

**Leona H. Cox Community Elementary**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

**Address:** 18643 Oakmoor  
Canyon Country, CA ,  
91351-2936

**Principal:** Heather Drew, Principal

**Phone:** (661) 252-2100

**Grade** P-6  
**Span:**

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 and access to prior year reports, 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).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **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.

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# About This School

## Heather Drew, Principal

📍 Principal, Leona H. Cox Community Elementary

## About Our School

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## Contact

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Leona H. Cox Community Elementary  
18643 Oakmoor  
Canyon Country, CA 91351-2936

Phone: [\(661\) 252-2100](tel:6612522100)

Email: [hdrew@sssd.k12.ca.us](mailto:hdrew@sssd.k12.ca.us)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Superintendent</b>	Kawaguchi, Catherine
<b>Email Address</b>	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.sssd.k12.ca.us">www.sssd.k12.ca.us</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Leona H. Cox Community Elementary
<b>Street</b>	18643 Oakmoor
<b>City, State, Zip</b>	Canyon Country, CA , 91351-2936
<b>Phone Number</b>	(661) 252-2100
<b>Principal</b>	Heather Drew, Principal
<b>Email Address</b>	<a href="mailto:hdrew@sssd.k12.ca.us">hdrew@sssd.k12.ca.us</a>
<b>Website</b>	
<b>County-District-School (CDS) Code</b>	19650456022883

*Last updated: 12/18/23*

## School Description and Mission Statement (School Year 2023–24)

### Mission Statement

We, the Professional Learning Community at Leona Cox Community School: BELIEVE that we will meet the learning needs of all students who will ACHIEVE academic success in a caring, safe, supportive, learning environment, and SUCCEED in reaching specific, measurable, and articulated goals while becoming citizens of good character.

### Description

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 523 students, in preschool through sixth grade. Leona Cox is a Title One school that serves TK-6th



grade. In addition to the sixteen regular education classrooms, there are 5 Special Day preschool classes, serving communicatively challenged children, and 4 preschool 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 integration into a regular preschool setting. The support staff includes 5 Speech and Language Specialists, a Resource Teacher, 2 School Psychologists, an Adaptive P.E. Teacher, and two Occupational Therapists.

Leona Cox School is an ethnically diverse school with 65.9% Hispanic students, 15.5% White students, 5.6% African American students, 1.4% Asian students, and 4.5% students from multiple races. The school is also linguistically diverse, with approximately 15.3% of students identifying as English learners. Although Spanish is the dominant non-English home language, six other home languages are used by students in the school. Approximately 63.5% percent 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 extracurricular activities and in-house enrichment programs such as Cultivating Creative Minds visual and performing arts programs.

Our school improvement goals for 2023-2024 will focus on ELA by improving students' reading comprehension and writing for all grade levels and subgroups, Integrated and Designated English Language Development, the continued implementation of CHAMPS and Capturing Kids Hearts, our proactive behavior support plans, and social/emotional learning that supports the child as a whole. Leona Cox School staff is committed to improving student achievement through the framework of our Professional Learning Community using:

- Collaborative teams
- Data analysis to drive instruction
- Engaging, rigorous standards-based curriculum
- Instructional strategies, techniques, and technology to meet the needs of diverse learners

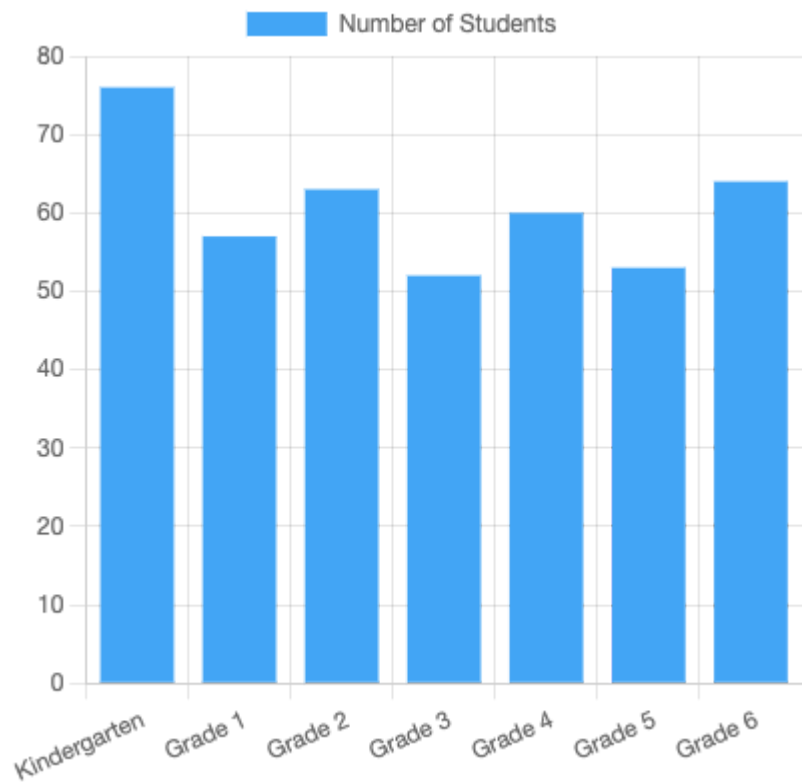
- Informing parents and community members about various aspects of the educational programs
- Promoting a clean and safe learning environment
- Providing effective communication between home, school, and the community

