Leona H. Cox Community

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

Amanda Fischer, Principal

📍 Principal, Leona H. Cox Community

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
18643 Oakmoor St
Canyon Country, CA 91351-2936

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

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	Leona H. Cox Community
Street	18643 Oakmoor St
City, State, Zip	Canyon Country, Ca, 91351-2936
Phone Number	661-252-2100
Principal	Amanda Fischer, Principal
E-mail Address	afischer@sssd.k12.ca.us
Web Site	leonacox.sssd.k12.ca.us/pages/LeonaCox
County-District-School (CDS) Code	19650456022883

Last updated: 1/14/2016

School Description and Mission Statement - Most Recent Year

Leona Cox Community School is 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.

The multi-leveled campus nestled into a hillside vista adjacent to rolling chaparral and residential homes serves approximately 600 students in preschool through sixth grade. Leona Cox serves over 510 students in nineteen regular education classes. In addition to the regular education program, there are seven Special Day Classes serving 90 communicatively impaired students in grades Preschool through Kindergarten. The academic support staff includes three Speech and Language Specialists, a Resource Teacher, two School Psychologists, an Adaptive P.E. Teacher, as well as Occupational Therapy and Physical Therapy services. In addition, we have a private preschool on campus that works in conjunction with our staff to integrate our Special Education preschoolers into a regular preschool setting. Leona Cox is a Title One school that follows a K-6 Response to Intervenion (RtI) model of differntiated instruction supported by two TOSAs (Teachers on Special Assignment) to improve reading instruciton. In addition Music/Art specialists instruct students on a weekly basis.

Leona Cox serves a community that is diverse in culture, ethnicity, and socio-economic status. Sixty-one percent of the students live within the state identified poverty level. Fifty-nine percent of our students are Hispanic, twenty-six percent are White, seven percent are African American, two percent are Asian and six percent of students are from other ethnic backgrounds. The school is linguistically diverse as well with twenty-seven percent of students identified as English Learners.

Leona Cox has made significant gains over the last few years to improve the academic achievement of all students. A large part of our success can be attributed to our Professional Learning Community model.

Leona Cox Community School's Vision and Mission Statements

Mission Statement

We, the Professional Learning Community at Leona Cox Elementary School:

BELIEVE that we will meet the learning needs of all students who will

ACHIEVE academic success in a caring, safe, supportive, learning environment, and

SUCCEED in reaching specific measurable and articulated goals while becoming citizens of good character.

Vision Statement

In order to achieve our mission:

* There is a commitment to continuous improvement through the use of collaborative teams and data analysis

* All students have access to a rigorous and relevant standards based curriculum

* Systematic intervention is based on common, timely, effective assessment

* Appropriate strategies are used to support instruction based on individual needs

* All students are provided with an opportunity to use technology efficiently to develop critical thinking skills that apply to real life situations

* The diversity of the school community is embraced and valued

* Academic growth, success and citizenship are celebrated

* Respectful partnerships exist among staff, parents, students, and the community

Leona Cox Community School is fortunate to have a very dedicated and active PTA. It sponsors a variety of programs that benefit students and teachers in many ways. Some of the programs the PTA supports are disaster preparedness, assemblies, field trips, Reflections, Art programs, social events, food drives, creation of a yearbook, room representatives for each classroom, the Harvest Festival, and many other student-centered activities.

  Leona Cox Community School is truly a living model of our school motto, "Believe –Achieve – Succeed!"

