



[SARC Home](#) » Leona H. Cox Community Elementary

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Heather Drew, Principal

- Principal, Leona H. Cox Community Elementary



About Our School

Believe, Achieve, Succeed!!!!

My name is Heather Drew and I am very fortunate to serve as the Principal of Leona Cox Community School. Leona Cox is a place where strong connections are made between home and school, now more than ever, and it is also a place where all staff members are committed to helping children Succeed Every Day! Our staff is excited to help continue to move Leona Cox and its students along the path of excellence during these challenging times in education and 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, as well as Mrs. Day, our Assistant Principal, to be visible when students and parents are on campus, meeting with parents at Coffee with the Principal, PTA and ELAC, and popping into Zoom meetings 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, our assistant principal, 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 teacher throughout the year!

Together, We Win!

Principal's Comment

Mrs. Heather Drew

Contact

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

Phone: 6612522100

Email: hdrew@sssd.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
Email Address	ckawaguchi@sssd.k12.ca.us
Website	http://www.sssd.k12.ca.us
School Contact Information (School Year 2020–2021)	
School Name	Leona H. Cox Community Elementary
Street	18643 Oakmoor St.

City, State, Zip	Canyon Country, Ca, 91351
Phone Number	6612522100
Principal	Heather Drew, Principal
Email Address	hdrew@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/LeonaCox
County-District-School (CDS) Code	19650456022883

Last updated: 1/7/2021

School Description and Mission Statement (School Year 2020–2021)

Mission Statement

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

BELIEVE that we will meet the learning needs of all students who will
ACHIEVE academic success in a caring, safe, supportive, learning environment, and
SUCCEED in reaching specific, measurable, and articulated goals while becoming citizens of good character.

Description

Leona Cox Community School is located in Santa Clarita Valley, as part of the Sulphur Springs Union School District. The multi-leveled campus' school attendance boundaries include single-family homes, mobile home parks, and apartment complexes.

Leona Cox School opened its doors to students in 1964. Today the school serves approximately 462 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 5 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 Therapist (OT) and Physical Therapist

(PT) clinics on site staffed by specialists. We have a state preschool on campus which works with our Special Education preschoolers, providing opportunities for integration into a regular preschool setting. The support staff includes 5 Speech and Language Specialists, a Resource Teacher, 2 School Psychologists, an Adaptive P.E. Teacher, and an Occupational Therapist.

Leona Cox School is an ethnically diverse school with 57% Hispanic students, 26% White students, 7% African American students, 7% Asian students, and 3% students from multiple races. The school is linguistically diverse as well with approximately 27% 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 58% 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 2020-2021 will focus on Math 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:

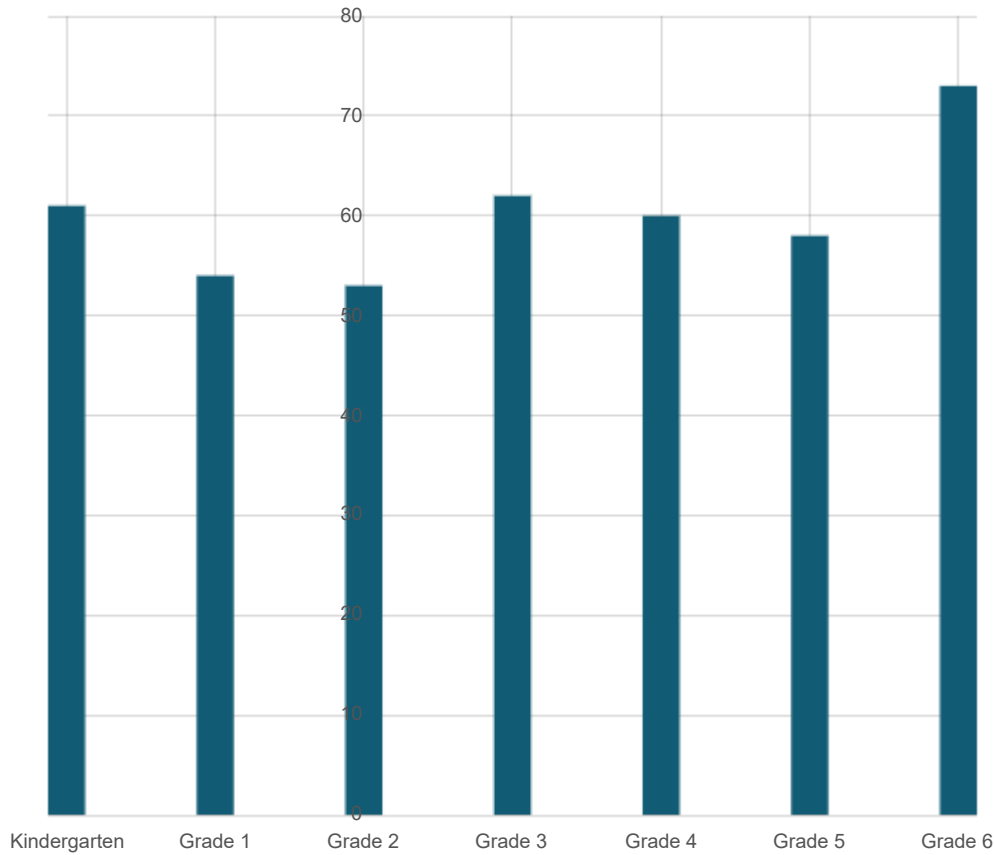
- Collaborative teams
- Data analysis to drive instruction
- Engaging, rigorous standards-based curriculum
- Instructional strategies, techniques and technology to meet the needs of diverse learners
- Informing parents and community members about various aspects of the educational programs
- Promoting 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, a teacher iPad and a ratio of three to one student iPads. The school also has a class set Chromebooks per grade level, which are shared; each 4th, 5th, and 6th grade classroom has their own set of Chromebooks. The school houses a Computer Lab with a SMART Board, printers, 34 desktop computers, and Computer Tech Aide. 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: 1/25/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	61	54	53	62	60	58	73	421



