

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



## 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 on the SARC Web page 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.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Leona H. Cox Community Elementary	<b>District Name</b>	Sulphur Springs Union Elementary
<b>Street</b>	18643 Oakmoor	<b>Phone Number</b>	(661)252-5131
<b>City, State, Zip</b>	Canyon Country, CA 91351	<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
<b>Phone Number</b>	661-252-2100	<b>Superintendent</b>	Dr. Robert Nolet, Ed.D.
<b>Principal</b>	Sandra J Smith	<b>E-mail Address</b>	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:ssmith@sssd.k12.ca.us">ssmith@sssd.k12.ca.us</a>	<b>CDS Code</b>	19-65045-6022883

### School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Leona Cox Community School is located in the suburban Santa Clarita Valley, forty miles northeast of Los Angeles. The multi-leveled campus nestled into a hillside vista is adjacent to rolling chaparral and residential homes. 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, Sulphur Springs Community School founded in 1872. Recent renovations to the 44-year-old Leona Cox school facility added a modern multipurpose room, a two-story (12 classroom) building,

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remodeled existing classrooms and infrastructure demonstrating the commitment to quality school facilities in the Sulphur Springs School District.

A visit to Leona Cox School reveals a learning environment where a sense of shared purpose among all stakeholders support school wide goals. Teacher, student, parent, support staff, and school neighborhood involvement is a tradition of the Leona Cox School community. Annual events include the Harvest Festival, Winter Sing, Fine Arts Festival, Principal for a Day, Holiday Food Drive, Pennies for Patients, food drives, and Volunteer Appreciation Tea. At our monthly Spirit Assemblies, students, staff, and community members are recognized and honored for their achievements. Leona Cox Community School is truly a living model of our school motto, "Home, School, & Community Working Together."

Leona Cox is a Title One school providing an ExCEL K-6th school wide program for 568 students in twenty-one regular education classes. In addition to the regular education program there are six Special Day Classes servicing 40 communicatively handicapped students across the Sulphur Springs School District, as well as other disabilities, ages three through seven. The academic support staff includes three Speech and Language Specialists, a Resource Teacher, two School Psychologists, an Adaptive P.E. Teacher, three School Counselors, as well as OT and PT services. In addition, we have a private preschool on campus that works in conjunction with our staff to integrate our Special Education preschoolers into a regular preschool setting. We also have several consultants for music, instrumental band, and technology.

The school attendance boundaries include single-family homes, mobile home parks, and apartment complexes. Leona Cox School is an ethnically diverse school with 52.4 percent Hispanic students, 30.3 percent White students 5.8 percent African American students, and 10.7 percent students from other ethnic backgrounds. The school is linguistically diverse as well with 34% percent of students identified as English Learners. Although Spanish is the dominant non-English home language, there are six other home languages used by students in the school. Approximately 44% percent of LC students are identified as Socioeconomically Disadvantaged and participate in Free/Reduced Lunch Program administered by the Santa Clarita Valley Food Services Agency. Parent Education Levels were gathered from demographic data on the 2009 STAR assessment, 33 percent of parents declined to state, 67 percent indicated education levels; of those responses 34% of Leona Cox Parents graduated from High School and attended some College, 27% were college or post graduates, while 6 percent did not graduate from High School.

Each year the 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 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.

While Leona Cox School strives to continually improve achievement in all curricular areas, school improvement goals for 2009-2010 will focus on increasing the percentage of students who demonstrate proficiency in English Language Arts by improving students' proficiency in Reading Comprehension and English Language Development.

Actions that support the school's goal of continually improving the overall educational experience at Leona Cox:

- Providing a challenging and interesting course of study that is in accordance with California State Standards and Sulphur Springs School District guidelines.
- Using a variety of teaching strategies, techniques and technology to meet the needs of diverse learners.
- Promoting continued educational growth for students, parents, and staff that creates a community of lifelong learners.
- Promoting a safe and orderly learning environment.
- Creating and maintaining positive, effective communication between home, school and the community.
- Providing regular, monitored homework that allows children to practice what they have learned in the classroom.

Progress toward school goals are 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 the SSC. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial material and/or budget changes during the school year.

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

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

At each SSC meeting planned activities and policies are reviewed to ensure student success. Leadership Team meetings are focused on identification and implementation of effective key strategies and programs. A minimum of one staff meeting per month is dedicated to collaborative grade level planning to evaluate assessment results and discuss best practices for student achievement.

The ExCEL (Excellence, A Commitment to Every Learner) will be continued school wide for 2009-2010. ExCEL ensures that all children receive instruction targeted to their identified level of achievement to improve and maximize reading skills. Grades K-6 provide one hour of ExCEL instruction five days a week. Students will be assessed regularly using multiple measures, and will be regrouped as they master standards and make academic progress. ExCEL grouping will address students' needs at all levels from Far Below Basic to higher achieving Proficient and Advanced/Gifted. Teachers will collaborate to create lessons and analyze assessments. Students with IEPs participate in ExCEL to the extent it is feasible in meeting their individualized needs.