 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: 1/6/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	145
Grade 1	67
Grade 2	59
Grade 3	67
Grade 4	78
Grade 5	67
Grade 6	67
Total Enrollment	550
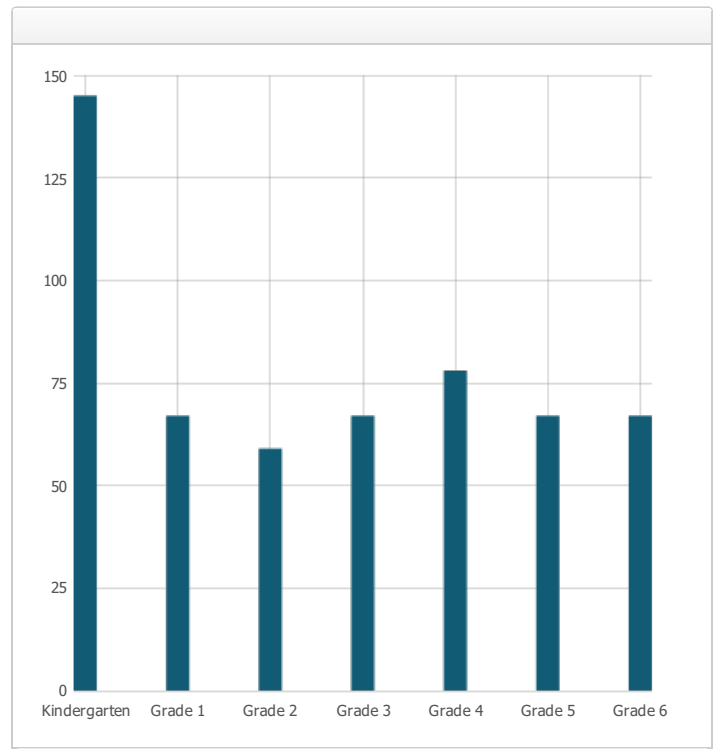
Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.5 %
American Indian or Alaska Native	0.2 %
Asian	1.6 %
Filipino	3.6 %
Hispanic or Latino	59.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	25.6 %
Two or More Races	2.9 %
Socioeconomically Disadvantaged	60.9 %
English Learners	27.3 %
Students with Disabilities	18.0 %
Foster Youth	1.3 %
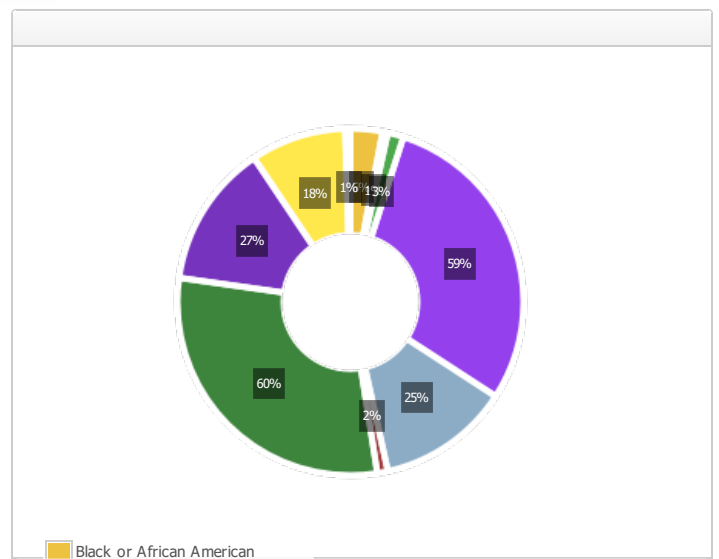
Last updated: 1/6/2016

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	35	32	258
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
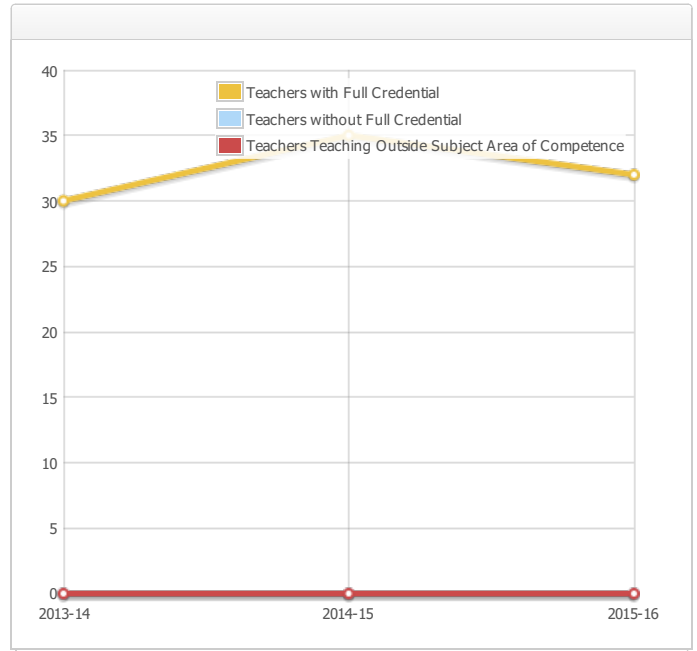
Last updated: 1/14/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
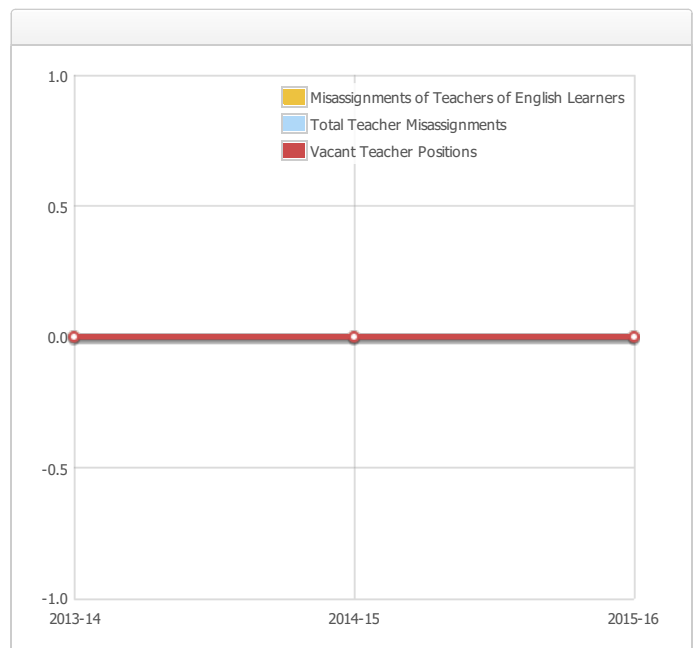
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/13/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2015

