

Cox Academy
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 9860 Sunnyside St. **Principal:** Omar Currie
Oakland, CA ,
94603-2750

Phone: **Grade**
Span:

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 and access to prior year reports, 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.

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.

About This School

Omar Currie

Principal, Cox Academy

About Our School

Cox Academy is a charter school that is authorized by the Alameda County Office of Education. Located in East Oakland, Cox serves grades PreK-5 and provides rigorous instruction in the core content areas while fostering critical thinking, problem solving and application of learning to prepare students for success in higher education. Cox is committed to creating student leaders who are stewards of the greater community. Cox focuses on the whole child by providing a systemic wrap-around program focused with a comprehensive system of supports and interventions for children and families. Unlike many schools that solely focus on students' academic success in mathematics and language arts, Cox Academy's goal is to equip students with tools and strategies that ensure that students become 21st century thinkers and lifelong learners.

Students at Cox Academy benefit from a robust academic program that is enhanced by a strong specials program, in which students receive weekly hands on science, art, PE and leadership instruction. Complementing our focus on high academic standards is our belief that our students are and will be leaders in their schools, in their communities, and in the world. At Cox Academy, we also nurture the whole child – placing an emphasis on the socio-emotional development, in addition to the academic success – in doing so, we highlight community service, stewardship and social-emotional growth. We personalize instruction using technology and students access and apply learning using a number of different technologies. Cox does this work in close collaboration and partnership with parents and community partners. At Cox Academy, we prepare our students for success in school and success in life!

Contact

Cox Academy
9860 Sunnyside St.
Oakland, CA 94603-2750

Phone:
Email: cbo@efcps.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Alameda County Office of Education
Phone Number	
Superintendent	Monroe, L.K.
Email Address	lkmonroe@acoe.org
Website	www.efcps.org

School Contact Information (School Year 2022–23)

School Name	Cox Academy
Street	9860 Sunnyside St.
City, State, Zip	Oakland, CA , 94603-2750
Phone Number	
Principal	Omar Currie
Email Address	cdecoc@efcps.net
Website	www.efcps.org
County-District-School (CDS) Code	01100176001788

Last updated: 1/30/23

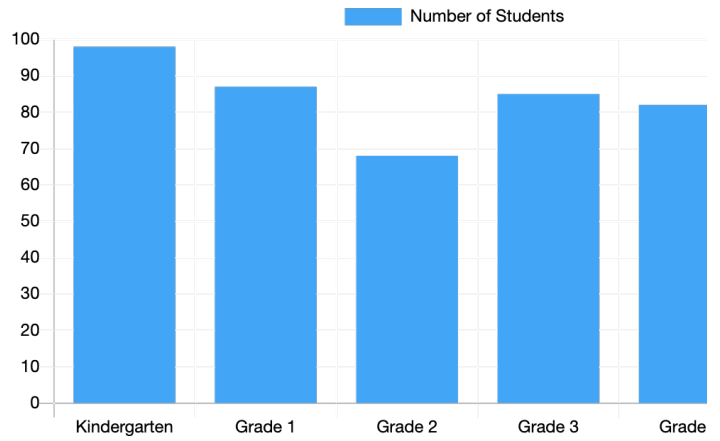
School Description and Mission Statement (School Year 2022–23)

Mission Statement - Cox Academy: Empowering every student to go out and change the world! Cox Academy is a community based school, committed to serving all students. We meet the diverse needs of our students and community through family partnership, collaboration with school stakeholders, and the daily commitment of unconditional education for all. This means that we work with all students and families, with an equity focus and mindset, offering tiered interventions and supports with and a problem solving orientation. This looks like a long term commitment to ensuring that students get what they need to be successful in school and in life. Cox Academy is also very committed to offering the highest quality, well rounded education, as described in the Principal's message, focused on developing students as caring, thoughtful, citizens who possess critical thinking, self reliance and agency and to solve real world problems. As a school, we work tirelessly to support our students to grow and achieve, not just academically, so they have access to their future dreams, but also to empower them to become changemakers in the world.

