Leona H. Cox Community Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 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 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 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 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.

Heather Drew, Principal

📍 Principal, Leona H. Cox Community Elementary

About Our School

Leona Cox Community School is a multi-leveld Title I school serving over 500 students from preschool through 6th grade, including Special Education preschool. Leona Cox students, staff, and parents feel a personal pride and connection to our school family! All of us are true partners in providing a responsive, safe, nurturing, engaging, and positive learning environment for all students. We truly respect and honor the richly diverse community of our Leona Cox family. We are committed to providing student-centered, standards-based learning opportunities in which each scholar is valued, kindness is treasured, collaboration is prized, and respect for each other is esteemed. We want every child to love school and develop a positive mindset about their own potential. Leona Cox scholars believe in themselves, achieve their goals, and succeed in becoming happy, life-long learners ready to contribute as responsible citizens in our ever-changing, culturally diverse world!

**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

Principal's Comment

Mrs. Heather Drew

Contact

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

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	Leona H. Cox Community Elementary
Street	18643 Oakmoor St.
City, State, Zip	Canyon Country, Ca, 91351-2936
Phone Number	661-252-2100
Principal	Heather Drew, Principal
E-mail Address	hdrew@sssd.k12.ca.us
Web Site	https://www.sssd.k12.ca.us/site/Default.aspx?PageI
County-District-School (CDS) Code	19650456022883

Last updated: 12/19/2017

School Description and Mission Statement (School Year 2017-18)

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, including Special Ed preschool. Leona Cox is a Title One school that provides TK-6th grade differentiated instruction to provide more intensive instruction in reading and math. In addition to the seventeen regular education classrooms, there are 4 Special Day preschool classes serving communicatively challenged children as well as 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 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 state preschool on campus which works with our Special Education preschoolers, providing opportunities for integrating into a regular preschool setting. The support staff includes 4.4 Speech and Language Specialists, a Resource Teacher, 3 School Psychologists, and an Adaptive P.E. Teacher.

Leona Cox School is an ethnically diverse school with 64% Hispanic students, 20% White students, 70% African American students, 6% Asian students, 3% Filipino, and 3% students from other ethnic backgrounds. The school is linguistically diverse as well with approximately 26% 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% 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 2017-2018 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
• 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 TK - 6 also each have a set of Chromebooks, 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: 12/19/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	74
Grade 1	71
Grade 2	57
Grade 3	67
Grade 4	59
Grade 5	67
Grade 6	88
Total Enrollment	483
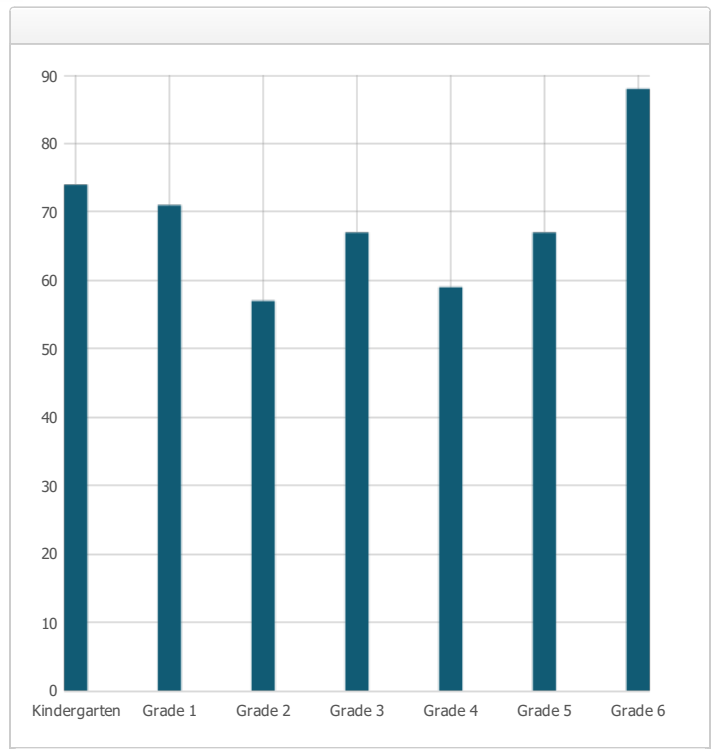
Last updated: 12/19/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.8 %
American Indian or Alaska Native	1.0 %
Asian	2.7 %
Filipino	3.1 %
Hispanic or Latino	61.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	22.2 %
Two or More Races	2.1 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.7 %
English Learners	26.3 %
Students with Disabilities	14.1 %
Foster Youth	1.2 %