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 2003	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions 2015	Yes	0.0 %
Science	Pearson California Science 2008	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California 2006	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Harcourt, 1996	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1990 Davis Publications, Adventures in Art 1990	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/7/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/6/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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 - Most Recent Year

Year and month in which data were collected: December 2015

Overall Rating	Exemplary

Last updated: 1/6/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	55.0%	44.0%
Mathematics (grades 3-8 and 11)	33.0%	46.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	68	68	100.0%	22.0%	37.0%	21.0%	21.0%
Male	68	35	51.5%	23.0%	37.0%	23.0%	17.0%
Female	68	33	48.5%	21.0%	36.0%	18.0%	24.0%
Black or African American	68	7	10.3%	--	--	--	--
American Indian or Alaska Native	68	1	1.5%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	68	5	7.4%	--	--	--	--
Hispanic or Latino	68	33	48.5%	30.0%	39.0%	18.0%	12.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	68	20	29.4%	10.0%	30.0%	20.0%	40.0%
Two or More Races	68	2	2.9%	--	--	--	--
Socioeconomically Disadvantaged	68	42	61.8%	29.0%	48.0%	12.0%	12.0%
English Learners	68	13	19.1%	54.0%	31.0%	15.0%	0.0%
Students with Disabilities	68	9	13.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	81	80	98.8%	33.0%	30.0%	18.0%	20.0%
Male	81	44	54.3%	34.0%	36.0%	9.0%	20.0%
Female	81	36	44.4%	31.0%	22.0%	28.0%	19.0%
Black or African American	81	4	4.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	81	2	2.5%	--	--	--	--
Filipino	81	4	4.9%	--	--	--	--
Hispanic or Latino	81	47	58.0%	47.0%	28.0%	11.0%	15.0%
Native Hawaiian or Pacific Islander	81	1	1.2%	--	--	--	--
White	81	20	24.7%	15.0%	30.0%	25.0%	30.0%
Two or More Races	81	2	2.5%	--	--	--	--
Socioeconomically Disadvantaged	81	47	58.0%	49.0%	32.0%	13.0%	6.0%
English Learners	81	12	14.8%	67.0%	25.0%	8.0%	0.0%
Students with Disabilities	81	12	14.8%	33.0%	17.0%	17.0%	33.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	66	98.5%	18.0%	20.0%	36.0%	26.0%
Male	67	34	50.7%	24.0%	21.0%	35.0%	21.0%
Female	67	32	47.8%	13.0%	19.0%	38.0%	31.0%
Black or African American	67	2	3.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	67	2	3.0%	--	--	--	--
Filipino	67	1	1.5%	--	--	--	--
Hispanic or Latino	67	37	55.2%	22.0%	30.0%	41.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	67	21	31.3%	19.0%	5.0%	33.0%	43.0%
Two or More Races	67	3	4.5%	--	--	--	--
Socioeconomically Disadvantaged	67	38	56.7%	21.0%	26.0%	42.0%	11.0%
English Learners	67	9	13.4%	--	--	--	--
Students with Disabilities	67	7	10.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	64	100.0%	9.0%	31.0%	34.0%	25.0%
Male	64	30	46.9%	13.0%	33.0%	37.0%	17.0%
Female	64	34	53.1%	6.0%	29.0%	32.0%	32.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	64	2	3.1%	--	--	--	--
Hispanic or Latino	64	46	71.9%	13.0%	39.0%	30.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	64	13	20.3%	0.0%	8.0%	54.0%	38.0%
Two or More Races	64	3	4.7%	--	--	--	--