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 coordinated by the homeroom teacher. Direct instruction lessons may be supplemented but not limited to Earobics and English in a Flash, a web-based ELD program that provides systematic practice opportunities. Language development progress will be monitored using the SSSD ELD Matrix, CST STAR, 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.

Leona Cox staff recognizes that parents/guardians are their children's first and most influential teachers, and that continued parental involvement contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children's education, Leona Cox staff will:

- Inform parents/guardians that their involvement is important to their children's success in school
- Initiate regular, effective communication between the school and home so that parents/guardians know when and how to help their children with learning activities
- Help parents/guardians develop strategies to help their children with learning at home to improve their academic success
- Help parents/guardians to develop parenting skills and provide home environments that support success in school and society
- Encourage parents/guardians to volunteer in the school, attend student performances and school meetings, participate in and become members of advisory committees and other leadership/advocacy groups
- Participate in training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to help parents become partners in the instructional process at school and at home.

Evening activities include Family Math Night, PRICE Parenting classes, and Parent Information / Education Nights offered throughout the year. Community Based English Tutoring (CBET), adult ESL, is being offered six hours per week. These evening events will provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child. Childcare and academic support is provided for parents enrolled in CBET classes by credentialed teachers.

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

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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 that 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 Blackboard Connect (NTI), which enables us to quickly communicate with our parents using an electronic phone message in Spanish and English.

School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments. Every Friday students and staff are attired in their spirit wear. There exists a strong sense of pride, commitment, and caring among the staff, students, and the community of Leona Cox School. Our school's Mission and Vision statements support our focus that all students Believe, Achieve and Succeed at Leona Cox School.

## Leona Cox Community School-Mission Statement

We, the Professional Learning Community at Leona Cox Elementary 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 and articulated goals while becoming citizens of good character.

## Leona Cox Community School-VISION STATEMENT

In order to achieve our mission, we envision a school in which:

- There is a commitment to continuous improvement through the use of collaborative teams
- All students have access to a rigorous, standards based curriculum.
- Systematic intervention is based on common, timely, effective assessment
- Appropriate strategies are used to adjust instruction based on individual results
- The diversity of the school community is embraced and valued
- Academic growth, success and citizenship are celebrated
- Respectful partnerships exist among staff, parents, students, and the community

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## Opportunities for Parental Involvement (School Year 2008-09)

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

**Contact Person Name:** Sandra Smith

**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
- Family Math Night
- Young Author's Fair
- Red Ribbon Week/Character Counts Week
- Parent Information evenings
- GATE Night
- Parenting classes
- Student Study Team
- 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 (School Year 2008-09)

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	101	Grade 8	0
Grade 1	69	Ungraded Elementary	0
Grade 2	78	Grade 9	0
Grade 3	70	Grade 10	0
Grade 4	68	Grade 11	0
Grade 5	89	Grade 12	0
Grade 6	54	Ungraded Secondary	0
Grade 7	0	Total Enrollment	529

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## Student Enrollment by Group (School Year 2008-09)

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	6.05%	White (not Hispanic)	30.81%
American Indian or Alaska Native	0.00%	Multiple or No Response	0.38%
Asian	3.97%	Socioeconomically Disadvantaged	41.00%
Filipino	5.29%	English Learners	30.00%
Hispanic or Latino	52.17%	Students with Disabilities	10.00%
Pacific Islander	1.32%	n/a	--

## Average Class Size and Class Size Distribution (Elementary)

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	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	27.5	0	2	0	31.5	0	1	1	25.8	0	5	0
1	19.0	3	0	0	18.8	4	0	0	18.0	4	0	0
2	19.3	3	0	0	19.0	4	0	0	18.8	4	0	0
3	19.8	4	0	0	23.0	2	1	0	19.0	3	0	0
4	29.0	0	2	0	29.0	0	2	0	29.0	0	2	0
5	32.0	0	2	0	30.0	0	1	0	29.7	0	3	0
6	30.5	0	2	0	31.0	0	2	0	27.0	0	2	0
k-3	19.0	2	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	29.0	0	1	0	24.0	0	2	0
4-8	28.0	0	1	0	30.0	0	2	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	19.0	1	0	0

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## III. School Climate

### School Safety Plan (School Year 2008-09)

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Suspensions</b>	4.6	2.6	4.2	5.4	3.2	4.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0

Date School Safety Plan last reviewed: August 11, 2009

## IV. School Facilities

### School Facility Conditions

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.

Recent renovations to the 44-year-old Leona Cox school facility added a modern multipurpose room, a two-story (12 classroom) building, remodeled existing classrooms and infrastructure demonstrating the commitment to quality school facilities in the Sulphur Springs School District.

The school houses 565 students in twenty-two regular education classes. In addition to the regular education program there are six Special Day Classes servicing communicatively handicapped students across the Santa Clarita Valley, as well as other disabilities, ages three through seven. The school is assigned to two 8 hour and one 4 hour custodians. Two 8 hour and one 4 hour custodian are assigned to clean and maintain the school facilities. Deep cleaning of the entire school campus occurs during winter, spring and summer breaks. The school grounds are maintained on a weekly basis.

