

Leona H. Cox Community Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Nancy Finney

Principal, Leona H. Cox Community Elementary

About Our School

At Leona Cox Community School, "We believe that we will meet the learning needs of all students. We can achieve academic success in a caring, safe supportive learning environment, and we will succeed in reaching specific and targeted goals while our students become citizens of good character." We want every child to love school each and every day and to take with them memorable experiences. It is also important that we build a strong foundation for our students, so they will be lifelong learners who are college and career ready.

**Spanish version of the School Accountability Report Card will be available at:

http://leonacox.sssd.k12.ca.us/pages/LeonaCox/School_Info/Annual_SARC_Report_Card

Contact

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

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Leona H. Cox Community Elementary
Street	18643 Oakmoor
City, State, Zip	Canyon Country, Ca, 91351-2936
Phone Number	661-252-2100
Principal	Nancy Finney
E-mail Address	nfinney@sssd.k12.ca.us
Web Site	http://leonacox.sssd.k12.ca.us/pages/LeonaCox
County-District-School (CDS) Code	19650456022883

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

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

Leona Cox Community School is located in Santa Clarita Valley, as part of the Sulphur Springs Union School District. The multi-leveled campus' school attendance boundaries include single-family homes, mobile home parks, and apartment complexes. Leona Cox School opened its doors to students in 1964. Today the school serves approximately 540 students, from preschool through sixth grade. Leona Cox is a Title One school that utilizes K-6th grade Response to Intervention (RtI) model of differentiated instruction supported by two TOSAs (teachers on special assignment) to provide more intensive instruction in reading and math. In addition to the seventeen regular education classrooms, there are 3 Special Day preschool classes serving communicatively challenged children as well as 2 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 a Bridge program, serving students with significant speech/language delays who require more than speech therapy, but do not require a self-contained Special Day Class (SDC) program. Students attend Bridge for 90 minutes, two times per week, to work on speech/language development, social skills, and academic readiness skills. In addition, we have Occupational Therapist (OT) and Physical Therapist (PT) clinics on site staffed by specialists. We have a private preschool on campus which works with our Special Education preschoolers, providing opportunities for integrating into a regular preschool setting. The support staff includes four Speech and Language Specialists, a Resource Teacher, two School Psychologists, and an Adaptive P.E. Teacher.

Leona Cox School is an ethnically diverse school with 61.93% Hispanic students, 21.78% White students, 7.20% African American students, 2.46% Asian students, 3.60% Filipino, and 3.03% students from other ethnic backgrounds. The school is linguistically diverse as well with approximately 35% percent of students identified as English Learners. Although Spanish is the dominant non-English home language, there are eight other home languages used by students in the school. Approximately 64.02% 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 extra-curricular activities and in-house enrichment programs such as Cultivating Creative Minds visual and performing arts programs.

Our school improvement goals for 2016-2017 will focus on English Language Arts by improving students' reading fluency/comprehension, English Language Development, critical thinking/problem solving skills in mathematics and the implementation of Next Generation Science Standards (NGSS). Leona Cox School staff is committed to improve student achievement through the framework of our Professional Learning Community using:

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

Technology continues to be a significant focus, where every classroom outfitted with a wireless teacher laptop computer, two SMART Boards, a document camera, a teacher iPad and a minimum of three student iPads. Grades 2 - 6 also each have a set of Chrome Notebooks, which are shared by the grade level team. The school houses a Computer Lab with a Smart board, printers, and 36 desktop computers. Likewise, Leona Cox has a state-of-the art Science Lab that includes a SMART Board, ELMO, and an Apple Docking Station. Every student has supervised Internet access and works toward achieving grade level technology standards, including coding. Additionally, our library has a student to book ratio of over 25:1.