Socioeconomically Disadvantaged	64	42	65.6%	14.0%	33.0%	38.0%	14.0%
English Learners	64	7	10.9%	--	--	--	--
Students with Disabilities	64	12	18.8%	33.0%	33.0%	25.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/12/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	68	68	100.0%	19.0%	44.0%	22.0%	15.0%
Male	68	35	51.5%	23.0%	46.0%	17.0%	14.0%
Female	68	33	48.5%	15.0%	42.0%	27.0%	15.0%
Black or African American	68	7	10.3%	--	--	--	--
American Indian or Alaska Native	68	1	1.5%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	68	5	7.4%	--	--	--	--
Hispanic or Latino	68	33	48.5%	30.0%	45.0%	18.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	68	20	29.4%	10.0%	35.0%	20.0%	35.0%
Two or More Races	68	2	2.9%	--	--	--	--
Socioeconomically Disadvantaged	68	42	61.8%	24.0%	48.0%	24.0%	5.0%
English Learners	68	13	19.1%	31.0%	69.0%	0.0%	0.0%
Students with Disabilities	68	9	13.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	81	81	100.0%	25.0%	44.0%	23.0%	6.0%
Male	81	44	54.3%	30.0%	48.0%	14.0%	7.0%
Female	81	37	45.7%	19.0%	41.0%	35.0%	5.0%
Black or African American	81	4	4.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	81	3	3.7%	--	--	--	--
Filipino	81	4	4.9%	--	--	--	--
Hispanic or Latino	81	47	58.0%	30.0%	49.0%	13.0%	6.0%
Native Hawaiian or Pacific Islander	81	1	1.2%	--	--	--	--
White	81	20	24.7%	15.0%	40.0%	35.0%	10.0%
Two or More Races	81	2	2.5%	--	--	--	--
Socioeconomically Disadvantaged	81	47	58.0%	36.0%	53.0%	9.0%	2.0%
English Learners	81	13	16.0%	62.0%	38.0%	0.0%	0.0%
Students with Disabilities	81	12	14.8%	25.0%	42.0%	17.0%	17.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	67	67	100.0%	36.0%	36.0%	16.0%	12.0%
Male	67	35	52.2%	40.0%	34.0%	11.0%	14.0%
Female	67	32	47.8%	31.0%	38.0%	22.0%	9.0%
Black or African American	67	2	3.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	67	2	3.0%	--	--	--	--
Filipino	67	1	1.5%	--	--	--	--
Hispanic or Latino	67	38	56.7%	42.0%	37.0%	13.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	67	21	31.3%	29.0%	43.0%	19.0%	10.0%
Two or More Races	67	3	4.5%	--	--	--	--
Socioeconomically Disadvantaged	67	39	58.2%	41.0%	41.0%	13.0%	5.0%
English Learners	67	10	14.9%	--	--	--	--
Students with Disabilities	67	7	10.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	64	64	100.0%	27.0%	36.0%	19.0%	19.0%
Male	64	30	46.9%	30.0%	37.0%	23.0%	10.0%
Female	64	34	53.1%	24.0%	35.0%	15.0%	26.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	64	2	3.1%	--	--	--	--
Hispanic or Latino	64	46	71.9%	37.0%	41.0%	9.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	64	13	20.3%	0.0%	31.0%	38.0%	31.0%
Two or More Races	64	3	4.7%	--	--	--	--
Socioeconomically Disadvantaged	64	42	65.6%	36.0%	36.0%	14.0%	14.0%
English Learners	64	7	10.9%	--	--	--	--
Students with Disabilities	64	12	18.8%	58.0%	33.0%	8.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/12/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	60.0%	90.0%	77.0%	64.0%	76.0%	76.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76.0%
All Students at the School	77.0%
Male	75.0%
Female	80.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	64.0%
Native Hawaiian or Pacific Islander	--
White	94.0%
Two or More Races	--
Socioeconomically Disadvantaged	70.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.9%	25.4%	23.9%

