

**Leona H. Cox Community Elementary**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

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

**Principal:** Heather Drew

**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 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.

# About This School

## Heather Drew

📍 Principal, Leona H. Cox Community Elementary

## About Our School

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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

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

Phone: (661) 252-2100

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

# Contact Information (School Year 2022–23)

## District Contact Information (School Year 2022–23)

District Name	Sulphur Springs Union School District
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="https://www.sssd.k12.ca.us/">https://www.sssd.k12.ca.us/</a>

## School Contact Information (School Year 2022–23)

<b>School Name</b>	Leona H. Cox Community Elementary
<b>Street</b>	18643 Oakmoor St.
<b>City, State, Zip</b>	Canyon Country, CA , 91351-2936
<b>Phone Number</b>	(661) 252-2100
<b>Principal</b>	Heather Drew
<b>Email Address</b>	<a href="mailto:hdrew@sssd.k12.ca.us">hdrew@sssd.k12.ca.us</a>
<b>Website</b>	<a href="https://www.sssd.k12.ca.us/site/Default.aspx?PageID=504">https://www.sssd.k12.ca.us/site/Default.aspx?PageID=504</a>
<b>County-District-School (CDS) Code</b>	19650456022883

*Last updated: 1/17/23*

## School Description and Mission Statement (School Year 2022–23)

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 488 students, in preschool through sixth grade. Leona Cox is a Title One school that utilizes TK-6th grade. In addition to the sixteen regular education classrooms, there are 7 Special Day preschool classes, serving communicatively 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 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 therapy (OT) and physical therapy (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, 3 School Psychologists, an Adaptive P.E. Teacher, and two Occupational Therapists. Leona Cox School is an ethnically diverse school with 65.7% Hispanic students, 16.9% White students, 6.3% African American students, 1.8% Asian students, 4.8% Filipino, and 3.8% students from multiple races. The school is linguistically diverse as well with approximately 18.9% 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 67% 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 2021-2022 will focus on English Language Arts by improving students' communicating reasoning 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



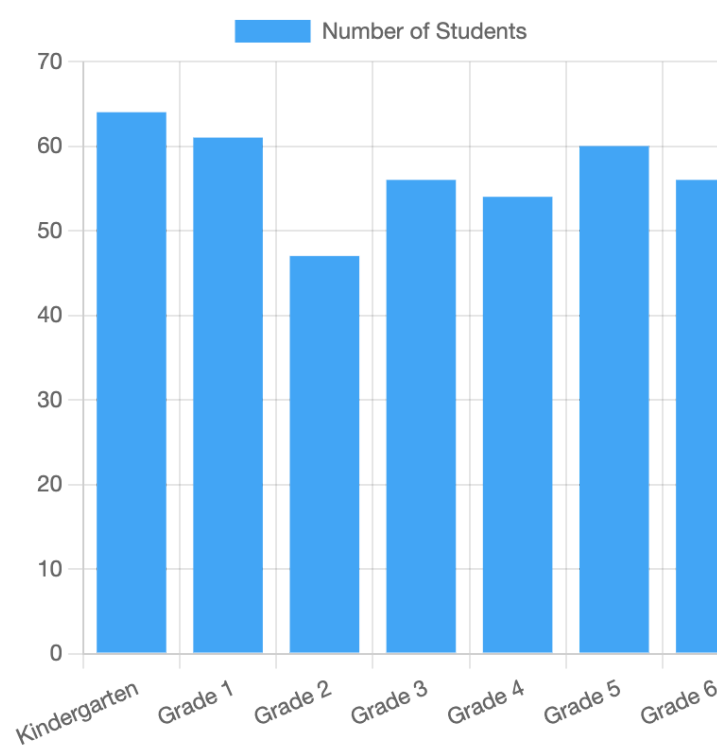
Technology continues to be a significant focus, with every classroom outfitted with a wireless teacher laptop computer, one or two SMART Boards, a document camera, and a teacher iPad. Grade levels 2-6 have 1:1 Chromebooks. TK-1 has 1:1 iPads. Every student has supervised Internet access and works toward achieving grade level technology standards. Likewise, Leona Cox has a state-of-the art Science Lab that includes a Smart TV, ELMO, and Apple Docking Station. Additionally, our library has a student to book ratio of over 25:1.

There exists a strong sense of pride, commitment, and caring among the staff, students, parents, and the community of Leona Cox School. We all Believe, Achieve and Succeed at Leona Cox School!