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

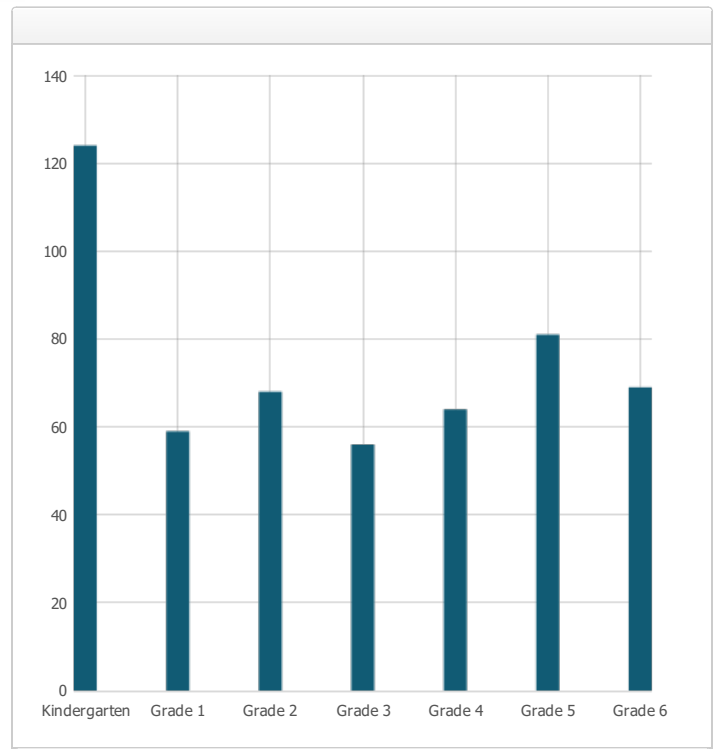
We all Believe, Achieve and Succeed at Leona Cox School!

Spanish version of the SARC can be found at: http://leonacox.sssd.k12.ca.us/pages/LeonaCox/School_Info/Annual_SARC_Report_Card

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	124
Grade 1	59
Grade 2	68
Grade 3	56
Grade 4	64
Grade 5	81
Grade 6	69
Total Enrollment	521



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.9 %
American Indian or Alaska Native	0.4 %
Asian	2.7 %
Filipino	4.0 %
Hispanic or Latino	57.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	25.5 %
Two or More Races	2.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	58.0 %
English Learners	25.9 %
Students with Disabilities	18.4 %
Foster Youth	1.0 %

