School Accountability Report Card

Reported for the 2009-10 School Year **Published During 2010-11**

Leona H. Cox Community Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. School Information

Contact Information (2010-11 School Year)

This section provides the school's contact information.

School		District	
School Name	Leona H. Cox Community Elementary	**District Name**	Sulphur Springs Union Elementary
Street	18643 Oakmoor	**Phone Number**	(661)252-5131
City, State, Zip	Canyon Country, CA, 91351	**Website**	http://www.sssd.k12.ca.us
Phone Number	661-252-2100	**Superintendent**	Dr. Robert Nolet, Ed.D.
Principal	Betsy Letzo	**E-mail Address**	bnolet@sssd.k12.ca.us
E-mail Address	bletzo@sssd.k12.ca.us	**CDS Code**	19650456022883

Principal's Message (2009-10 School Year)

This section provides information about the school, its programs and its goals.

Leona Cox Community School is located in the suburban Santa Clarita Valley, forty miles northeast of Los Angeles. The multi-leveled campus nestled into a hillside vista is adjacent to rolling chaparral and residential homes. 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, Sulphur Springs Community School founded in 1872. Recent renovations to the 44-year-old Leona Cox school facility added a modern multipurpose room, a two-story (12 classroom) building, remodeled existing classrooms and infrastructure demonstrating the commitment to quality school facilities in the Sulphur Springs School District.

A visit to Leona Cox School reveals a learning environment where a sense of shared purpose among all stakeholders support school wide goals. Teacher, student, parent, support staff, and school neighborhood involvement is a tradition of the Leona Cox School community. Annual events include the Harvest Festival, Winter Sing, Fine Arts Festival, Principal for a Day, Holiday Food Drive, Pennies for Patients, food drives, and Volunteer Appreciation Tea. At our monthly Spirit Assemblies, students, staff, and community members are recognized and honored for their achievements. Leona Cox Community School is truly a living model of our school motto, "Believe – Achieve – Succed!"

Leona Cox is a Title One school providing an ExCEL K-6th school wide program for 564 students in nineteen regular education classes. In addition to the regular education program there are six Special Day Classes servicing 52 communicatively handicapped students across the Sulphur Springs School District, as well as other disabilities, ages three through seven. The academic support staff includes three Speech and Language Specialists, a Resource Teacher, two School Psychologists, an Adaptive P.E. Teacher, as well as OT and PT 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.   We also have several consultants for music and instrumental band.

The school attendance boundaries include single-family homes, mobile home parks, and apartment complexes. Leona Cox School is an ethnically diverse school with 56% Hispanic students, 26% White students 8% African American students, and 10% students from other ethnic backgrounds. The school is linguistically diverse as well with 35% 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 38% percent of LC students are identified as Socioeconomically Disadvantaged and participate in Free/Reduced Lunch Program administered by the Santa Clarita Valley Food Services Agency. Parent Education Levels were gathered from demographic data on the 2010 STAR assessment, 28% of parents declined to state, 62% indicated education levels; of those responses 34% of Leona Cox Parents graduated from High School and attended some College, 30% were college or post graduates, while 8% did not graduate from High School.

Each year the Leona Cox staff works with parents and District support personnel to evaluate various sources of data related to student achievement and school climate. Following a thorough analysis of standardized test scores, District Common Assessment (DCA) data, survey results and input provided by teachers, parents, and school committees, the School Site Council updates the School Plan for Student Achievement (SPSA) to identify goals for school improvement to ensure that each child will achieve his/her full potential.

While Leona Cox School strives to continually improve achievement in all curricular areas, school improvement goals for 2010-2011 will focus on increasing the percentage of students who demonstrate proficiency in English Language Arts by improving students' proficiency in Reading Comprehension and English Language Development.

Actions that support the school's goal of continually improving the overall educational experience at Leona Cox:

•   Providing a challenging and interesting course of study that is in accordance with California State Standards and Sulphur Springs School District guidelines.

•   Using a variety of teaching strategies, techniques and technology to meet the needs of diverse learners.

•   Promoting continued educational growth for students, parents, and staff that creates a community of lifelong learners.

•   Promoting a safe and orderly learning environment.

•   Creating and maintaining positive, effective communication between home, school and the community.

•   Providing regular, monitored homework that allows children to practice what they have learned in the classroom.

Progress toward school goals are monitored on an ongoing basis using formative and summative assessments. Individual teachers and grade level teams meet at least once a month to review individual and group achievement data. Grade levels report progress to the site administrators, which is shared with the school Leadership Team and the SSC. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial material and/or budget changes during the school year.