Technology continues to be a significant focus, with every classroom outfitted with a wireless teacher laptop computer, one or two SMART Boards, a document camera, a teacher iPad, a 1:1 ratio of Chromebooks in grades 2-6, and 1:1 iPads in grades TK-1. The school employs a Computer Tech Aide to support site tech needs. Every student has supervised Internet access and works toward achieving grade-level technology standards. Likewise, Leona Cox has a state-of-the-art Science Lab with a Smart TV, ELMO, and Apple Docking Station. Additionally, our library has a student-to-book ratio of over 28:1. A strong sense of pride, commitment, and caring exists among the staff, students, parents, and the community of Leona Cox School. We all Believe, Achieve, and Succeed at Leona Cox School!

*Last updated: 1/10/24*

**Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Kindergarten	76
Grade 1	57
Grade 2	63
Grade 3	52
Grade 4	60
Grade 5	53
Grade 6	64
Total Enrollment	425



*Last updated: 1/9/24*

**Student Enrollment by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	48.20%
Male	51.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	1.40%
Black or African American	5.60%
Filipino	5.40%
Hispanic or Latino	65.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	4.50%
White	15.50%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	15.30%
Foster Youth	0.20%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	63.50%
Students with Disabilities	13.60%

## **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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.20	95.50%	196.80	89.11%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	4.50%	2.00	0.91%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.00	2.26%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	4.00	1.81%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	13.00	5.91%	18854.30	6.86%
Total Teaching Positions	22.20	100.00%	220.90	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/9/24*

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	92.00%	207.70	88.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.00%	8.00	3.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.00	1.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.00%	2.00	0.85%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	15.00	6.36%	15831.90	5.67%
Total Teaching Positions	25.00	100.00%	235.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/9/24*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

*Last updated: 11/2/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 11/2/23*



## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

The District provided researched based, standards aligned textbooks and materials for all students in grades TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced	Yes	0
Mathematics	Houghton Mifflin Harcourt California Math Expressions	Yes	0
Science	McGraw Hill Inspire Science	Yes	0
History-Social Science	Studies Weekly	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	Essential Elements for Band (Flute, Trombone, Trumpet, Alto-Saxophone, Clarinet, and Percussion)	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

## 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 shows 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, and 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 shows that all areas (Classrooms, Library, Office/Workrooms/Staff Room, Cafeteria/Lunch Area, Restrooms, Storage Areas, Walkways and Halls, & Grounds) were rated "Good."

The primary yard has experienced cracks on the blacktop through natural earth movement. Our preschool yard was resurfaced to remove all cracks. The primary and upper yard's grass and track areas remain maintained as needed due to gopher holes. Roofing on the 300 and 400 buildings have been slurried to prevent further leaking during the rainy season.

Last updated: 1/9/24

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2022

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

## Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Exemplary
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*Last updated: 1/9/24*

## 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22, the District utilized an alternative assessment STAR, which the State of California approved.