Last updated: 1/31/2017

A. Conditions of Learning

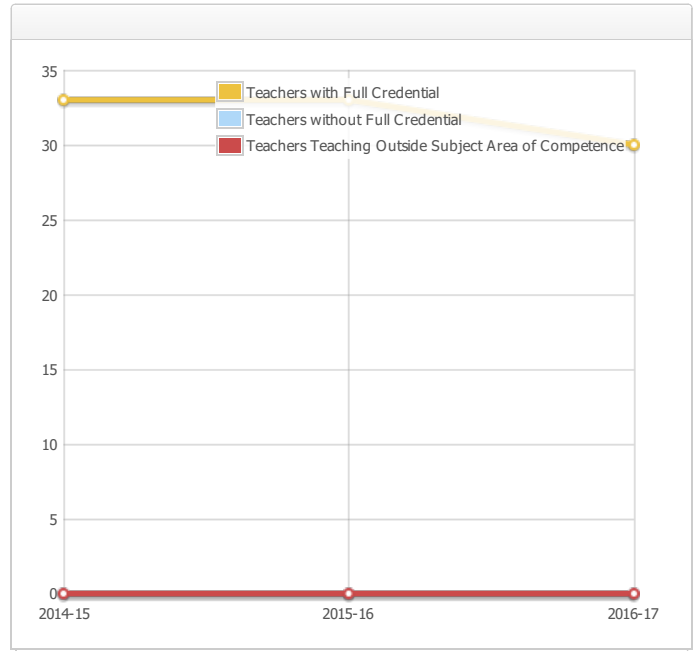
State Priority: Basic

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

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

Teacher Credentials

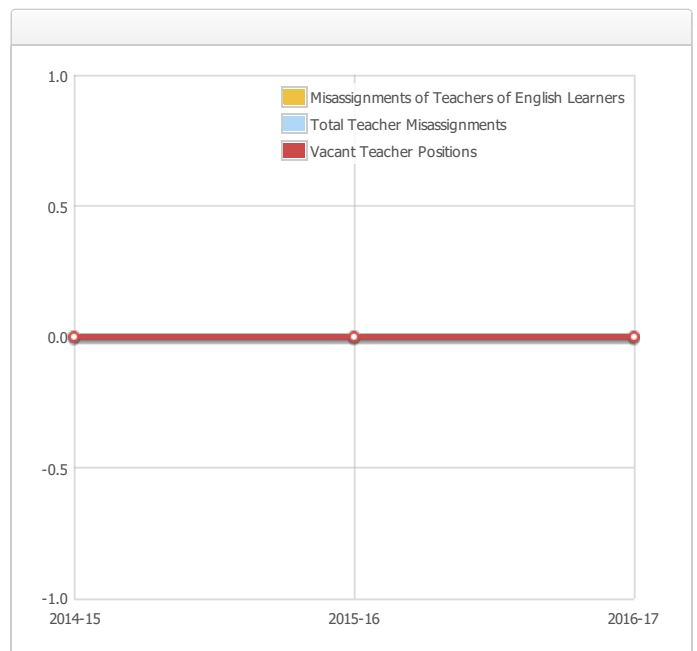
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	33	30	252
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading California	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.0 %
Science	Pearson California Science	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California	Yes	0.0 %
Foreign Language			0.0 %
Health	Harcourt	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

District and community resources are used to keep facilities and campus in good repair. Daily each morning the school custodian completes safety checks. In addition, the school administration completes monthly inspections. 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.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: April 2016

Overall Rating	Good
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Last updated: 1/31/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	62.0%	55.0%	60.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	33.0%	43.0%	47.0%	48.0%	33.0%	37.0%

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

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	56	96.6%	57.1%
Male	29	29	100.0%	44.8%
Female	29	27	93.1%	70.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.1%	48.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	64.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	32	97.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	68	100.0%	58.8%
Male	38	38	100.0%	52.6%
Female	30	30	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.0%	47.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	44.2%
English Learners	12	12	100.0%	16.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	81	97.6%	64.2%
Male	46	46	100.0%	58.7%
Female	37	35	94.6%	71.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	53.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.2%	85.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	49	98.0%	51.0%
English Learners	13	12	92.3%	25.0%
Students with Disabilities	13	13	100.0%	30.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	70	98.6%	67.1%
Male	36	36	100.0%	61.1%
Female	35	34	97.1%	73.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	55.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	81.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.4%	55.3%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	15.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	57	98.2%	63.0%
Male	29	29	100.0%	55.0%
Female	29	28	96.5%	72.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	59.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.4%	64.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	32	96.9%	57.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	68	100.0%	41.0%
Male	38	38	100.0%	48.0%
Female	30	30	100.0%	33.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.0%	28.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	61.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.0%	25.0%
English Learners	12	12	100.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	82	99.0%	33.0%
Male	46	46	100.0%	24.0%
Female	37	36	97.2%	44.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.2%	55.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	49	98.0%	8.0%
English Learners	13	13	100.0%	16.0%
Students with Disabilities	13	13	100.0%	38.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	69	97.0%	43.0%
Male	36	36	100.0%	38.0%
Female	35	33	94.0%	48.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	33.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.2%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.4%	29.0%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90.0%	77.0%	72.0%	76.0%	76.0%	71.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	83	82	98.8%	72.0%
Male	46	46	100.0%	71.7%
Female	37	36	97.3%	72.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	49	100.0%	59.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.2%	90.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	49	98.0%	59.2%
English Learners	13	13	100.0%	46.2%
Students with Disabilities	13	13	100.0%	92.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/31/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.9%	25.6%	37.8%

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

Last updated: 1/31/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Leona Cox's staff believes that parents are essential partners in education. We welcome and encourage parent involvement through a wide variety of opportunities that take place throughout the year. Classroom teachers provide opportunities for parents to support the instructional program through presentations, working with small groups or individual students, or providing time to prepare materials. Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events. Some of the annual events are the Fall Festival, Book Fairs, the Winter Family events, the Fine Arts Festival, and the Walk-a-thon. We have an active School Site Council (SSC) and English Learner Advisory Committee (ELAC). The school also holds family events focused on literacy, STEAM, math, science, and CAASPP. Parents are informed about their child's educational program and academic achievement at Back to School Night, Parent/Teacher Conferences, Parent Information Nights, and the Academic Fair. Student's character and academic successes are celebrated monthly at Spirit Awards Assemblies, monthly at Trimester Accelerated Reader celebrations, annually at the End of the Year Awards Celebration, the Young Author's Night, Estrella Awards and at the annual GATE Night. Our Community Liaison proactively outreaches to our English Learner parents for all school and district events. In addition, we offer weekly Community Based English Tutoring (CBET) adult ESL classes and parent nights focused on the needs of our English Learner students. 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 of classroom newsletters, school announcements, weekly school phone messages, meetings, and conferences. All documents are printed in both English and Spanish. We celebrate our parent involvement by recognizing the commitment of our parents at our volunteer breakfast and awards ceremony held in June.