Last updated: 12/19/2017

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	33	33	255
Without Full Credential				2
Teachers Teaching Outside Subject Area of Competence (with full credential)				
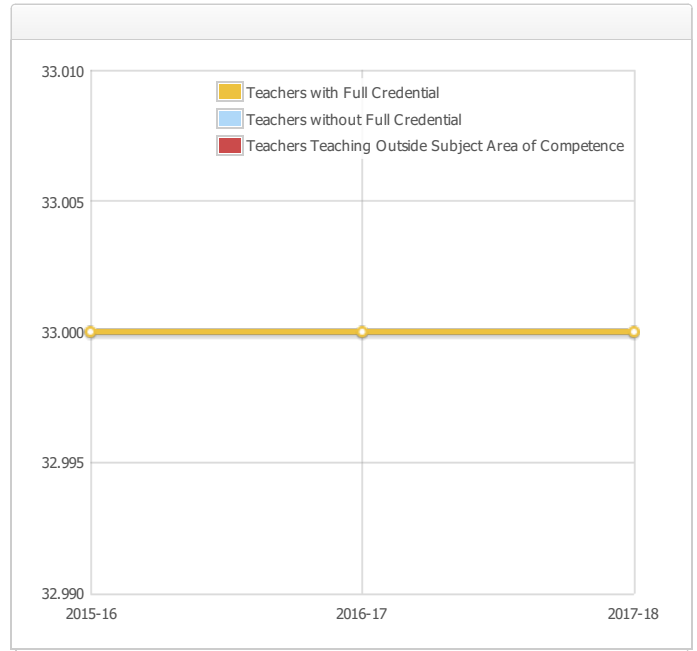
Last updated: 12/19/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
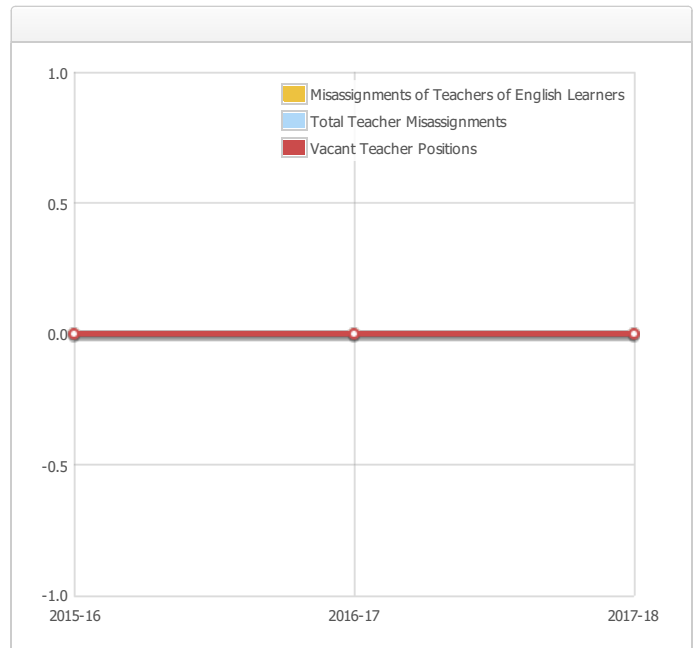
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 Ready to Advance TK	Yes	0.0 %
Mathematics	Houghton Mifflin California: Math Expressions	Yes	0.0 %
Science	Houghton Miffliln- California Science K-2 Pearson California Science 3-6	Yes	0.0 %
History-Social Science	Pearson History/Social Science for California K-5 Harcourt Reflections 6	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin & Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1995 Davis Publications, Adventures in Art 1998	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: 12/19/2017

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 Kindergarten yard has experienced cracks on the blacktop. It is expected to be slurried and painted over summer. The upper yard's grass under the new solar panels was altered during instruction and will be replanted upon the completion of the panels. A gas pipe was replaced on a hillside disturbing some shrubbery, which will also need to be replaced in the upcoming year. Installation of a new front door and fencing are being proposed to create a closed campus for the site.

Last updated: 12/19/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

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	Al interior surfaces 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: November 2017

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	62%	61%	59%	60%	48%	48%
Mathematics (grades 3-8 and 11)	44%	41%	47%	49%	36%	37%

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: 11/28/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	272	98.55%	60.66%
Male	150	146	97.33%	58.22%
Female	126	126	100.00%	63.49%
Black or African American	15	15	100.00%	60.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	174	172	98.85%	48.26%
Native Hawaiian or Pacific Islander	--	--	--	
White	62	62	100.00%	85.48%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	170	167	98.24%	48.50%
English Learners	103	100	97.09%	50.00%
Students with Disabilities	42	41	97.62%	17.07%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 11/28/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	277	273	98.56%	41.39%
Male	150	148	98.67%	37.84%
Female	127	125	98.43%	45.60%
Black or African American	15	15	100.00%	26.67%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	175	173	98.86%	29.48%
Native Hawaiian or Pacific Islander	--	--	--	
White	62	62	100.00%	69.35%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	170	168	98.82%	29.17%
English Learners	104	102	98.08%	32.35%
Students with Disabilities	42	40	95.24%	15.00%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 11/28/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77.0%	72.0%	76.0%	71.0%	56%	54%

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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 11/28/2017

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	19.0%	28.6%	11.1%

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: 12/18/2017

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 2017-18)

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.