Last updated: 1/21/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	5.00 %	0.20 %	2.40 %	5.20 %	63.90 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	63.20 %	22.10 %	12.60 %	1.00 %	
◀ ▶					

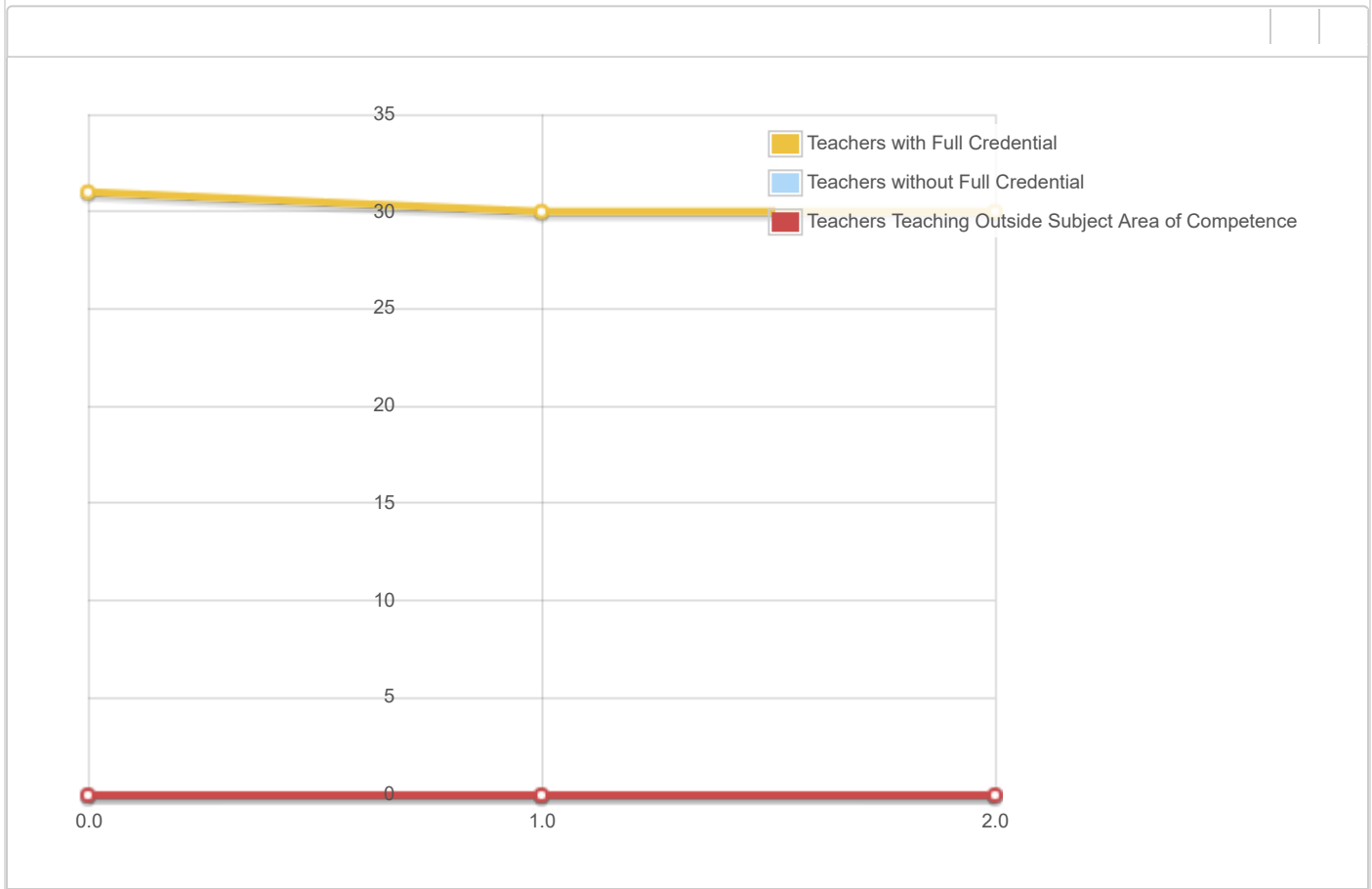
State Priority: Basic

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

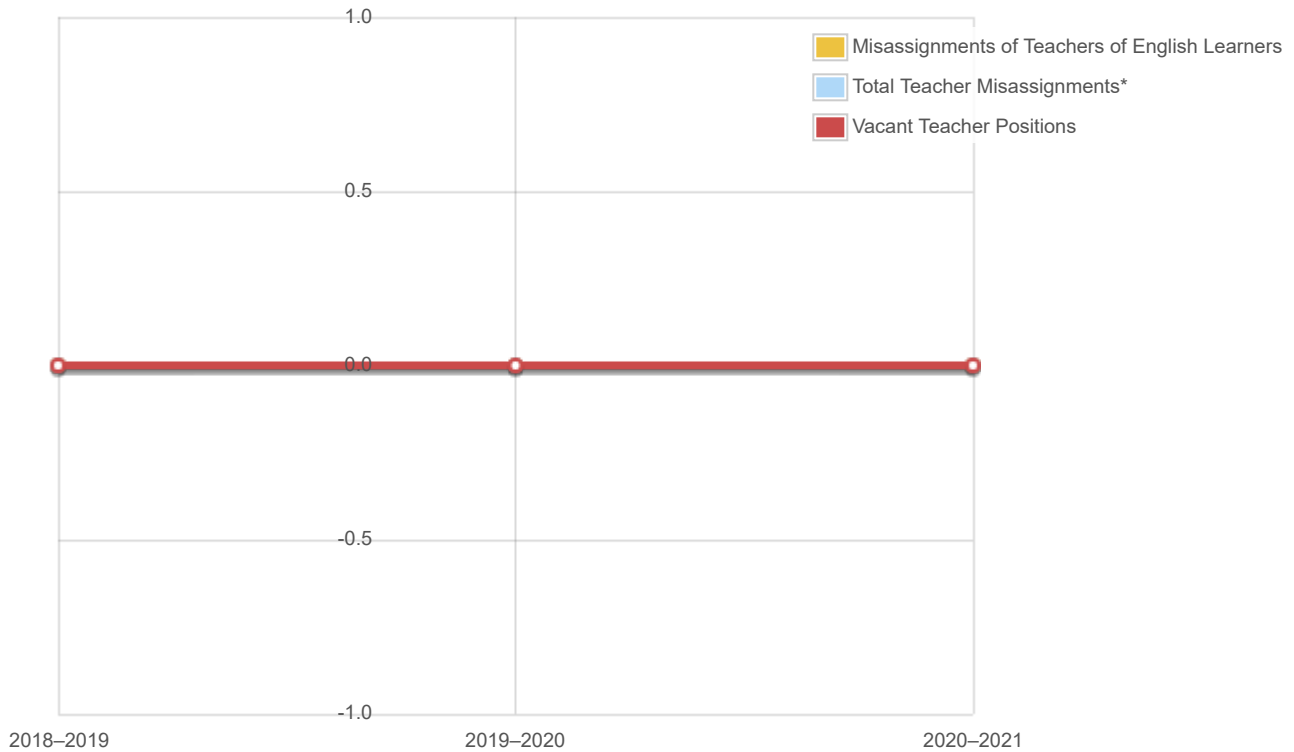
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	31	30	30	248
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/21/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/21/2021

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

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0.00 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.00 %
Science	Houghton Mifflin California Science (Kindergarten - 2nd grade) Pearson California Science (3rd - 6th grade)	Yes	0.00 %
History-Social Science	Pearson History-Social Science for California (Kindergarten - 5th grade) Harcourt Reflections Ancient Civilizations (6th grade)	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	N/A		0.00 %
Health	Harcourt	Yes	0.00 %
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: 1/21/2021

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, Computer Lab, & Science Lab), restroom facilities, classrooms, 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 Room, Cafeteria/Lunch Area, Restrooms, Storage Areas, Walkways and Halls, & Grounds) were rated "Good."