State Priority: Pupil Engagement

Last updated: 1/31/2017

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

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

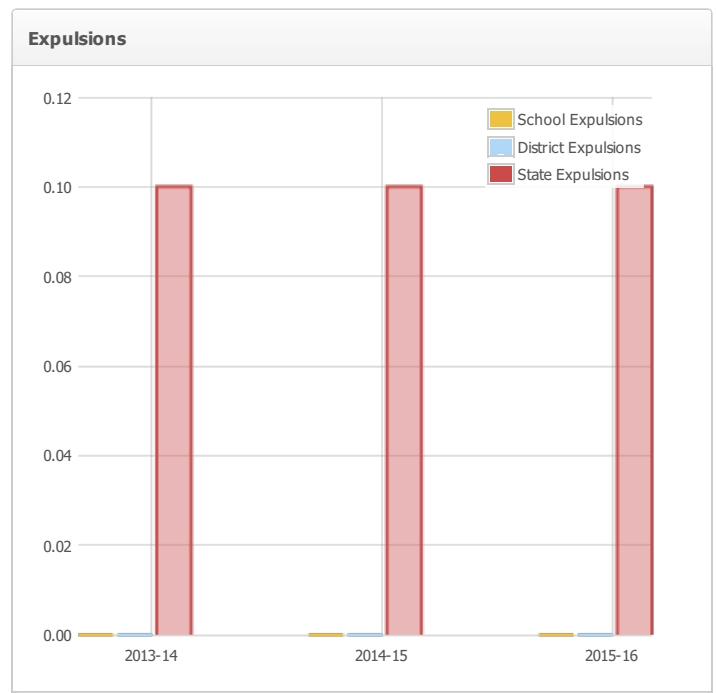
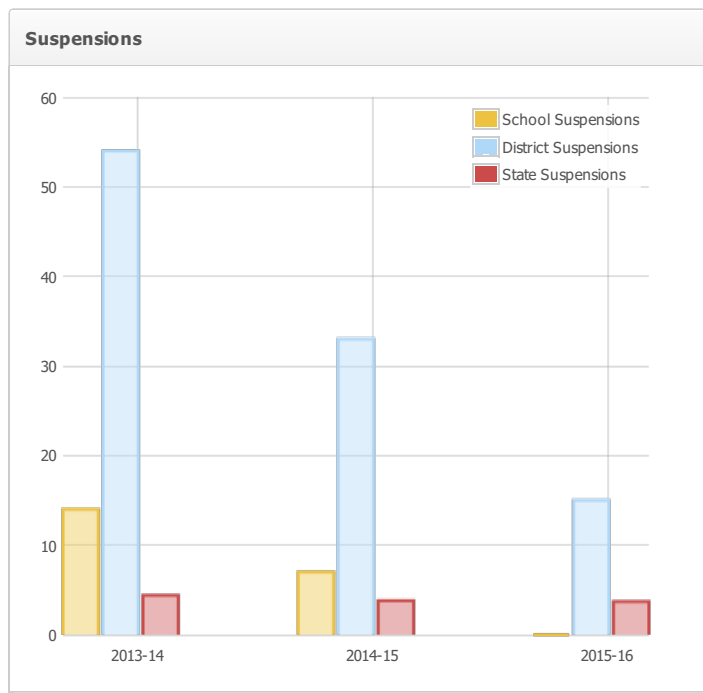
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	14.0	7.0	0.0	54.0	33.0	15.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

School Safety Plan-Reviewed February 2016

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 Handbook
- School disaster procedures
- Character Education
- Student Behavior Assemblies
- School Suspension Guidelines
- Annual Staff Harassment Training
- Safety Training Videos
- District/Community Resources For Students and Parents