*Last updated: 1/17/23*

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	64
Grade 1	61
Grade 2	47
Grade 3	56
Grade 4	54
Grade 5	60
Grade 6	56
Total Enrollment	398



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	46.50%
Male	53.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.80%
Black or African American	5.30%
Filipino	6.00%
Hispanic or Latino	67.80%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.80%
Foster Youth	1.30%
Homeless	1.30%
Migrant	0.00%
Socioeconomically Disadvantaged	65.80%
Students with Disabilities	13.30%

Student Group	Percent of Total Enrollment
Two or More Races	3.00%
White	15.10%

## 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	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: 1/17/23*

### 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)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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: 1/17/23*

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

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

*Last updated: 1/11/23*

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

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

*Last updated: 1/11/23*

## 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	
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	

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: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

The District provides curriculum and materials for all students in grade TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<b>Benchmark Advance - 2017</b>	Yes	0%
Mathematics	Houghton Mifflin 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	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: 1/18/23*

## 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 movement, 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 given to our Sensory Garden.

Last updated: 1/17/23

## 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: January 2023

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: January 2023

Overall Rating	Good
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Last updated: 1/17/23

## 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 [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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs 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 completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	53%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	37%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/18/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven**  
**(School Year 2021–22)**

?The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California?

<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	222	217	97.75	2.25	53.46
Female	96	94	97.92	2.08	50.00
Male	126	123	97.62	2.38	56.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	63.16
Hispanic or Latino	142	139	97.89	2.11	45.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	37	36	97.30	2.70	58.33
English Learners	32	30	93.75	6.25	6.67
Foster Youth	--	--	--	--	--
Homeless				--	
Military	35	35	100.00	0.00	54.29
Socioeconomically Disadvantaged	137	134	97.81	2.19	44.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	18.42

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

?The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California?

<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	222	219	98.65	1.35	37.44
Female	96	95	98.96	1.04	29.47
Male	126	124	98.41	1.59	43.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	63.16
Hispanic or Latino	142	141	99.30	0.70	24.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	37	36	97.30	2.70	50.00
English Learners	32	32	100.00	0.00	18.75
Foster Youth	--	--	--	--	--
Homeless					
Military	35	35	100.00	0.00	40.00
Socioeconomically Disadvantaged	137	136	99.27	0.73	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	7.89

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/23*

**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 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California?

<b>Subject</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Science (grades 5, 8, and high school)	N/T		N/T		28.5	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/17/23*



**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

?The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California?

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	57	98.28	1.72	24.56
Female	28	27	96.43	3.57	14.81
Male	30	30	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	17.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	50.00
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	0.00	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/17/23*

**Career Technical Education (CTE) Participation (School Year 2021–22)**

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: 1/17/23*

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 2021–22)  
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	95%	97%	97%	94%	99%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/23

## 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 2022–23)

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: Bristol Murray (President)
- School Site Council: Amber Starling (Chairperson)
- ELAC/DELAC
- Family nights
- Fall Festival
- Read Across America
- Apex Fun Run
- Back to School Picnic
- Grade Level Parent Get Togethers
- 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 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	418	79	18.9
Female	200	195	43	22.1
Male	226	223	36	16.1
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	2	25.0
Black or African American	23	22	5	22.7
Filipino	24	24	1	4.2
Hispanic or Latino	285	281	61	21.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	13	2	15.4
White	68	66	8	12.1
English Learners	76	74	11	14.9
Foster Youth	5	5	2	40.0
Homeless	9	9	1	11.1
Socioeconomically Disadvantaged	280	276	60	21.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	65	11	16.9

*Last updated: 1/17/23*

## 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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	1.80%	0.61%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

### Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.95%	4.46%	0.23%	1.44%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 1/17/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.46	0.00
Female	3.00	0.00
Male	5.75	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	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.47	0.00
English Learners	5.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.06	0.00

*Last updated: 1/17/23*

**School Safety Plan (School Year 2022–23)**

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 in 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 Board approved on March 9, 2022.

*Last updated: 1/18/23*

## 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 2019–20

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 2020–21

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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.

### Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	2.00
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	2.20
Resource Specialist (non-teaching)	
Other	0.00

\* 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.

*Last updated: 1/18/23*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11208.00	\$5843.00	\$5365.00	\$63334.00
District	N/A	N/A	\$5123.00	\$76440.00
Percent Difference – School Site and District	N/A	N/A	4.71%	-17.15%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-19.00%	-27.00%

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

*Last updated: 2/14/23*

## Types of Services Funded (Fiscal Year 2021–22)

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.