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: 1/12/2016

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 - Most Recent Year

Leona Cox's staff believes that parents are our partners in education. We welcome and encourage parent involvement through a wide variety of opportunities that take place throughout the year. 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 Breakfast, the Fine Arts Festival, and the Walk-a-thon. 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 Lunch celebrations, annually at the End of the Year Awards Celebration, the Young Author's Night, Estrella Awards and at the annual GATE Night. Our English Language Learner parents are encouraged to attend the English Learner Advisory Committee (ELAC), weekly Community Based English Tutoring (CBET) adult ESL classes, and parent nights. 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 weekly phone announcements, meetings, and conferences. All documents are printed in both English and Spanish. We celebrate our parent involvement by keeping track of their attendance and recognizing their commitment at our parents at our volunteer breakfast and awards ceremony held in June.

State Priority: Pupil Engagement

Last updated: 1/6/2016

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.0	14.0	7.0	73.0	55.0	35.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
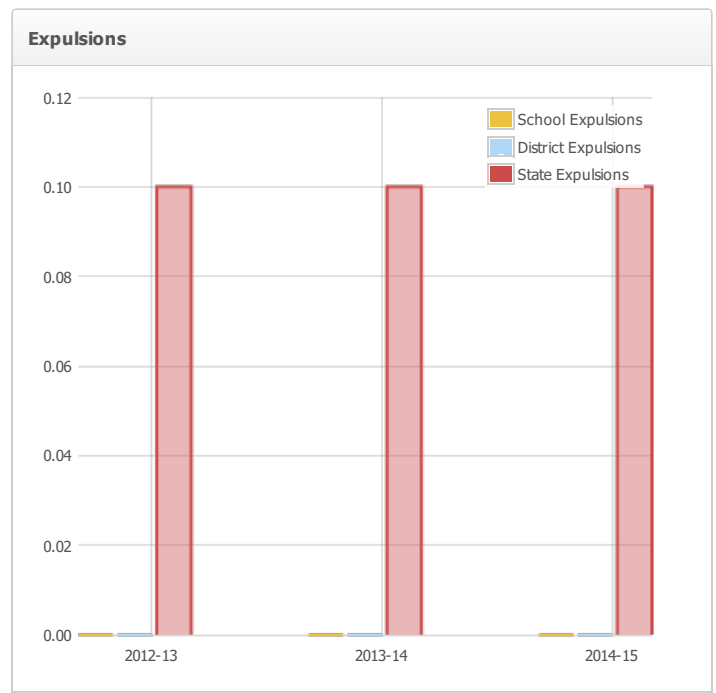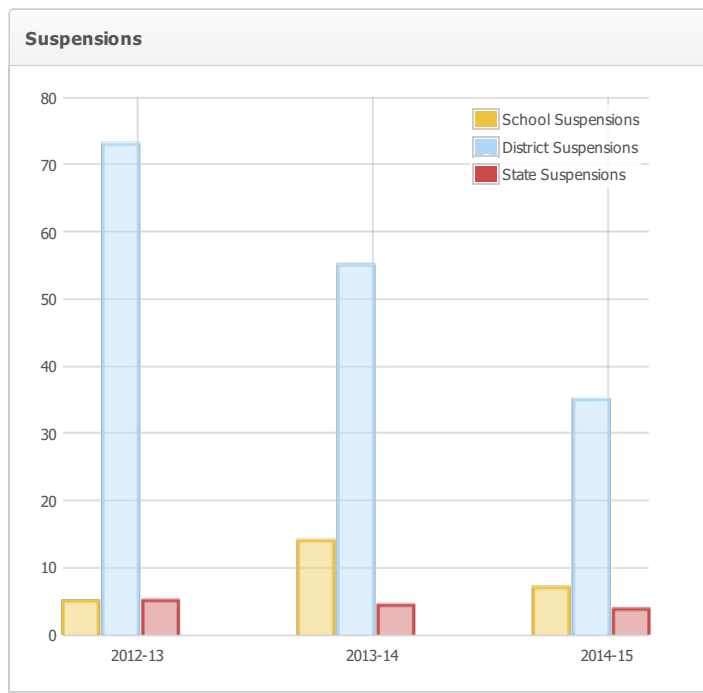
Last updated: 1/10/2016

School Safety Plan - Most Recent Year

School Safety Plan-Reviewed February 2015

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: 1/14/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 1/6/2016

Federal Intervention Program (School Year 2015-16)

