languages used by students in the school. Approximately 64% of Leona Cox students are identified as Socioeconomically Disadvantaged. Parent involvement and parent volunteers play an essential role in the success of Leona Cox students with extra curricular activities and in-house enrichment programs such as Cultivating Creative Minds visual and performing arts programs.

Our school improvement goals for 2018-2019 will focus on Writing in English Language Arts, English Language Development, Communicating Reasoning in Math, Social Emotional Learning, and the implementation of NGSS (Next Generation Science Standards). Leona Cox is committed to improve student achievement through the framework of our Professional Learning Community using:

*Collaborative teams
*Data analysis
*Engaging, rigorous standards-based curriculum
*Instructional strategies, techniques and technology to meet the needs of diverse learners
*Informing parents and community members about various aspects of the educational programs
*Promoting a clean and safe learning environment
*Providing effective communication between home, school, and the community

Technology continues to be a significant focus, where every classroom is outfitted with a teacher laptop, two SMART boards, a document camera, a teacher iPad, and a ratio of 1:3 iPads for student use. Grades TK-6 also have a set of Chromebook, which are shared by the grade level team; 6th grade classes each having their own. The school houses a computer lab with a SMART board, printers, and 36 desktop computers. Likewise, Leona Cox has a state-of-the-art

Science Lab that includes a SMART board and document camera. Every student has supervised Internet access and works toward achieving grade level technology standards, including coding. Additionally, our library has a student to book ratio of over 25:1.

There exists a strong sense of pride, commitment, and caring among the staff, students, parents, and the community of Leona Cox School.

We all Believe, Achieve, and Succeed at Leona Cox School!