Last updated: 1/30/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	98
Grade 1	87
Grade 2	68
Grade 3	85
Grade 4	82
Grade 5	96
Total Enrollment	516



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/27/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	50.80%
Male	49.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	1.40%
Black or African American	14.30%
Filipino	0.80%
Hispanic or Latino	78.50%
Native Hawaiian or Pacific Islander	2.70%
Two or More Races	1.40%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	54.80%
Foster Youth	0.60%
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	78.10%
Students with Disabilities	9.20%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	88.00	115.90	57.84	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.00	3.00	1.50	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	41.00	20.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.00	38.90	19.45	12115.80	4.41
Unknown	0.00	0.00	1.40	0.71	18854.30	6.86
Total Teaching Positions	25.00	100.00	200.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.10	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Achieve, Center for Collaborative Classroom	Yes	0%
Mathematics	Eureka, Reflex	Yes	0%
Science	FOSS	Yes	0%
History-Social Science	EL Achieve	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	Teacher-created	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/30/23

School Facility Conditions and Planned Improvements

Cox Academy serves almost 500 families in the Elmhurst neighborhood. Cox shares our campus with Reach Academy, a district school. Our teams work together to maintain the campus and keep it clean every day. Families at Cox are true community partners. We have parent volunteers who come to help our custodial team paint, clean and maintain the campus. Cox's bright entrance is striking to any visitor. We have pictures of our staff and children in the main hallway, and teachers share student work on the walls. We have walls that talk about the work that everyone is doing. At Cox, we make it a point to keep every area uncluttered. Our building D has a beautiful paint job that is children centered as well as inspiring and has made a huge impact on our community. During summer, we dedicate time to heavily used areas and make sure we keep our building looking like new.

Last updated: 1/30/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest control for rats outside building
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	All restrooms have new faucets and paper towel dispensers. Floor under faucet needs repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Our D-Building still needs repair on the roof from our A/C units Leaks from roof.
External: Playground/School Grounds, Windows/Doors/Gates /Fences	Fair	We have a slide that needed to be replaced. Currently waiting on OUSD to replace it.

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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Last updated: 1/30/23

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- College and Career Ready:** 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 taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	21%	N/A	46%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	15%	N/A	34%	N/A	33%

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

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: 1/27/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	257	98.85	1.15	20.62
Female	145	142	97.93	2.07	21.83
Male	115	115	100.00	0.00	19.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	43	43	100.00	0.00	11.63
Filipino	--	--	--	--	--
Hispanic or Latino	201	198	98.51	1.49	21.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	127	124	97.64	2.36	14.52
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	199	98.51	1.49	16.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	3.33

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: 1/27/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	257	98.85	1.15	14.79
Female	145	143	98.62	1.38	14.69
Male	115	114	99.13	0.87	14.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	43	43	100.00	0.00	4.65
Filipino	--	--	--	--	--
Hispanic or Latino	201	198	98.51	1.49	15.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	127	124	97.64	2.36	9.68
Foster Youth	0	0	0	0	0
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	199	98.51	1.49	11.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	3.33

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: 1/27/23

**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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	12.09	0.00		28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/30/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	91	98.91	1.09	12.09
Female	50	49	98.00	2.00	12.24
Male	42	42	100.00	0.00	11.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	74	73	98.65	1.35	12.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	40	39	97.50	2.50	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	81	97.59	2.41	6.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/27/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/27/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Family and community involvement at Cox Academy is a very important aspect of our school community. We believe that we are a stronger school when we collaborate and work together in service of our students. There are many opportunities for families to get involved at Cox including participating in our monthly Family Leadership Council, which is the place for families to give input into our academic and community initiatives, participating in our monthly Black Family Council, monthly community events, or joining a family committee. There are also many opportunities to volunteer at Cox, including supporting classroom teachers, our morning traffic program, and in our cafeteria. This effort is led by our Family Coordinator, Cristina Jaramillo (cjaramillo@efcps.net) who also works with classroom parent representatives, who support parent leadership initiatives at Cox. Most importantly, we want our families to partner with our teachers and staff in support of stronger achievement outcomes for students. This happens through taking an active role in parent/teacher conferences, academic focused family workshops, and regular communication with Cox staff.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	534	214	40.1
Female	280	271	113	41.7
Male	272	263	101	38.4
American Indian or Alaska Native	2	2	2	100.0
Asian	7	7	1	14.3
Black or African American	83	80	48	60.0
Filipino	4	4	1	25.0
Hispanic or Latino	430	416	148	35.6
Native Hawaiian or Pacific Islander	14	14	12	85.7
Two or More Races	8	7	2	28.6
White	0	0	0	0.0
English Learners	301	294	95	32.3
Foster Youth	5	3	1	33.3
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	480	466	187	40.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	48	22	45.8