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: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	14.0	5	2		16.0	3	4		16.0	6	3	
1	22.0		3		21.0	1	1		22.0		3	
2	26.0		3		25.0		3		30.0		2	
3	28.0		3		28.0		2		26.0		2	
4	34.0			2	30.0		3		31.0		2	1
5	35.0			2	33.0		1	1	34.0			2
6	33.0			2	34.0			2	34.0			2
Other					21.0		1					

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

Last updated: 1/6/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

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)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	1.0	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: 1/13/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8551.7	$2437.0	$6114.6	$72044.2
District	N/A	N/A	$6027.0	$71674.0
Percent Difference – School Site and District	N/A	N/A	1.5%	0.5%
State	N/A	N/A	$5348.0	$72993.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/2016

Types of Services Funded (Fiscal Year 2014-15)

• 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)

• School and Library Improvement Grant (SIG)

Last updated: 1/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,942	$43,091
Mid-Range Teacher Salary	$65,245	$70,247
Highest Teacher Salary	$86,533	$89,152
Average Principal Salary (Elementary)	$105,364	$112,492
Average Principal Salary (Middle)	--	$116,021
Average Principal Salary (High)	--	$117,511
Superintendent Salary	$161,724	$192,072
Percent of Budget for Teacher Salaries	38.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
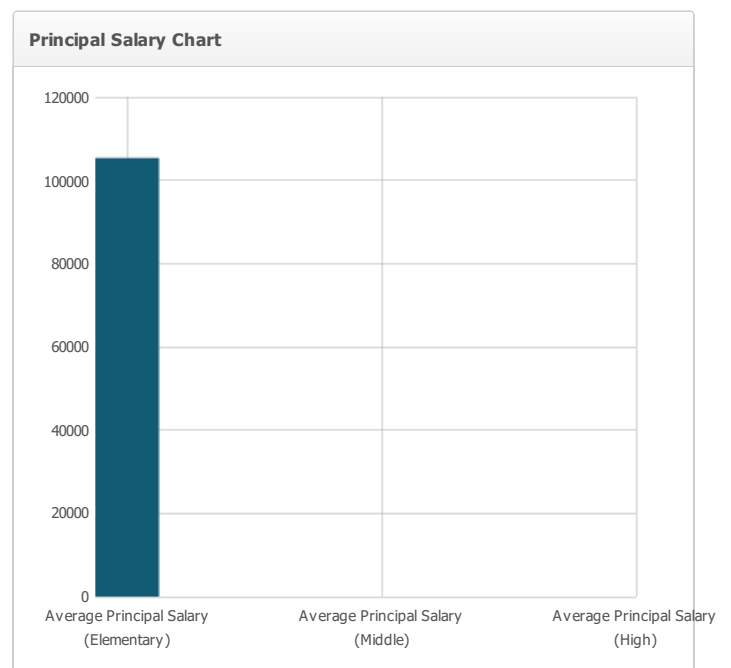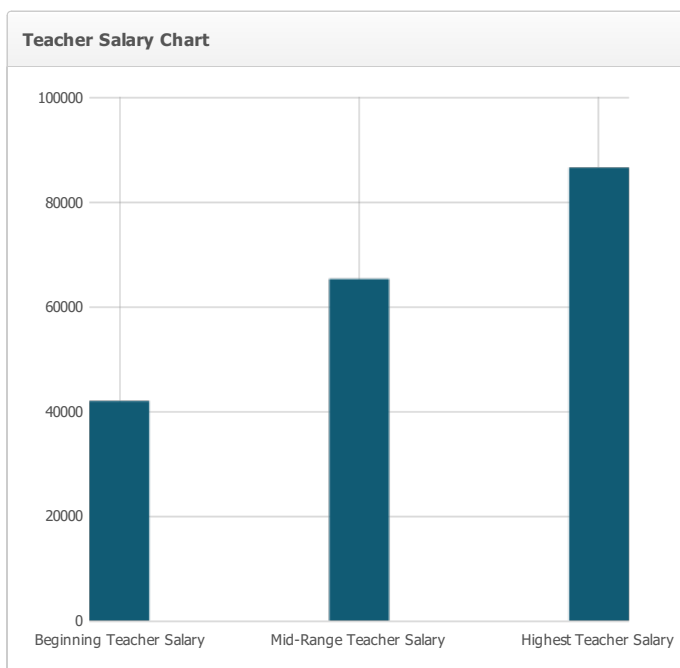
Professional Development – Most Recent Three Years

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, 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.