Assessment results are made available to parents and stakeholders in the following ways:

•   STAR scores are mailed home

•   CELDT scores and Title III Annual Parent Notifications are mailed home

•   Test scores are discussed during parent conferences

•   Parent information sessions and committee meetings are available to discuss information

At each SSC meeting planned activities and policies are reviewed to ensure student success. Leadership Team meetings are focused on identification and implementation of effective key strategies and programs. A minimum of one staff meeting per month is dedicated to collaborative grade level planning to evaluate assessment results and discuss best practices for student achievement.

The ExCEL (Excellence, A Commitment to Every Learner), a differentiated model of instruction based on Response to Intervention (RtI)will be continued school wide for 2010-2011. ExCEL ensures that all children receive instruction targeted to their identified level of achievement to improve and maximize reading skills. Grades K-6 provide one hour of ExCEL instruction five days a week. Students will be assessed regularly using multiple measures, and will be regrouped as they master standards and make academic progress. ExCEL grouping will address students' needs at all levels from Far Below Basic to higher achieving Proficient and Advanced/Gifted. Teachers will collaborate to create lessons and analyze assessments. Students with IEPs participate in ExCEL to the extent it is feasible in meeting their individualized needs.

All English Learners receive English Language Development instruction on a daily basis as part of Leona Cox's program for English Learners. Instruction targeted to students' identified English proficiency level will be provided and or coordinated by the homeroom teacher. All teachers have been trained in Systematic English Language Development (SELD) and provide 30 minutes of direct instruction daily. Lessons are structured using SELD strategies and may be supplemented by Earobics and English in a Flash, a web-based ELD program that provides systematic practice opportunities. Language development progress will be monitored using the SSSD ELD Matrix, CST STAR, and annual CELDT results.

Gifted and high-achieving students in grades 3-6 will participate in lesson extensions that add depth and complexity to lessons across the curriculum that are delivered within the regular classroom during the school day. GATE student progress will be monitored through benchmark assessments, CST STAR, and completion of a project for the District GATE Night.

Leona Cox staff recognizes that parents/guardians are their children's first and most influential teachers, and that continued parental involvement contributes greatly to student achievement and a positive school environment.   In order to engage parents/guardians positively in their children's education, Leona Cox staff will:

• Inform parents/guardians that their involvement is important to their children's success in school

• Initiate regular, effective communication between the school and home so that parents/guardians know when and how to help their children with learning activities

• Help parents/guardians develop strategies to help their children with learning at home to improve their academic success

• Help parents/guardians to develop parenting skills and provide home environments that support success in school and society

• Encourage parents/guardians to volunteer in the school, attend student performances and school meetings, participate in and become members of advisory committees and other leadership/advocacy groups

• Participate in training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to help parents become partners in the instructional process at school and at home.

• Community Based English Tutoring (CBET), adult ESL, is being offered six hours per week. Childcare and academic support is provided for parents enrolled in CBET classes by credentialed teachers.

A number of dedicated parents make up the Leona Cox Community School PTA. Our PTA provides fun-filled family events and support to the school's programs.

Technology continues to be a significant focus, with networked computers in every classroom, a computer resource area within our library media center, a state-of-the art Science Lab that includes a Smart Board, ELMO, Apple Docking Station and a computer lab with 32 computers. Every class has a weekly scheduled session in our science and computer labs. The instruction in the lab is focused to support student achievement of standards taught in the regular classroom.   Every student K-6 has supervised Internet access and works toward achieving our grade level technology standards. Our library has a student to book ratio of over 25:1. We are also using the Blackboard Connect (NTI), which enables us to quickly communicate with our parents using an electronic phone message in Spanish and English.

School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments. Every Friday students and staff are attired in their spirit wear. There exists a strong sense of pride, commitment, and caring among the staff, students, and the community of Leona Cox School. Our school's Mission and Vision statements support our focus that all students Believe, Achieve and Succeed at Leona Cox School.

Leona Cox Community School-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 and articulated goals while becoming citizens of good character.

Leona Cox Community School-Vision Statement:

In order to achieve our mission, we envision a school in which:

• There is a commitment to continuous improvement through the use of collaborative teams

• All students have access to a rigorous, standards based curriculum.