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	81
Grade 1	64
Grade 2	69
Grade 3	60
Grade 4	64
Grade 5	56
Grade 6	69
Total Enrollment	463
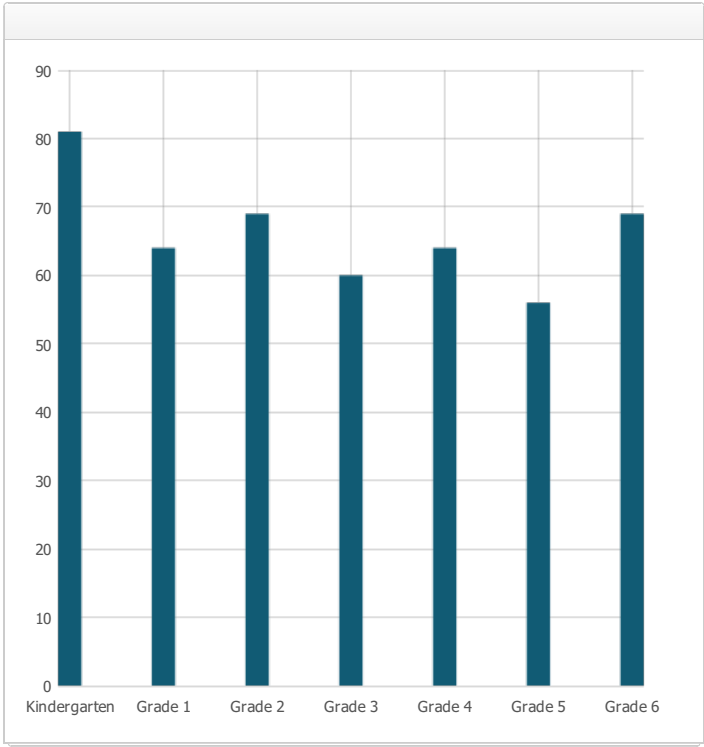
Last updated: 1/7/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	6.5 %
American Indian or Alaska Native	0.2 %
Asian	2.2 %
Filipino	3.5 %
Hispanic or Latino	64.1 %
Native Hawaiian or Pacific Islander	%
White	21.2 %
Two or More Races	2.4 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.9 %
English Learners	28.7 %
Students with Disabilities	14.5 %
Foster Youth	1.3 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	33	33	28	246
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
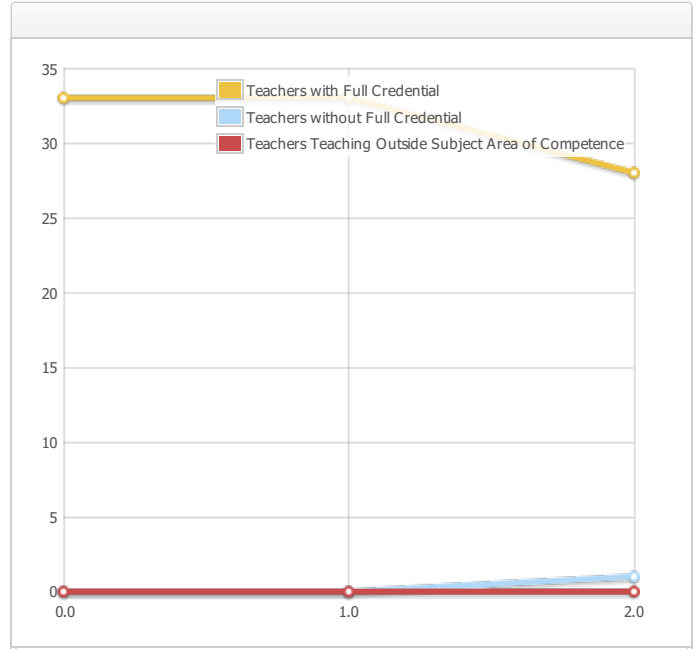
Last updated: 1/7/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
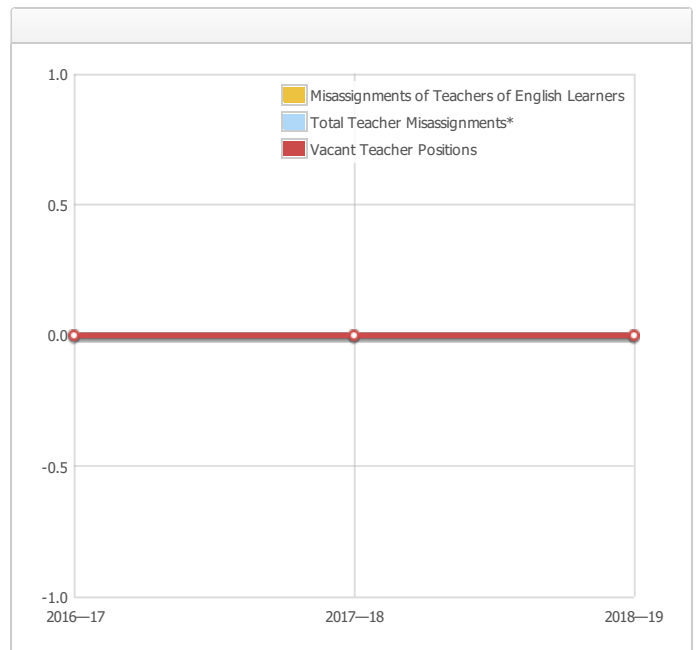
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/7/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 (2017) Ready to Advance TK (2017)	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions CC (2015)	Yes	0.0 %
Science	Houghton Mifflin California Science (K-2 2008) Pearson California Science (3-6 2008)	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California (2006) Harcourt Reflections Grade 6 (2008)	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin and Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music (1995) Davis Publications, Adventures in Art (1998)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2019

School Facility Conditions and Planned Improvements

Leona Cox Community School completes daily inspections of our playgrounds, common areas and restroom facilities. Monthly "Safety Inspection Checklist" (facility inspection tool) is used to inspect all aspects of our facilities. The most recently collected data evidences that all conditions were rated "satisfactory."