Title I funding is used for the following:

- Professional Development
- Teachers on Special Assignment (TOSA)
- Tier II and III Reading Intervention (Orton Gillingham)

Title II funds are utilized to support professional development which enhances early learning strategies. TOSAs and LSTs are provided to support instruction through professional development and coaching opportunities.

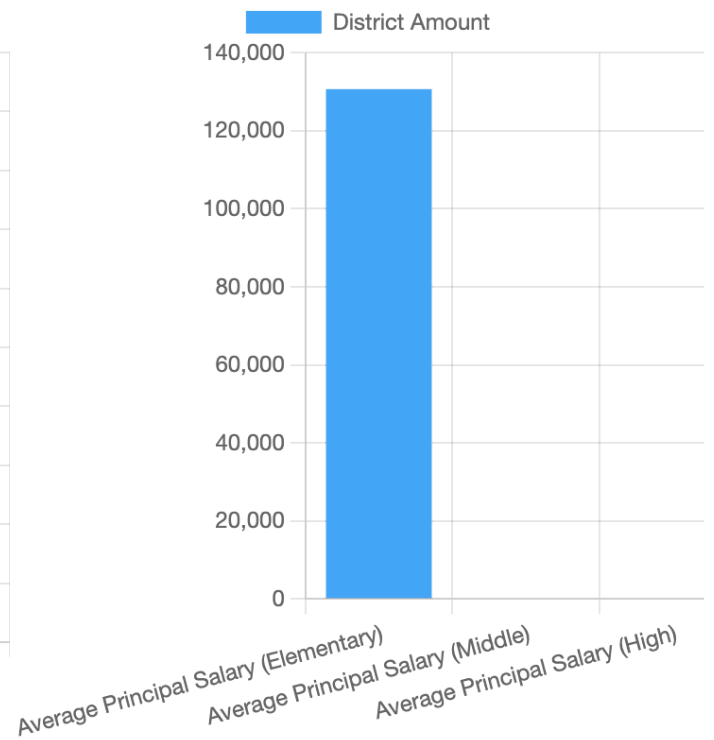
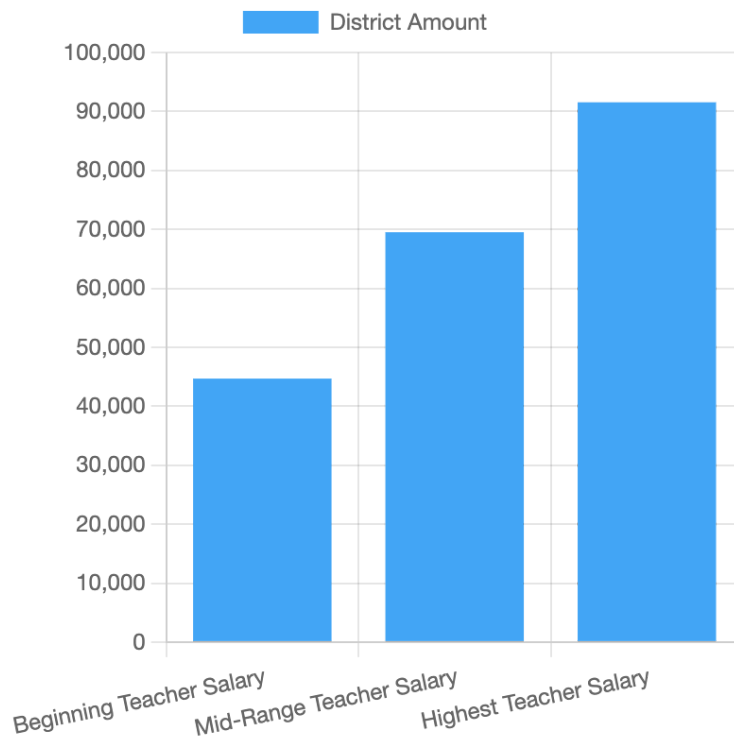
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English Learner, and to expand parent engagement activities.

*Last updated: 1/18/23*

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52640.75
Mid-Range Teacher Salary	\$69514.00	\$83981.39
Highest Teacher Salary	\$91548.00	\$107521.97
Average Principal Salary (Elementary)	\$130604.00	\$136246.56
Average Principal Salary (Middle)	\$0.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$198606.00	\$242165.89
Percent of Budget for Teacher Salaries	31.03%	34.07%
Percent of Budget for Administrative Salaries	4.81%	5.47%

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



Last updated:

## 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	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/17/23

