

**Leona H. Cox Community Elementary**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

Address:	18643 Oakmoor St. Canyon Country, CA , 91351-2936	Principal:	Heather Drew, Principal
Phone:	(661) 252-2100	Grade Span:	K-6

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).

### 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.

## About This School

### 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, now more than ever, 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 during these challenging times in education in our world.

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 to be visible when students and parents are on campus, meeting with parents monthly at Coffee with the Principal, PTA and ELAC, and popping into classrooms 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 will be particularly important for me to make sure that you and your child feel safe and respected at our school. If you ever have a concern, please do not hesitate to call the main office or email me. I believe open communication is very important in a school, and for this reason, I will always encourage you to reach out to your child's teacher first, to a member of the office staff, or to me with any questions you may have.

At Leona Cox, we have many things to be proud of and I look forward to working as a TEAM. I thank you in advance for continuing to provide support in this amazing learning community! Let's keep our kids reading, writing, problem solving, and engaged with their education throughout the year!

Together, we win!

#### Contact

Leona H. Cox Community Elementary  
18643 Oakmoor St.  
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 2020—2021)

### District Contact Information (School Year 2020—2021)

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

### School Contact Information (School Year 2020—2021)

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

Last updated: 1/11/22

### School Description and Mission Statement (School Year 2020—2021)

#### Mission Statement

We, the Professional Learning Community at Leona Cox 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 508 students in preschool through sixth grade. Leona Cox is a Title One school that utilizes TK-6th grade. In addition to the fourteen regular education classrooms, there are 6 Special Ed Preschool classes serving communicationally challenged children, and 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 ELP program supporting students on speech/language development, social skills, and academic readiness. Our 3 ACE classes provides instruction to students with a significant cognitive delay in a preschool setting. In addition, we have Occupational Therapists (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 Pathologists, a Resource Teacher, 3 School Psychologists, an Adaptive PE Teacher and an Occupational Therapist.

Leona Cox School is an ethnically diverse school with 52% Hispanic students, 23% White students, 9% African American students, 9% Asian students, and 7% multiple races. The school is linguistically diverse as well with approximately 26% 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 58% of students are identified as Socio-economically 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.

Our school improvement goals for 2021-2022 will focus on English Language Arts by improving students' phonics and reading comprehension 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:

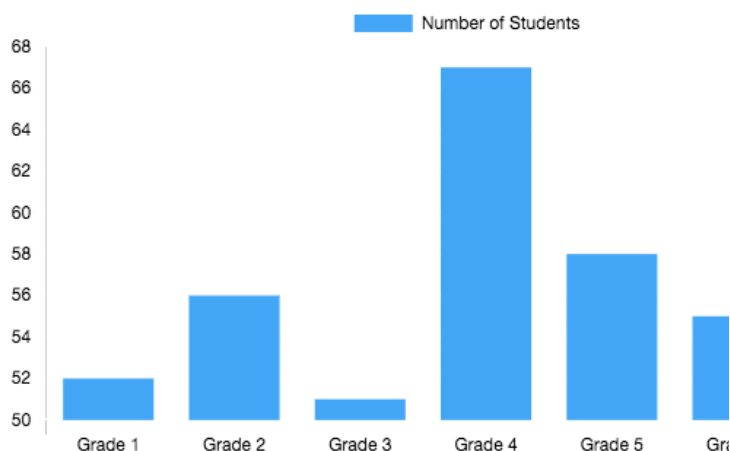
- Collaborative teams
- Data analysis to drive instruction
- Engaging, rigorous standards-based curriculum
- Instructional strategies, techniques and technology to meet the needs of diverse learners
- Informing parents and community members about various aspects of the educational programs
- Promoting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

Technology continues to be a significant focus, with every classroom outfitted with a wireless teacher laptop computer, one or two SmartBoards, a document camera, a teacher iPad, 1:1 Chromebooks 3-6 grade, and 1:1 iPads TK-2. Every student has supervised Internet access and works toward achieving grade level standards. Likewise, Leona Cox has a state-of-the-art Science Lab that includes a Smart TV. Our library has a student to book ratio of 25:1. Additionally, a MakerSpace providing students a hands-on area to be creative in the engineering process is available for students. 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: 1/6/22*

### Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	52
Grade 2	56
Grade 3	51
Grade 4	67
Grade 5	58
Grade 6	55
Kindergarten	58



Grade Level	Number of Students
Total Enrollment	397

*Last updated: 1/14/22*

## Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	6.30%
American Indian or Alaska Native	0.30%
Asian	1.80%
Filipino	4.80%
Hispanic or Latino	65.70%
Native Hawaiian or Pacific Islander	0.00%
White	16.90%
Two or More Races	3.80%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	67.00%
English Learners	18.90%
Students with Disabilities	10.60%
Foster Youth	0.80%
Homeless	0.50%

## 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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance		0%
Mathematics	Houghton Mifflin California Math Expressions Common Core	Yes	0%
Science	McGrawHill- Inspire Science	Yes	0%
History-Social Science	K-5th Pearson History-Social Science for California 2006 6Tth Harcourt - Reflections Ancient Civilizations 2006	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/14/22

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, Science Lab, MakerSpace) restroom facilities, 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 rooms, Cafeteria/Lunch Area, restrooms, storage areas, walkways and halls and grounds were rated "good".

Through natural earth movememnt, the primary and upper yard have experienced cracks on the blacktop. The primary and upper yard's grass and track areas continue to be maintained as needed due to gopher holes. Continued maintenance attention is give to our Sensory Garden.