Leona Cox Community School completes daily inspections of the cleanliness of our playgrounds and common areas (Library, MPR, Computer Lab, & Science Lab), restroom facilities classrooms, and Office areas. Monthly, we use our district's "Monthly Facilities Cleanliness Form" to inspect and rate (Good/Fair/Poor) the cleanliness of our facilities and grounds. This checklist data was most recently collected and evidences that all areas (Classrooms, Library, Office/Workrooms/Staff Room, Cafeteria/Lunch Area, Restrooms, Storage Areas, Walkways and Halls, & Grounds) were rated "Good."

The Kindergarten yard and upper play yard have experienced cracks on the blacktop and was slurried and painted over summer. The upper yard's grass under the new solar panels was altered during construction and was replanted. Hillside shrubbery and plants along the front of the school will need to be replaced in the upcoming year. Installation of a new front door and fencing created a closed campus for the site.

Last updated: 1/7/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof on the 300 and 400 building to be repaired December 2018.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good

Last updated: 1/7/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	61.0%	60.0%	61.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	44.0%	49.0%	50.0%	37.0%	38.0%

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.

Last updated: 1/7/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	255	98.08%	60.78%
Male	135	134	99.26%	47.76%
Female	125	121	96.80%	75.21%
Black or African American	17	17	100.00%	58.82%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	164	162	98.78%	53.70%
Native Hawaiian or Pacific Islander				
White	60	58	96.67%	77.59%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	169	166	98.22%	56.63%
English Learners	92	90	97.83%	46.67%
Students with Disabilities	35	33	94.29%	21.21%
Students Receiving Migrant Education Services				
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.

Last updated: 1/7/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	256	98.46%	44.14%
Male	135	134	99.26%	41.04%
Female	125	122	97.60%	47.54%
Black or African American	17	17	100.00%	35.29%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	164	162	98.78%	34.57%
Native Hawaiian or Pacific Islander				
White	60	58	96.67%	67.24%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	169	167	98.82%	38.32%
English Learners	92	91	98.91%	32.97%
Students with Disabilities	35	33	94.29%	12.12%
Students Receiving Migrant Education Services				
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.

Last updated: 1/7/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/2/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	29.1%	25.5%	21.8%

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.

Last updated: 1/2/2019

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 2018—19)

Parents are encouraged to be active participants at Leona Cox Community School. There are multiple opportunities for everyone to get involved at Leona Cox from before school, during school, to evening events. What's most important is that parents feel welcome and that they have a voice in their child's future.

*Volunteering in and out of the classroom
*PTA eBoard and PTA membership
*School Site Council
*ELAC/DELAC
*Family Nights: Family Arts Night/ Family Math Night/ Coding, Cookies, and Crafts with Santa/ Family Literacy Night/ Family STEAM Night
*Fall Festival
*Read Across America
*Cougar Walk
*Back to School Picnic
*Parent Conferences
*Goal Setting Meetings
*Coffee with the Principal
*Coffee with the Superintendent
*Back to School Night
*Open House
*Fundraisers