Through natural earth movement, the primary yard has 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. Roofing on the 300 and 400 building have been reslurried to prevent further leaking during the rainy season. A sensory garden was completed on the lower yard for all students to utilize.

Last updated: 1/25/2021

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: February 2020

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

Overall Facility Rate

Year and month of the most recent FIT report: February 2020

Overall Rating	Good
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Last updated: 1/7/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	59%	N/A	60%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	43%	N/A	49%	N/A	39%	N/A

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

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

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

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

Last updated: 1/21/2021

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/21/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/21/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	39	N/A	40	N/A	30	N/A

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

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

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

Last updated: 1/21/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/21/2021

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/21/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Parents are encouraged to be active participants at Leona Cox Community School. There are opportunities for everyone to get involved here at Leona Cox from before school, during school, to evening events. What's most important is that parents feel welcome and that they have a voice in their child's future. Due to Covid-19 onsite activities were limited during the 2020-21 school year. But in past years and in future years opportunities include:

- *Volunteering in and out of the classroom
- *PTA eBoard and PTA: Adrienne Hass (President)
- *School Site Council: Kristi Simpranio (President)
- *ELAC/DELAC
- *Family nights: Family Math Night/ Family Literacy Nights/ Family STEAM Night
- *Fall Festival

- *Read Across America
- *Fun Run
- *Back to School Picnic
- *Parent Conferences
- *Coffee with the Principal
- *Coffee with the Superintendent
- *Back to School Night
- *Open House
- *Fundraisers

Last updated: 1/25/2021

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	Suspensions	Expulsions
School 2017–2018	0.40%	0.00%
School 2018–2019	1.90%	0.00%
District 2017–2018	1.10%	0.00%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

**State
2018–2019** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	1.90%	0.00%
District 2019–2020	1.00%	0.00%
	--	--

**State
2019–2020**

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

Last updated: 1/21/2021

School Safety Plan (School Year 2020–2021)

Every student and staff member has the right to attend a safe school where he or she is safe from physical or psychological harm. The Leona Cox safety plan is all inclusive with the main objective to protect the safety and welfare of students, school staff, and visitors at Leona Cox. The safety plan includes information on response to fire drills, earthquake disaster drills, and school lockdowns. In addition, the safety plan addresses concerns about the security of the campus, as well as regular training of noon supervisors and staff to recognize and stop bullying on campus. The most recent Safety Plan was approved on January 12, 2020.

Last updated: 1/7/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	25.00	25.00	25.00	25.00	27.00	28.00	35.00	
Number of Classes * 1-20	3	2	3	2	3	2		
Number of Classes * 21-32							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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

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

Number of Classes * 33+ * Number of classes indicates how many classes fall into each size category (a range of total students per class).
 ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

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

Number of Classes * 33+

* 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. Last updated: 1/21/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 1/21/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00

	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	2.00
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	4.80
Resource Specialist (non-teaching)	1.00
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: 1/21/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11513.04	\$5111.31	\$6401.73	\$70476.02
District	N/A	N/A	\$5590.71	\$76145.00
Percent Difference – School Site and District	N/A	N/A	14.51%	-7.44%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	-17.00%	-16.00%

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

Last updated: 1/6/2021

Types of Services Funded (Fiscal Year 2019–2020)

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional development

- provide TOSAs that support instruction
- using SIPPS as a Tier II reading intervention for students