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

• Appropriate strategies are used to adjust instruction based on individual results

• 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

Parental Involvement (2009-10 School Year)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:	Betsy Letzo	**Contact Person Phone Number:**	661-252-2100

Opportunities for Parent Involvement

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. Opportunities for parental involvement include:

• Volunteering in classrooms

• Attendance at monthly Spirit Award Assemblies

• Parent/Teacher Conferences

• Back To School Night

• Open House

• Participation in the Parent Teacher Association (PTA) and PTA-sponsored events (Movie Nights, Winter Sing, Sports Day)

• Participation in the School Site Council (SSC)

• Participation in the English Learner Advisory Committee (ELAC)

• Weekly Community Based English Tutoring (CBET) adult ESL classes

- • Young Author's Fair
- • Red Ribbon Week
- • Parent Information evenings
- • GATE Night
- • Parenting classes
- • Student Study Team
- • Individual teacher or Principal conferences upon request

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 at meetings, conferences and assemblies. All essential documents are printed in English and Spanish, and oral explanations of documents in English or Spanish are provided when requested by the parent.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	32	0	1	1	26	0	5	0	26	0	3	0
Grade 1	19	4	0	0	18	4	0	0	20	2	2	0
Grade 2	19	4	0	0	19	4	0	0	19	1	2	0
Grade 3	23	2	1	0	19	3	0	0	24	1	3	0
Grade 4	29	0	2	0	29	0	2	0	33	0	1	1
Grade 5	30	0	1	0	30	0	3	0	34	0	1	1
Grade 6	31	0	2	0	27	0	2	0	33	0	0	3
K-3	0	0	0	0	0	0	0	0	0	0	0	0
3-4	29	0	1	0	24	0	2	0	0	0	0	0
4-8	30	0	2	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	19	1	0	0	0	0	0	0

Student Enrollment by Grade Level (2009-10 School Year)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	106	Grade 8	0
Grade 1	82	Ungraded Elementary	0
Grade 2	63	Grade 9	0
Grade 3	87	Grade 10	0
Grade 4	75	Grade 11	0
Grade 5	71	Grade 12	0
Grade 6	84	Ungraded Secondary	0
Grade 7	0	Total Enrollment	568

Student Enrollment by Group (2009-10 School Year)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	7.8%	White (not Hispanic)	27.6%
American Indian or Alaska Native	0.2%	Two or More Races	2.1%
Asian	3.9%	Socioeconomically Disadvantaged	44.0%
Filipino	3.7%	English Learners	31.0%
Hispanic or Latino	52.6%	Students with Disabilities	12.0%
Native Hawaiian or Pacific Islander	1.6%	n/a	--

II. School Safety and Facilities

School Safety Plan (2009-10)

This section provides information about the school's comprehensive safety plan.

Date School Safety Plan last reviewed:	January 11, 2010

School Safety Plan

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 disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Suspension Rate	3.0%	4.0%	2.0%	3.0%	5.0%	2.0%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Recent renovations to the 44-year-old Leona Cox school facility added a modern multipurpose room, a two-story (12 classroom) building, remodeled existing classrooms and infrastructure demonstrating the commitment to quality school facilities in the Sulphur Springs School District.

The school houses 564 students in nineteen regular education classes. In addition to the regular education program there are six Special Day Classes servicing communicatively handicapped students across the Santa Clarita Valley, as well as other disabilities, ages three through seven. The school is assigned two 8 hour custodians to clean and maintain the school facilities. Deep cleaning of the entire school campus occurs during winter, spring and summer breaks. The school grounds are maintained on a weekly basis.

Teachers and yard supervisors provide supervision for students before, during and after school following established procedures and guidelines.

Planned Improvements (2010-11 School Year)

N/A

School Facility Good Repair Status (2010-11 School Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	X			N/A
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	X			N/A
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	X			N/A
Electrical: Electrical Systems (interior and exterior)	X			N/A
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	X			N/A
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	X			N/A
Structural: Structural Condition, Roofs	X			N/A
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			N/A

Overall Summary of School Facility Good Repair Status (2010-11 School Year)

	Facility Condition			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	X			
Date of inspection:	June 25, 2010			
Completion date of inspection form:	June 25, 2010			

III. Curriculum and Academics

Quality, Currency, and Availability of Textbooks and Instructional Materials (2010-11 School Year)

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students, including English Language Learners, receive textbooks adopted from the most recent state approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

In the Sulphur Springs School, the adoption process begins with a committee of teachers, parents and administrators representing each school in the district. Much time is spent learning the standards and deciding upon the criteria to use when selecting the textbook. Once the criteria for selection has been decided then the publishing companies are invited to come and present their programs to the adoption committee. Members of the adoption committee spend hours perusing the books and extra materials looking for the program that will best meet the needs of all of our students. Once the committee feels comfortable with a program or two, sets of the materials are sent to each school site. At this time all teachers and parents are invited to come and preview the materials for themselves. Input from this preview is collected by the committee members and studied.