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
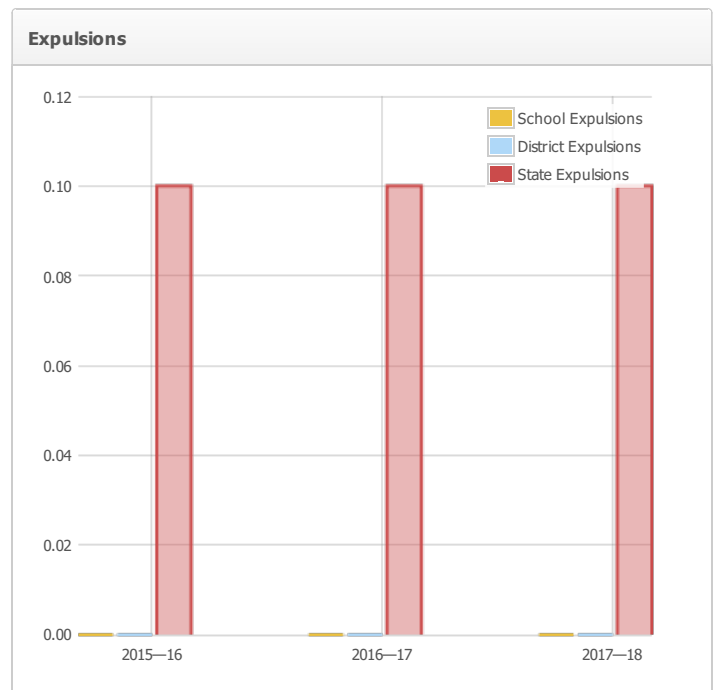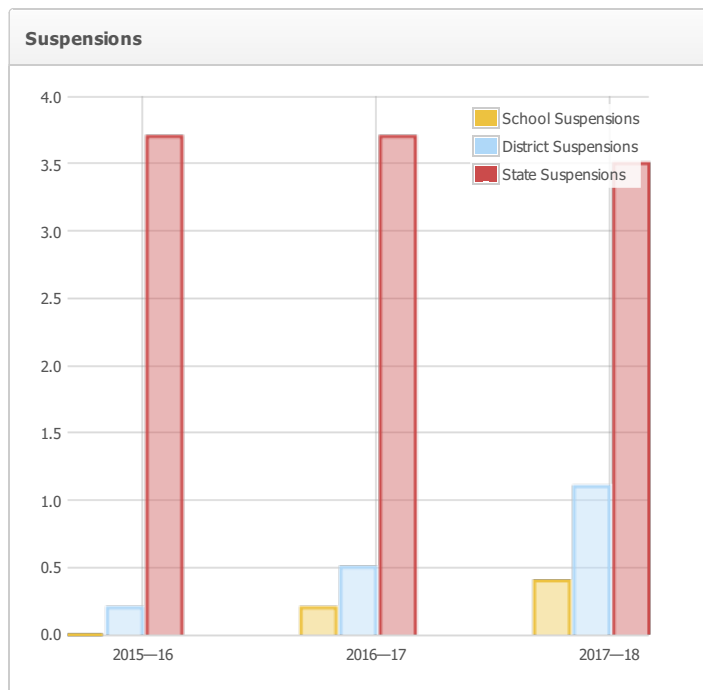- High school graduation rates

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	0.2%	0.4%	0.2%	0.5%	1.1%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2018—19)

Every student and staff member has the right to attend a safe school where he or she is safe from physical or psychological harm. The Leona Cox safety plan is all inclusive with the main objective to protect the safety and welfare of students, school staff, and visitors at Leona Cox. The safety plan includes information on response to fire drills, earthquake disaster drills, and school lockdowns. In addition, the safety plan addresses concerns about the security of the campus, as well as regular training of noon supervisors and staff to recognize and stop bullying on campus. The most recent Safety Plan was reviewed on December 21, 2018 and will be approved February 2019.

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	3	4	
1	20.0	2	1	
2	25.0		2	
3	25.0		3	
4	32.0		2	
5	30.0		2	
6	30.0		3	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		3	
1	25.0		2	
2	26.0		3	
3	25.0		2	
4	31.0		1	1
5	34.0		1	1
6	34.0			3
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		3	
1	25.0		2	
2	25.0		3	
3	25.0		2	
4	27.0		3	
5	28.0		2	
6	35.0			2
Other**				

* 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.

Last updated: 1/2/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	2.0	N/A
Social Worker	0.1	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	4.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

Last updated: 1/4/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9117.6	$3670.4	$5447.2	$67076.3
District	N/A	N/A	$5062.9	$74685.0
Percent Difference – School Site and District	N/A	N/A	7.6%	-10.2%
State	N/A	N/A	$6574.0	$80910.0
Percent Difference – School Site and State	N/A	N/A	17.0%	-17.0%

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

Last updated: 12/13/2018

## Types of Services Funded (Fiscal Year 2017—18)

Services provided through Title I and Supplemental funding include additional reading support delivered by teachers before and after school, supplemental instructional materials, professional development costs for staff and parent support. School funds provide support for students and families by funding family nights, after-school support for students, Student Council coordination and further support our reading and mathematics programs. Additionally, supplemental technology provides support for students to access curriculum. Lastly, supplemental intervention programs include Imagine Learning, Accelerated Reader, Imagine Math and other supplemental instructional supports.