Teachers and yard supervisors provide supervision for students before, during and after school following established procedures and guidelines.

### Planned Improvements (School Year 2009-2010)

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 (School Year 2009-10)

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			Tree roots removed from sewer line 9/09
Playground/School Grounds	x			
Roofs	x			Roof leak repaired in 400 building 12/09
Overall Cleanliness	x			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	x			

Date of inspection: 12/18/2009

Completion date of inspection form: 12/18/2009



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## V. 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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	25	25	29	282
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	n/a

### 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	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools in District</b>	--	--
<b>Low-Poverty Schools in District</b>	100.0%	0.0%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

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	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	2.0	--
Resource Specialist (non-teaching)	0.7	--
Other	--	--

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## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

#### Textbook Information

This section provides 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.

All students, including English Language Learners, receive textbooks adopted from the most recent state approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

In the Sulphur Springs School, the adoption process begins with a committee of teachers, parents and administrators representing each school in the district. Much time is spent learning the standards and deciding upon the criteria to use when selecting the textbook. Once the criteria for selection has been decided then the publishing companies are invited to come and present their programs to the adoption committee. Members of the adoption committee spend hours perusing the books and extra materials looking for the program that will best meet the needs of all of our students. Once the committee feels comfortable with a program or two, sets of the materials are sent to each school site. At this time all teachers and parents are invited to come and preview the materials for themselves. Input from this preview is collected by the committee members and studied.

Finally the adoption committee makes a recommendation to the board based on the criteria designed prior to reviewing any programs, information from the previews and the hours spent studying and comparing the available programs. The adoption committee makes their recommendation to the Board of Trustees at a regularly scheduled board meeting. Once the board approves the textbook, materials are ordered and staff development is planned to provide all teachers with information about the new program and how to use it in their classrooms during the next school year.

It is the goal of the State Board of Education as well as the Sulphur Springs Board of Trustees that any instructional materials used in the Sulphur Springs schools meet the California Content Standards and be appropriate for use in all of our classrooms.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading Language (K-6)	2003
History-Social Science	Harcourt History-Social Science (6)	2007
History-Social Science	Scott Foresman History-Social Science (K-5)	2007
Mathematics	McGraw Hill Mathematics (K-6)	2001
Science	Houghton Mifflin California Science (K-2)	2008
Science	Scott Foresman California Science (3-6)	2008

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 8/14/2009

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$6,665.00	\$2,176.00	\$4,488.00	\$66,826.00
District	n/a	n/a	--	\$66,826.00
Percent Difference – School Site and District	--	--	--	0.0%
State	n/a	n/a	\$5,512.00	\$67,082.00
Percent Difference – School Site and State	--	--	22.8%	0.4%

### Types of Services Funded (Fiscal Year 2008-09)

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 2007-08)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,527.00	\$41,866.00
Mid-Range Teacher Salary	\$64,599.00	\$68,220.00
Highest Teacher Salary	\$85,783.00	\$86,536.00
Average Principal Salary (Elementary)	\$100,558.00	\$107,858.00
Average Principal Salary (Middle)	\$0.00	\$111,405.00
Average Principal Salary (High)	\$0.00	\$112,732.00
Superintendent Salary	\$157,183.00	\$178,938.00
Percent of Budget for Teacher Salaries	41.1%	42.1%
Percent of Budget for Administrative Salaries	6.3%	5.5%

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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	46%	47%	57%	53%	55%	60%	43%	46%	50%
Mathematics	52%	53%	60%	60%	61%	63%	40%	43%	46%
Science	45%	60%	79%	50%	56%	60%	38%	46%	50%
History-Social Science	0%	0%	0%	0%	0%	0%	33%	36%	41%

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Reported for School Year 2008-09

Published During 2009-10

## Standardized Testing and Reporting 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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	48%	43%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	88%	94%	--	--
Filipino	74%	83%	--	--
Hispanic or Latino	44%	48%	76%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	73%	76%	82%	--
Male	54%	58%	88%	--
Female	60%	62%	72%	--
Economically Disadvantaged	41%	47%	71%	--
English Learners	30%	38%	41%	--
Students with Disabilities	45%	45%	64%	--
Students Receiving Migrant Education Services	--	--	--	--

## California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.10%	33.70%	44.20%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5



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## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

## X. 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 API Web page 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	2006	2007	2008
Statewide	8	7	6
Similar Schools	8	6	2

# School Accountability Report Card

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## API Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-17	-11	34	821
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	-12	-20	33	758
Pacific Islander	--	--	--	--
White (not Hispanic)	-31	20	44	890
Socioeconomically Disadvantaged	-2	-42	47	734
English Learners	--	-42	39	697
Students with Disabilities	--	--	--	--

## 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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2008-09)

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	n/a

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## Federal Intervention Program (School Year 2009-10)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	11.1

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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 2008-2009 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.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
Annual number of school days dedicated to staff development	3	3	3