Finally the adoption committee makes a recommendation to the board based on the criteria designed prior to reviewing any programs, information from the previews and the hours spent studying and comparing the available programs. The adoption committee makes their recommendation to the Board of Trustees at a regularly scheduled board meeting. Once the board approves the textbook, materials are ordered and staff development is planned to provide all teachers with information about the new program and how to use it in their classrooms during the next school year.

It is the goal of the State Board of Education as well as the Sulphur Springs Board of Trustees that any instructional materials used in the Sulphur Springs schools meet the California Content Standards and be appropriate for use in all of our classrooms.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading Language (K-6)	2003
History-Social Science	Hartcourt History-Social Science (6), Scott Foresman History-Social Science (K-5)	2007, 2007
Mathematics	EnVision Mathematics (K-6)	2009
Other		
Science	Scott Foresman California Science (3-6), Houghton Mifflin California Science (K-2)	2008, 2008

Availability of Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Foreign Language	N/A
Health	0.0%
Visual and Performing Arts	0.0%
Science Laboratory Equipment (Grades 9-12)	N/A

Textbook Information Collection Date:	9/1/10

Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	Yes

Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

N/A

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and

history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	47.0%	57.0%	55.0%	55.0%	60.0%	62.0%	46.0%	50.0%	52.0%
Mathematics	53.0%	60.0%	56.0%	61.0%	63.0%	62.0%	43.0%	46.0%	48.0%
Science	60.0%	79.0%	74.0%	56.0%	60.0%	71.0%	46.0%	50.0%	54.0%
Social Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	36.0%	41.0%	44.0%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	62.0%	62.0%	71.0%	0.0%
All Students at the School	55.0%	56.0%	74.0%	0.0%
Black or African American	43.0%	37.0%	*	
American Indian or Alaska Native	*	*		
Asian	0.0%	0.0%	0.0%	
Filipino	*	*	*	
Hispanic or Latino	44.0%	48.0%	66.0%	
Native Hawaiian or Pacific Islander	*	*	*	
White (not Hispanic)	70.0%	67.0%	85.0%	

Two or More Races	--	--	--	--
Male	55.0%	58.0%	76.0%	
Female	55.0%	54.0%	71.0%	
Economically Disadvantaged	38.0%	45.0%	55.0%	
English Learners	27.0%	37.0%	35.0%	
Students with Disabilities	38.0%	48.0%	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	15.1%	33.7%	44.2%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	7	6	7
Similar Schools	6	2	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years.

Group	Actual API Change		
	2007-08	**2008-09**	**2009-10**
All Students at the School	-11	34	-10
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	AS
Filipino	--	--	--
Hispanic or Latino	-20	33	7
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	20	44	-25
Two or More Races	Click here to enter text.	Click here to enter text.	Click here to enter text.
Socioeconomically Disadvantaged	-42	47	8
English Learners	-42	39	7
Students with Disabilities	--	--	--

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

Group	2010 Growth API		
	School	**District**	**State**
All Students at the School	828	828	800
Black or African American	--	785	731
American Indian or Alaska Native	--	--	753
Asian	--	937	910
Filipino	--	--	880
Hispanic or Latino	762	771	752
Native Hawaiian or Pacific Islander	--	--	794

White (not Hispanic)	864	876	868
Two or More Races	--	896	861
Socioeconomically Disadvantaged	739	759	747
English Learners	700	743	742
Students with Disabilities	--	638	648

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2009-10 School Year)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A4

Federal Intervention Program (2010-11 School Year)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

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	--	2
Percent of Schools Currently in Program Improvement	--	22.0%

IV. Teachers & Support Staff

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007-08	**2008-09**	**2009-10**	**2009-10**
With Full Credential	25	29	27	250
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicators	School		
	2008-09	**2009-10**	**2010-11**
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0.0%
All Schools in District	100%	0.0%
High-Poverty Schools in District	100%	0.0%
Low-Poverty Schools in District	100%	0.0%

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

All staff development in the district centers on the Board approved SSSD Three Year Professional Development Plan. The staff development provided at school sites and within the district focuses on understanding the content standards, student achievement, and specific curricular support. Staff development needs are identified district-wide through the STAR data, new adoptions, and other legislated mandates. A major thrust has been on implementing and understanding the standards in the core curriculum, data from student assessment, the adoption cycle, new programs, state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced. During the 2009-2010 school year all professional development opportunities supported the goal of increasing proficiency in Language Arts and in English by focusing on student improvement in the area of reading comprehension.