Last updated: 1/31/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	1.41%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.17%	6.34%	0.02%	2.97%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/27/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.34	0.00
Female	2.50	0.00
Male	10.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	21.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.99	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.00	0.00

Last updated: 1/27/23

School Safety Plan (School Year 2022–23)

The Cox Safety Plan was reviewed, revised and updated on August 3, 2022. The Safety Plan was also shared with faculty. The Safety plan includes: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures. The safety plan includes procedures for regular occurrences such as drills, basic first aid, and supervision schedules and expectations. It also includes emergency procedures and responsibilities for emergencies including earthquake, fire, environmental hazard, armed intruder or attack, or serious illness accident. The plan includes professional development for the staff around the procedures. We also have a safety Plan and Guidelines for staff and students around COVID-19 Protocols.

Last updated: 1/30/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	3	2	
1	24.00		4	
2	23.00		4	
3	26.00		4	
4	26.00		4	
5	24.00		4	
6				
Other**				

* 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 2020-21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	4	
1	22.00		4	
2	23.00		4	
3	22.00		4	
4	21.00		4	
5	24.00		4	
6				
Other**				

* 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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	4	1	
1	22.00	1	3	
2	23.00		3	
3	21.00	2	2	
4	21.00	2	2	
5	24.00		4	
6				
Other**				

* 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.

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.60
Nurse	0.01
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	3.00
Other	10.71

* 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: 1/30/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13989.58	\$3958.51	\$10031.07	\$72793.78
District	N/A	N/A	\$0.00	\$69144.00
Percent Difference	N/A	N/A	--	5.28%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
- School Site and District				
State	N/A	N/A	\$6593.62	--
Percent Difference - School Site and State	N/A	N/A	52.13%	--

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

Last updated: 1/27/23

Types of Services Funded (Fiscal Year 2021–22)

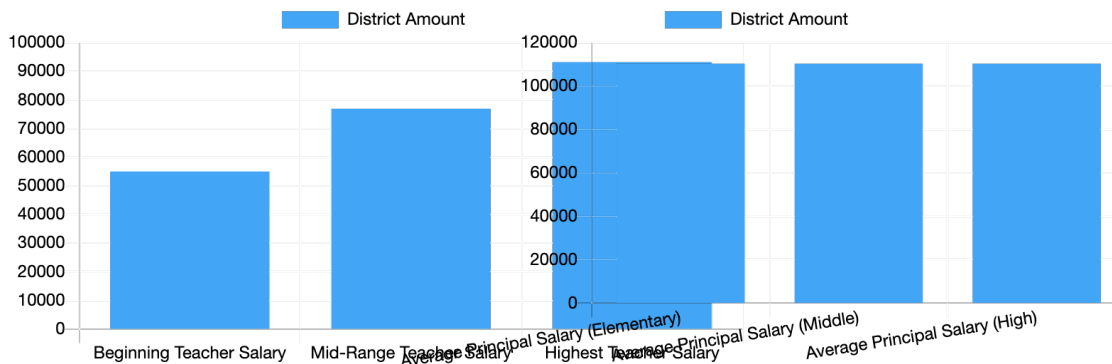
Cox Academy prides itself on funding services that support the academic, emotional, and behavioral growth of our students. As a community based school, Cox also funds services that support our families and ultimately the community at large. Cox does this through allocating funds to support our multi-tiered systems of support, including many human resources to support our students and families, such as Dean of Students, a Family Coordinator, two onsite counselors, a team of student support assistants, a "tier 2" literacy interventionist, and two special education teachers. It is our theory of action that to support strong teaching and learning in the classroom and the emotional health and well being of our students, we need to have a committed, caring staff to meet the diverse needs of our community. Cox also allocates resources to support teacher professional development through funding three onsite instructional deans and three administrators.

Last updated: 1/30/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55000.00	--
Mid-Range Teacher Salary	\$76913.00	--
Highest Teacher Salary	\$93193.00	--
Average Principal Salary (Elementary)	\$110321.00	--
Average Principal Salary (Middle)	\$110321.00	--
Average Principal Salary (High)	\$110321.00	--
Superintendent Salary	\$169950.00	--
Percent of Budget for Teacher Salaries	21.84%	--
Percent of Budget for Administrative Salaries	3.02%	--

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



Last updated: 1/27/23

Professional Development

Measure	2020–21	2021–22	2022–23

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Last updated: 1/27/23