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

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

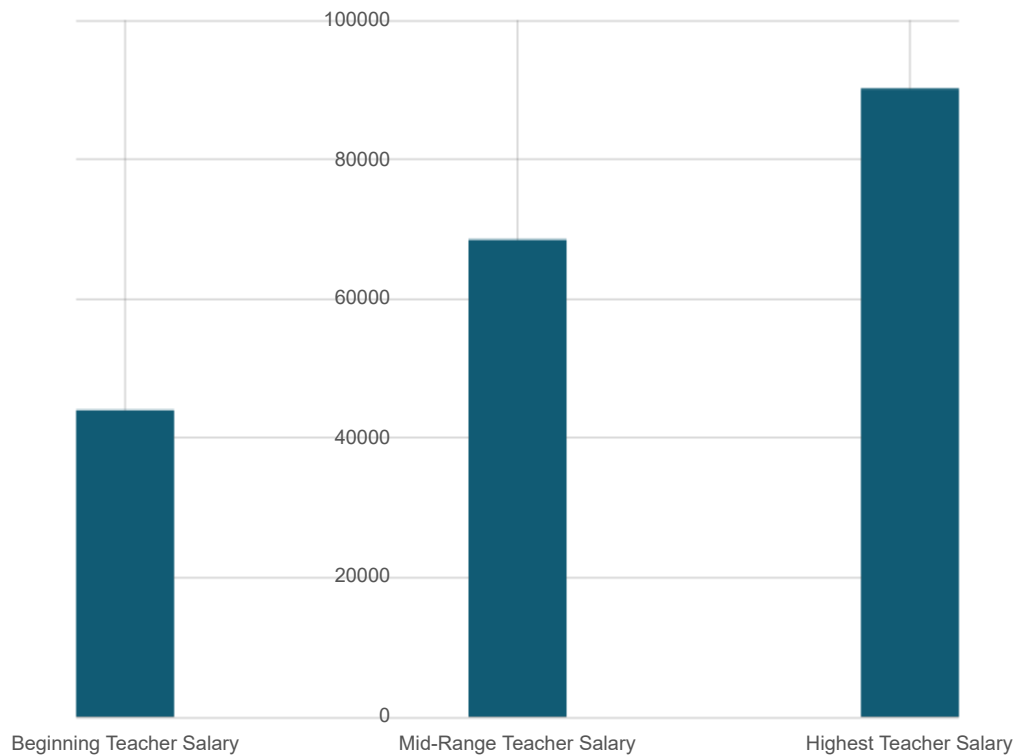
Last updated: 1/25/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

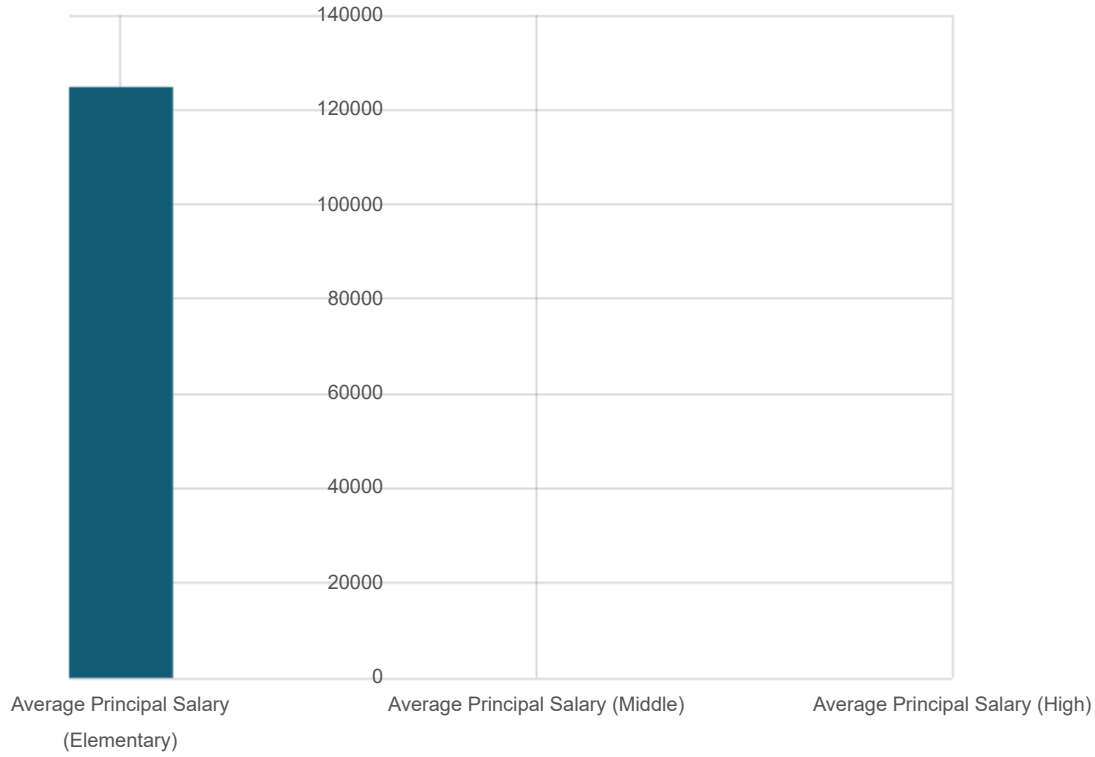
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,026	\$51,004
Mid-Range Teacher Salary	\$68,487	\$82,919
Highest Teacher Salary	\$90,195	\$104,604
Average Principal Salary (Elementary)	\$124,794	\$131,277
Average Principal Salary (Middle)	\$	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$185,895	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/21/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814