Both the district and the school sites provide opportunities for teachers to attend workshops and conferences offsite. Teachers who attend these sessions frequently bring back ideas and share them with teachers at their own school and across the district. Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another. The district and sites identify consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers.

Professional Development Tuesdays allow time for teachers to discuss the grade-level standards on SBRC, align year long plans and block plans to the SBRC, identify instructional materials and strategies to support instruction at all levels in all subjects, identify assessments and analyze achievement data. Teacher leaders provided hands-on practice with using IDMS to create and score assessments, analyze data, create student achievement reports, and populate SBRC. All teachers in grades 1st - 6th are trained and utilize IDMS to publish the SBRC at each parent conference. Professional Development Tuesdays were also used to provide training for effective team collaboration, Thinking Maps, Vocabulary Development, and developing a deeper understanding of the Science Standards for lesson planning. Monthly Grade Level Planning Tuesdays provide teachers time for collaboration in planning and delivering instruction, data analysis, and strategy sharing for more effective instruction and classroom management.

To support effective implementation of ExCEL during 2009-2010, teachers and classified staff participated in training intended to improve instruction in the elements of ExCEL with additional emphasis on reading comprehension standards. Administrators and teacher leaders with expertise in literacy instruction provided training for teachers and instructional aides to support explicit instruction in phonemic awareness, phonics, guided reading, and comprehension. Training was designed to develop participants' knowledge of the research-based rationale for explicit instruction in that element of reading, provide demonstrations and practice opportunities in

using strategies to support instruction, support staff in more effectively using the Houghton Mifflin (adopted ELA materials) core and universal access materials, and familiarize staff with available supplemental materials for various elements of ExCEL instruction.

In addition to site-based training, Leona Cox staff had the opportunity to participate in district-provided professional development that targeted reading comprehension across the curriculum. All teachers received monthly flyers providing information about professional development opportunities in reading, writing, ELD, math, science, and other areas. Monthly sessions were offered to support fluency and comprehension instruction. Various teachers participated in Renaissance/Accelerated Reader (AR) training with the goal of sharing their increased understanding of effective implementation strategies with the rest of their grade level team members.   Additionally, all teachers at Leona Cox received intensive training in Systematic ELD to enhance teachers' knowledge of how to support EL students' access to core curriculum. English in a Flash training was provided to support supplemental ELD instruction. Identified teachers, administrators and instructional aides participated in Non-Violent Crisis Intervention (NCI) training to ensure SPED staff members have the knowledge and skills needed to de-escalate students and ensure that students and staff are safe.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Indicator	Professional Development Days		
	2007-08	**2008-09**	**2009-10**
Annual number of school days dedicated to staff development	3	3	3

Academic Counselors and Other Support Staff (2009-10 School Year)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	N/A
Counselor (Social /Behavioral or Career Development)	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	1	--
Psychologist	1	--
Social Worker	--	--
Nurse	.2	--
Speech/Language/Hearing Specialist	3	--
Resource Specialist (teaching)	.85	--
Other	--	--

V. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (2008-09 Fiscal Year)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$6,342.47	$2,022.16	$4,320.31	$63859.66
District	--	--	$5,401.56	$67,951
State	--	--	$5,681.00	$68,212.00
Percent Difference – School and District	--	--	20%	7.2%
Percent Difference – School and State	--	--	24%	.8%

Types of Services Funded (2009-10 Fiscal Year)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Teacher and Administrative Salaries (2008-09 Fiscal Year)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	Sate Average for Districts in the Same Category
Beginning Teacher Salary	$41,527.00	$41,988.00
Mid-Range Teacher Salary	$64,599.00	$68,649.00
Highest Teacher Salary	$85,783.00	$87,156.00
Average Principal Salary (Elementary)	$100,558.00	$109,026.00

Average Principal Salary (Middle)	$0.00	$112,489.00
Average Principal Salary (High)	$0.00	$113,872.00
Superintendent Salary	$157,183.00	$181,890.00
Percent of Budget for Teacher Salaries	39.7%	42.11%
Percent of Budget for Administrative Salaries	4.2%	5.52%

VI. Data and Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.