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	53%	51%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	37%	42%	39%	38%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/10/24*

**CAASPP Test Results in ELA by Student Group for students taking and  
completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	237	231	97.47%	2.53%	51.08%
Female	117	113	96.58%	3.42%	50.44%
Male	120	118	98.33%	1.67%	51.69%
American Indian or	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Alaska Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	12	85.71%	14.29%	83.33%
Hispanic or Latino	154	151	98.05%	1.95%	39.74%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	66.67%
White	44	43	97.73%	2.27%	69.77%
English Learners	26	23	88.46%	11.54%	26.09%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	25	25	100.00%	0.00%	60.00%
Socioeconomically Disadvantaged	91	91	100.00%	0.00%	45.05%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	41	100.00%	0.00%	24.39%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	237	235	99.16%	0.84%	41.70%
Female	117	115	98.29%	1.71%	33.04%
Male	120	120	100.00%	0.00%	50.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00%	0.00%	64.29%
Hispanic or Latino	154	153	99.35%	0.65%	30.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	58.33%
White	44	43	97.73%	2.27%	62.79%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
English Learners	26	25	96.15%	3.85%	20.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	25	25	100.00%	0.00%	24.00%
Socioeconomically Disadvantaged	91	91	100.00%	0.00%	34.07%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	41	100.00%	0.00%	19.51%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24*



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

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	24.56%	20.37%	31.93%	32.48%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	54	54	100.00%	0.00%	20.37%
Female	30	30	100.00%	0.00%	20.00%
Male	24	24	100.00%	0.00%	20.83%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00%	0.00%	11.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	13	13	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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 2022–23) Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Test for the 2021 and 2022 school year. Data reflects participation rates during the test administrations.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	98%	100%	98%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2023–24)

Parents are encouraged to be active participants at Leona Cox Community School. There are opportunities for everyone to get involved here 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. Opportunities include:

\*Volunteering in and out of the classroom

\*PTA eBoard and PTA

\*School Site Council

\*ELAC/DELAC

\*Family nights: Cookies and Cocoa with Santa, Father/Daughter Dance,  
Mother/Son Game Night, Family Fun Night at The Rink

\*Fall Festival

\*Read Across America

\*Fun Run

\*Back to School Picnic

\*Parent Conferences

\*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;
- High school graduation rates; and
- Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	448	444	104	23.4%
Female	216	214	52	24.3%
Male	232	230	52	22.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	6	6	2	33.3%
Black or African American	24	24	4	16.7%
Filipino	25	25	2	8.0%
Hispanic or Latino	299	295	72	24.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	19	19	6	31.6%
White	68	68	18	26.5%
English Learners	70	70	13	18.6%
Foster Youth	2	2	1	50.0%
Homeless	8	8	0	0.0%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	291	287	77	26.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	65	64	13	20.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.95%	4.46%	6.03%	0.23%	1.44%	1.91%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.03%	0.00%
Female	4.63%	0.00%
Male	7.33%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	8.33%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	7.02%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.26%	0.00%
White	4.41%	0.00%
English Learners	11.43%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.87%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.69%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/9/24*



## School Safety Plan (School Year 2023–24)

Every student and staff member has the right to attend a safe school that is safe from physical or psychological harm. The Leona Cox safety plan is all-inclusive, with the main objective of protecting 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 approved on March 8, 2023.

*Last updated: 1/9/24*

## 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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	2	1	
1	14.00	2	1	
2	23.00		2	
3	19.00	1	1	
4	17.00	2	1	
5	10.00	2		
6	15.00	2		
Other**	28.00		3	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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	26.00		2	
1	24.00		2	
2	26.00		1	
3	26.00		2	
4	35.00			1
5	34.00			1
6	31.00		1	
Other**	30.00		2	2

\* 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 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	25.00	0	3	0
1	26.00	0	2	0
2	25.00	0	1	0
3	25.00	0	1	0
4	36.00	0	0	1
5	36.00	0	0	1
6	32.00	0	2	0
Other**	28.00	0	3	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.

#### Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to 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.

*Last updated: 1/9/24*

#### Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.37
Psychologist	2.00
Social Worker	0.20
Nurse	0.33
Speech/Language/Hearing Specialist	6.00
Resource Specialist (non-teaching)	
Other	4.30

\* 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: 1/9/24*

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12642.94	\$6564.17	\$6078.77	\$67912.26
District	N/A	N/A	\$5732.96	\$73651.58
Percent Difference – School Site and District	N/A	N/A	6.03%	-7.79%
State	N/A	N/A	\$7606.62	\$88288.00
Percent Difference – School Site and State	N/A	N/A	-20.09%	-23.08%

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

*Last updated: 1/10/24*

### Types of Services Funded (Fiscal Year 2022–23)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional Development
- Provide TOSAs that support instruction

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.