Last updated: 1/31/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	3	0	22.0	0	3	0	21.3	0	3	0
1	21.0	1	2	0	22.3	0	2	0	19.6	2	1	0
2	25.0	0	3	0	29.5	0	3	0	25.0	0	3	0
3	28.0	0	3	0	26.6	0	1	0	24.5	0	2	0
4	30.5	0	2	1	32.5	0	0	1	32.0	0	2	0
5	32.5	0	1	2	33.5	0	0	2	29.6	0	3	0
6	34.0	0	0	0	33.5	0	0	2	30.5	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	1.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	3.4	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7786.0	\$2748.0	\$5038.0	\$68502.0
District	N/A	N/A	\$5057.0	\$72730.0
Percent Difference – School Site and District	--	--	0.4%	-5.8%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	--	-6.0%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

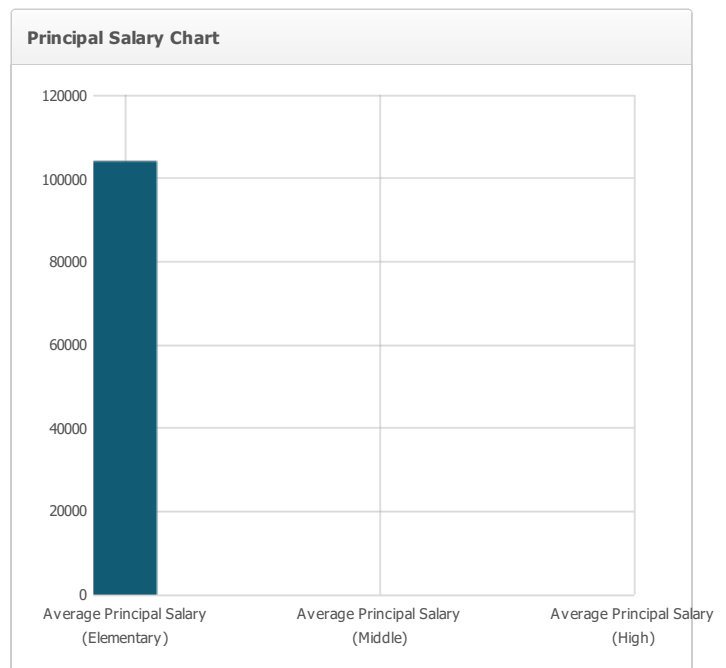
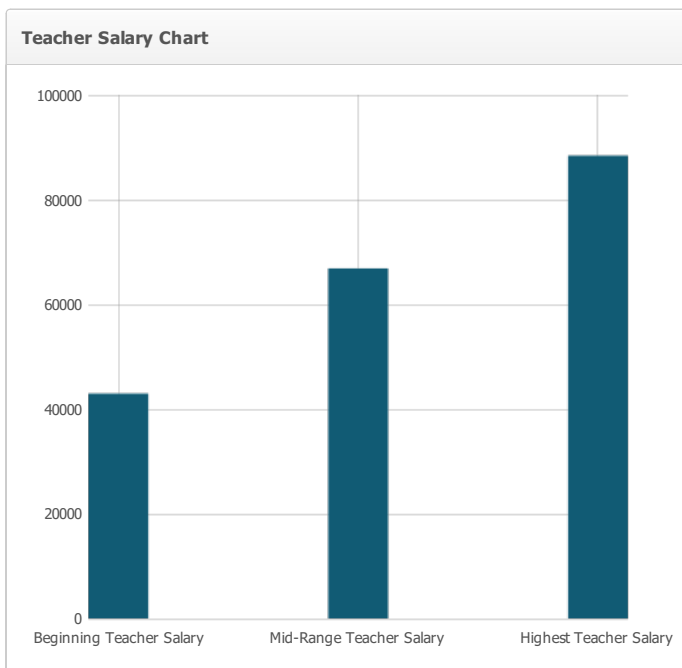
- Gifted and Talented Education (GATE)
- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality & Class Size Reduction
- Title III, Part A - Limited English Proficient (LEP)
- LCFF Base and Concentration Grants

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,981	\$44,573
Mid-Range Teacher Salary	\$66,876	\$72,868
Highest Teacher Salary	\$88,426	\$92,972
Average Principal Salary (Elementary)	\$104,102	\$116,229
Average Principal Salary (Middle)	\$	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$161,724	\$201,784
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program Beginning Teacher Support and Assessment (BTSA) for new teachers.

The district and site administrators also provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, English Language Development (ELD), and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Sulphur Springs Union School District and Leona Cox Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/31/2017