Last updated: 1/6/22

### 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: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All items in good condition.
Interior: Interior Surfaces	Good	All interior surfaces are in good condition
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Site's overall cleanliness is addressed daily.
Electrical: Electrical	Good	All electrical systems are in good condition.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All restrooms and fountains are in good condition and cleaned multiple times each day.
Safety: Fire Safety, Hazardous Materials	Good	The campus is walked daily for any safety concerns. Monthly safety walks are conducted by principal and district staff. Safety concerns are addressed immediately.
Structural: Structural Damage, Roofs	Good	All structures are in good order. If repair is needed, immediate attention is taken.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Grounds are walked and playground equipment inspected on a daily basis to ensure safety for all students and staff. Immediate safety concerns are addressed.

### Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary
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*Last updated: 1/14/22*



## 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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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: 1/14/22*

CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	NT	NT	NT	NT
Male	124	NT	NT	NT	NT
Female	112	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	156	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	38	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	151	NT	NT	NT	NT
English Learners	53	NT	NT	NT	NT
Students with Disabilities	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

CAASPP Test Results in Mathematics by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	NT	NT	NT	NT
Male	124	NT	NT	NT	NT
Female	112	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	156	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	38	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	151	NT	NT	NT	NT
English Learners	53	NT	NT	NT	NT
Students with Disabilities	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated: 1/14/22*

CAASPP Test Results in Science by Student Group  
 Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
Female	21	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	40	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Students with Disabilities	11	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

## Career Technical Education (CTE) Programs (School Year 2020—2021)

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Last updated: 1/14/22

## Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/14/22

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/14/22

## 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 2020—2021)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

## 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 2021-2022)

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. Due to COVID-19m onsite activities were limited during the 2020-2021 school year. But in the past and in future years opportunities include:

- \*Volunteering in and out of the classroom
- \*PTA eBoard and PTA: Adrienne Hass, President
- \*School Site Council: Tiffany Desgroseillers, President
- \*ELAC/DELAC
- \*Family Nights: Family Math, Literacy, and STEAM Nights
- \*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
- \*PTA 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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.88%	1.80%	0.96%	0.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

#### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.95%	0.23%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 1/14/22*



## School Safety Plan (School Year 2021-2022)

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 approved January 2021.

*Last updated: 1/11/22*

## 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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	2	
1	21.00	1	1	
2	23.00		3	
3	24.00		3	
4	30.00		2	
5	35.00			2
6	30.00		2	
Other**				0

\* 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 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	18.00	1	2	
1	25.00		1	
2	24.00		1	
3	25.00		2	
4	30.00		2	
5	33.00			
6	35.00			2
Other**	27.00		4	

\* 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 2020–2021

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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

*Last updated: 1/14/22*

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	

*Last updated: 1/1/00*

\* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	2.40
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	3.20
Resource Specialist (non-teaching)	1.00
Other	0.00

*Last updated: 1/1/00*

\* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11842.24	\$5630.80	\$6211.44	\$69710.96
District	N/A	N/A	\$5625.77	\$76440.00
Percent Difference – School Site and District	N/A	N/A	10.41%	-8.80%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	-26.00%	-19.00%

*Last updated: 1/10/22*

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

Types of Services Funded (Fiscal Year 2020–2021)

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
- using SIPPS as a Tier II reading intervention for students
- Learning Support Teachers to support intervention for students.

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

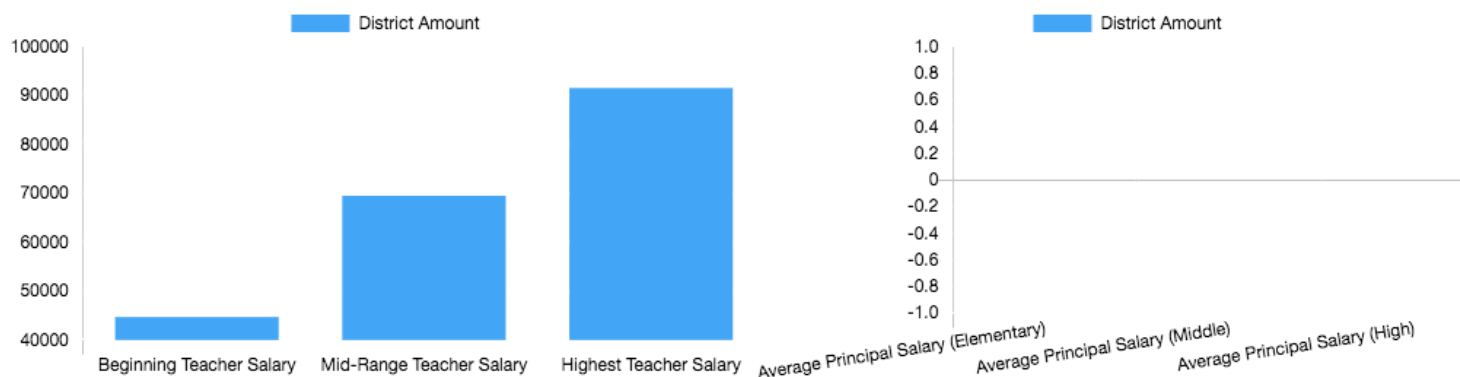
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

*Last updated: 1/17/22*

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52060.00
Mid-Range Teacher Salary	\$69514.00	\$84043.00
Highest Teacher Salary	\$91548.00	\$107043.00
Average Principal Salary (Elementary)	\$129743.00	\$133582.00
Average Principal Salary (Middle)	\$0.00	\$138803.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$195149.00	\$240628.00
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



*Last updated:*

## Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/14/22

\* Where there are student course enrollments of at least one student.

## Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3