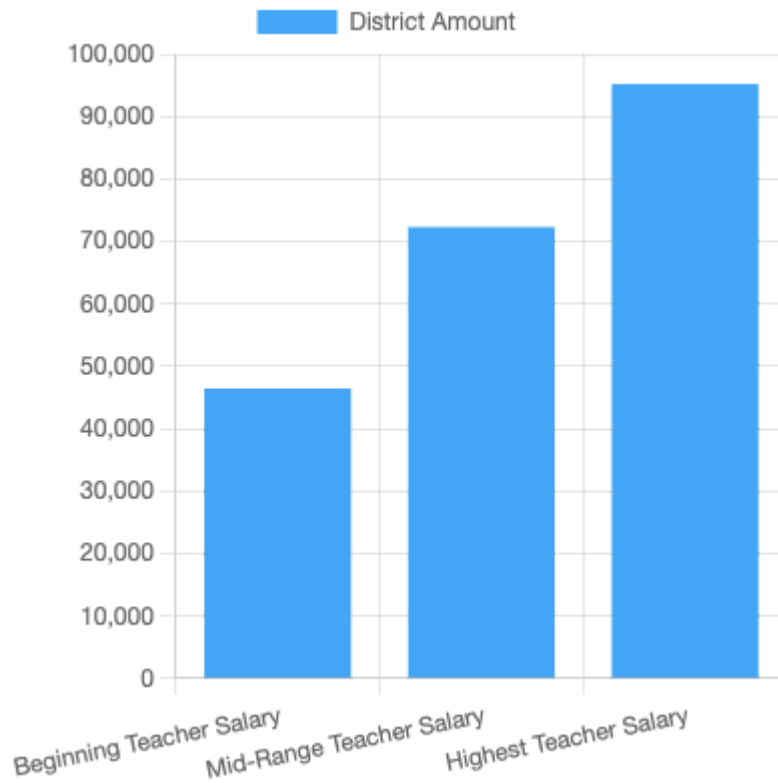
*Last updated: 1/9/24*

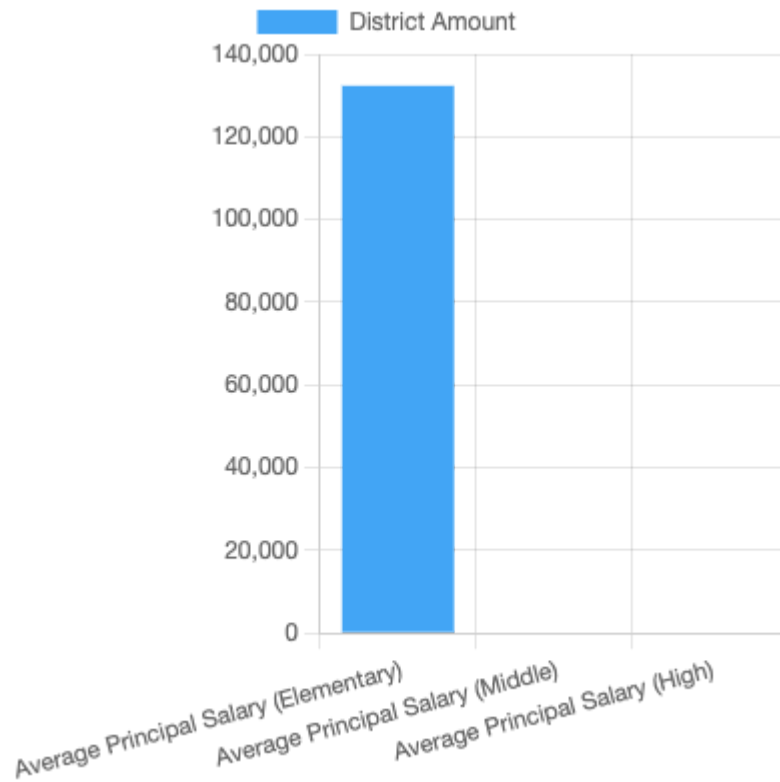
### Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46473.00	\$54045.78
Mid-Range Teacher Salary	\$72295.00	\$84515.22
Highest Teacher Salary	\$95210.00	\$110866.99
Average Principal Salary (Elementary)	\$132333.00	\$136840.86
Average Principal Salary (Middle)	\$0.00	\$141476.95
Average Principal Salary (High)	\$0.00	\$137985.00
Superintendent Salary	\$216877.00	\$217473.29
Percent of Budget for Teacher Salaries	30.63%	32.43%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.55%	5.62%

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





Last updated: 1/9/24

## Professional Development

The District provides professional development to address the needs of students and teachers in core and supplemental curriculum as well as social emotional support.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/9/24