*Volunteering in and out of the classroom

*PTA eBoard and PTA: Erin Hester (President)

*School Site Council: Heather Ippolito (President)

*ELAC/DELAC

*Family nights: Family Arts Night/ Family Math Night/ Family Literacy Night/ 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

State Priority: Pupil Engagement

Last updated: 12/19/2017

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2%	0.0%	0.2%	0.6%	0.2%	0.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
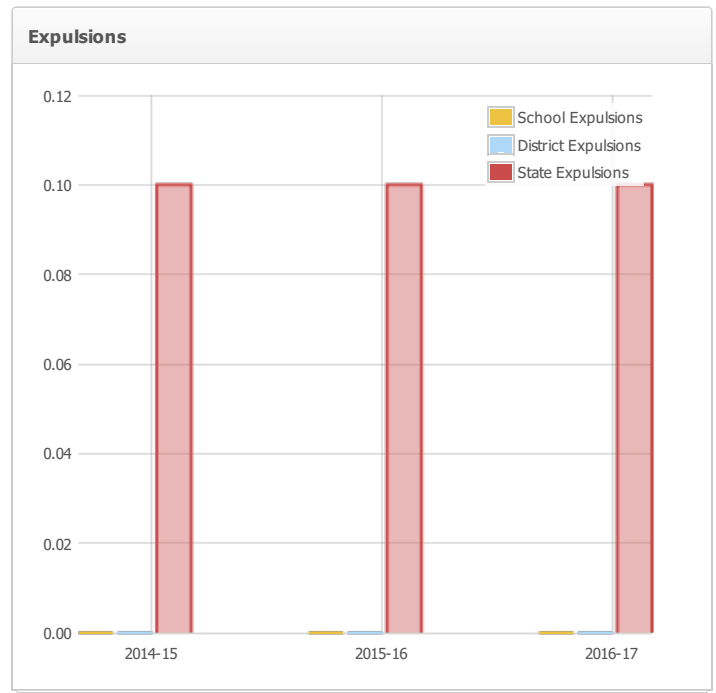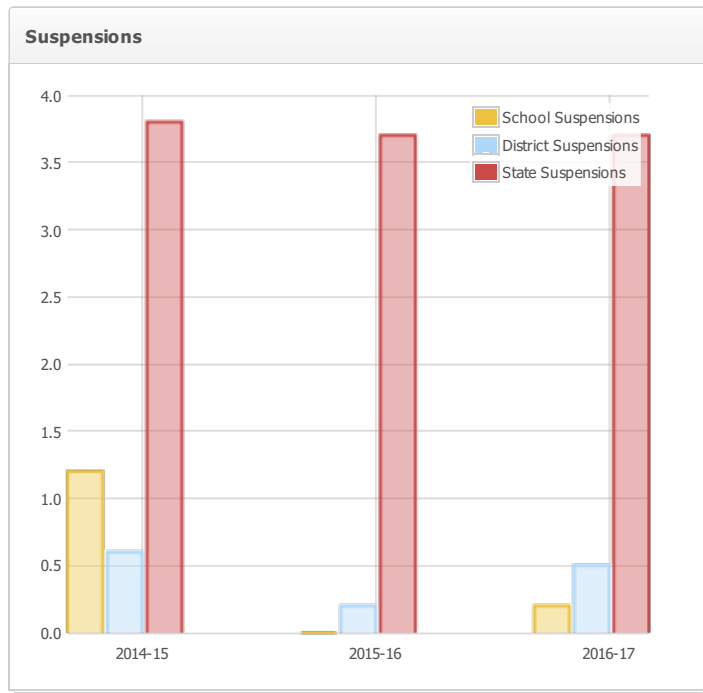
Last updated: 12/18/2017

School Safety Plan (School Year 2017-18)

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 February 9th, 2017.