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,991	$50,084
Mid-Range Teacher Salary	$66,876	$80,256
Highest Teacher Salary	$88,426	$100,154
Average Principal Salary (Elementary)	$110,251	$125,899
Average Principal Salary (Middle)	$	$130,255
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$180,000	$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
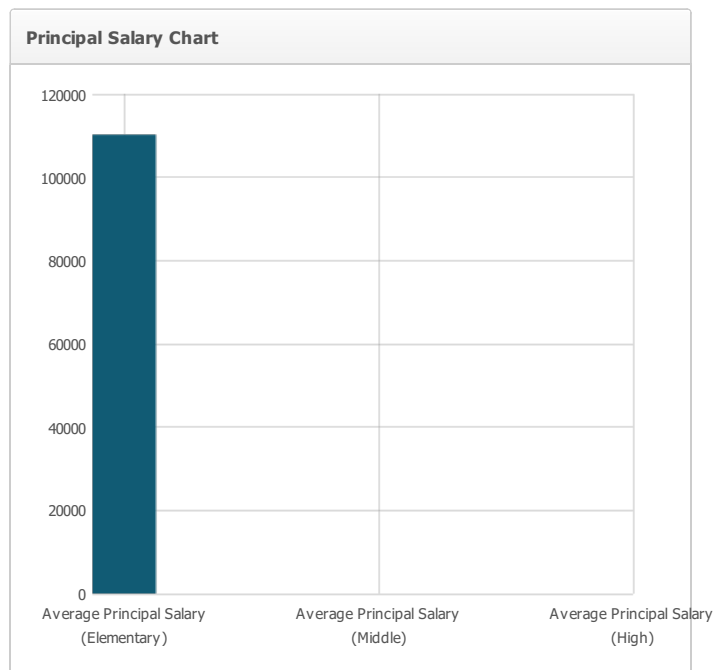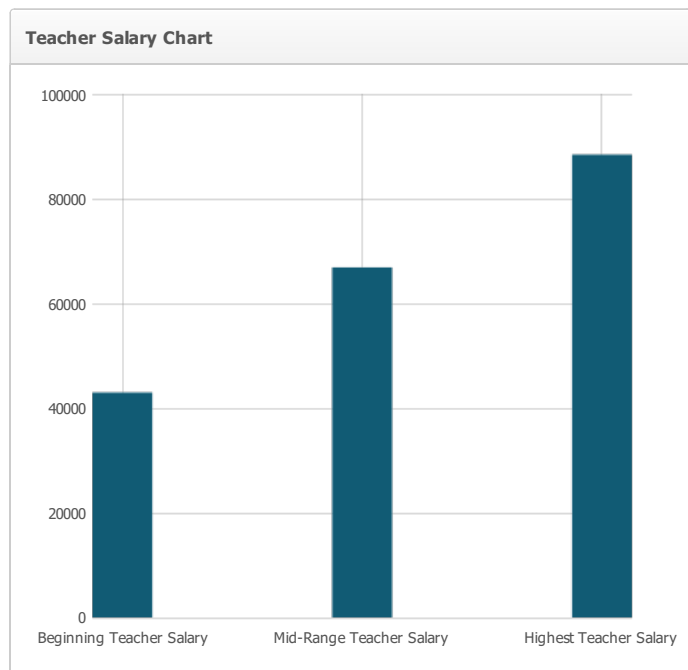
Last updated: 1/2/2019

Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs. The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the Common Core Standards for the Teaching Profession. The district also provides a support program, California Teacher Induction, for new teachers. The district and site administrators provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment. The Sulphur Springs Union School District and Leona Cox Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks.

Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/15/2019