Last updated: 12/19/2017

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 12/18/2017

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		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	16.0	6	3	0	17.0	3	4	0	22.0	0	3	0
1	22.0	0	3	0	20.0	2	1	0	25.0	0	2	0
2	30.0	0	2	0	25.0	0	2	0	26.0	0	3	0
3	26.0	0	2	0	25.0	0	3	0	25.0	0	2	0
4	31.0	0	2	1	32.0	0	2	0	31.0	0	1	1
5	34.0	0	0	2	30.0	0	2	0	34.0	0	1	1
6	34.0	0	0	2	30.0	0	3	0	34.0	0	0	3
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: 11/28/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8096.0	$2970.0	$5126.0	$72961.0
District	N/A	N/A	$4975.0	$73958.0
Percent Difference – School Site and District	N/A	N/A	3.0%	-1.4%
State	N/A	N/A	$6574.0	$78363.0
Percent Difference – School Site and State	N/A	N/A	-24.8%	-7.1%

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

Last updated: 12/18/2017

Types of Services Funded (Fiscal Year 2016-17)

- 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: 12/18/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,991	$48,678
Mid-Range Teacher Salary	$66,876	$78,254
Highest Teacher Salary	$88,426	$96,372
Average Principal Salary (Elementary)	$104,102	$122,364
Average Principal Salary (Middle)	$	$125,958
Average Principal Salary (High)	$	$126,758
Superintendent Salary	$161,724	$212,818
Percent of Budget for Teacher Salaries	36.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
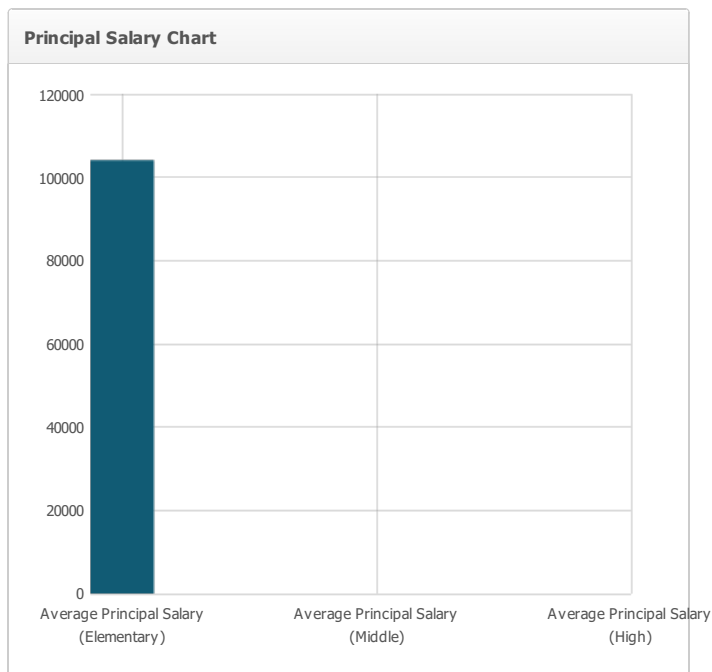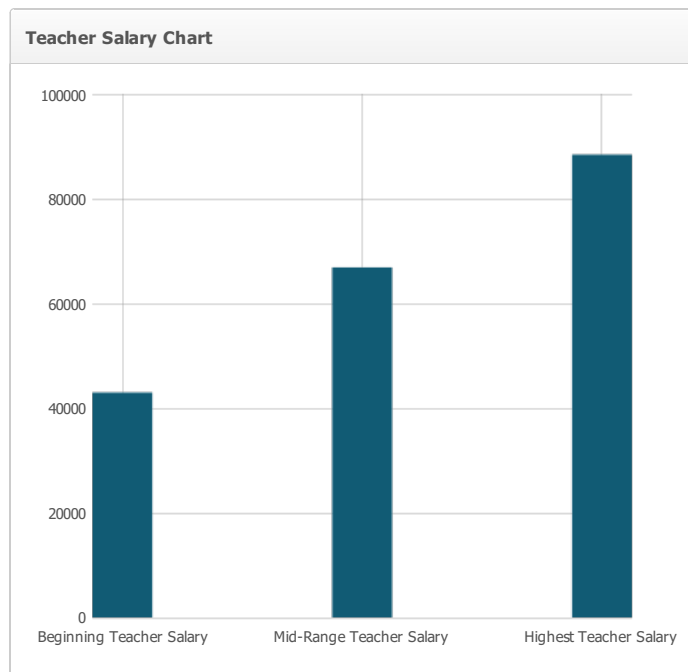
Last updated: 12/18/2017

Professional Development

For the entire Sulphur Springs School District and specifically Leona Cox Community School, the banking of instructional minutes through out the school week, supports an early dismissal of student on each Tuesday afternoon and allows for our P.D.T. (Professional Development Tuesdays). NOTE: "PR" = Professional Responsibilities (not available for Admin direction). In addition, the district provides 3 full days of training focused on language arts, mathematics, technology, and english language development. Ongoing trainings are also offered after school to teachers. Classified staff receive training through site-based meetings throughout the year. These trainings focus on district goals as well as site needs: technology, ELA, data analysis, socio-emotional needs of students, Designated and Integrated ELD, and CHAMPS: our site positive behavior management program.

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