

Academia Cox

Informe de Responsabilidad Escolar 2024-25

Informado utilizando datos del año escolar 2024-25

Departamento de Educación de California

DIRECCIÓN:	9860 Sunnyside St. Oakland, CA, 94603-2750	Principal:	Larissa Adam, Superintendente de Escuelas
Teléfono:	(510) 904-6300	Rango de grados:	K-5

La ley estatal exige que todas las escuelas de California publiquen, antes del 1 de febrero de cada año, un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre el estado y el rendimiento de cada escuela pública de California. Según la Fórmula de Financiamiento con Control Local (LCFF), todas las agencias educativas locales (LEA) deben elaborar un Plan de Control Local y Responsabilidad (LCAP), que describe cómo pretenden alcanzar las metas escolares anuales específicas para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos presentados en el LCAP deben ser coherentes con los del SARC.

- Para obtener más información sobre los requisitos del SARC y acceder a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web LCFF del CDE en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

Búsqueda de datos

DataQuest es una herramienta de datos en línea disponible en la página web de DataQuest del CDE (<https://dq.cde.ca.gov/dataquest/>). Contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. DataQuest es un sistema dinámico que genera informes para la rendición de cuentas (p. ej., datos de exámenes, matrícula, graduados de la escuela secundaria, deserción escolar, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control Escolar de California (Panel de Control) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las autoridades educativas locales (LEA) y las escuelas atienden las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos estudiantiles según un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas de mejora.

Acceso a Internet

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Larissa Adam, Superintendent of Schools

📍 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: [\(510\) 904-6300](tel:(510)904-6300)
Email: cdecoc@efcps.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Castro, Alysse
Email Address	superintendent@acoe.org
Website	www.acoe.org

School Contact Information (School Year 2025–26)

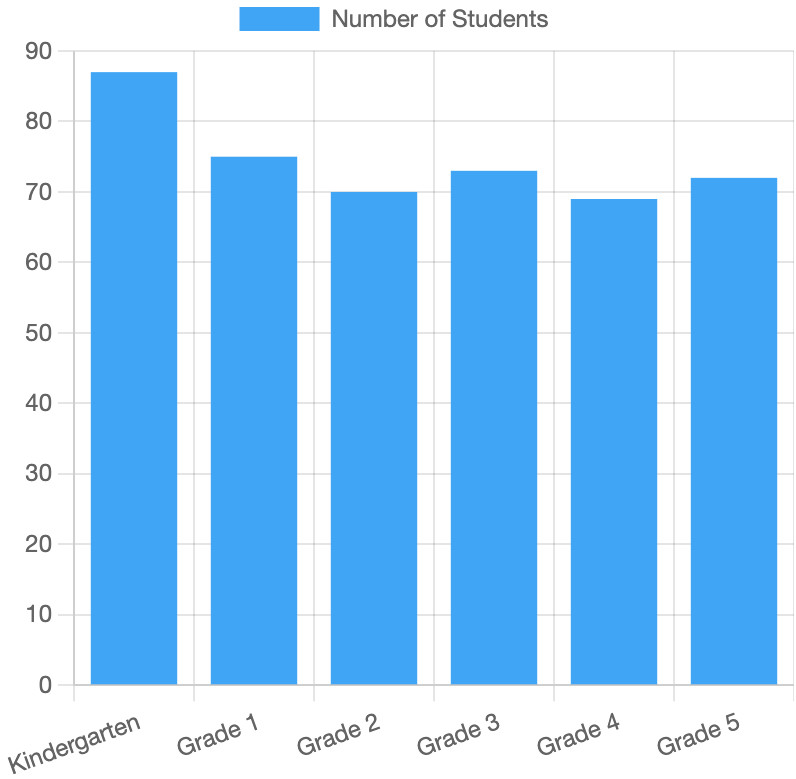
School Name	Cox Academy
Street	9860 Sunnyside St.
City, State, Zip	Oakland, CA , 94603-2750
Phone Number	(510) 904-6300
Principal	Larissa Adam, Superintendent of Schools
Email Address	cdecoc@efcps.net
Website	http://www.efcps.org
Grade Span	K-5
County-District-School (CDS) Code	01100176001788

School Description and Mission Statement (School Year 2025–26)

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.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	87
Grade 1	75
Grade 2	70
Grade 3	73
Grade 4	69
Grade 5	72
Total Enrollment	446



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	1.30%
Black or African American	14.80%
Filipino	0.00%
Hispanic or Latino	78.70%
Native Hawaiian or Pacific Islander	3.10%
Two or More Races	1.10%
White	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	51.80%
Foster Youth	0.00%
Homeless	8.70%
Migrant	0.20%
Socioeconomically Disadvantaged	91.00%
Students with Disabilities	11.00%

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 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)	16.00	66.67%	107.10	50.14%	234405.20	84.00%
Intern Credential Holders Properly Assigned	4.00	16.67%	13.90	6.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	16.67%	36.20	16.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	45.80	21.45%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.40	4.91%	15831.90	5.67%
Total Teaching Positions	24.00	100.00%	213.70	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	14.00	60.87%	106.80	50.11%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.00	8.70%	12.30	5.78%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.00	30.43%	50.40	23.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	37.90	17.79%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	5.60	2.65%	14303.80	5.15%
Total Teaching Positions	23.00	100.00%	213.20	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	16.00	72.73%	86.80	44.94%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	4.55%	9.10	4.72%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.09%	51.20	26.52%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	13.64%	41.80	21.66%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	4.10	2.15%	13705.80	4.91%
Total Teaching Positions	22.00	100.00%	193.20	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.00	6	1.00
Misassignments	3.00	1	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	4.00	7	2.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	3.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	3.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5%	3.3%	5.80%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.3%	0%	5.70%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fishtank Learning, 2024 (most recent)	0
Mathematics	Eureka, 2017 (most recent)	0
Science	FOSS, 2014 (most recent)	0
History-Social Science	Fishtank Learning, 2024 (most recent)	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	Teacher-created, 2014 (most recent)	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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.

Cox will be undergoing construction during school year 2025-2026. School will still be in session during this work.

In the most recent Williams Facility Inspection conducted on 07/18/2025, Cox Academy achieved an overall FIT rating of 100%, placing us in the Exemplary category. This rating reflects our ongoing dedication to maintaining a well-functioning and safe learning environment for all members of our school community.

Monthly facilities walkthroughs are led by the Site Operations Manager in collaboration with the custodial team to ensure the campus consistently meets good standing standards for safety, cleanliness, and overall condition.

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: July 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	good	
Interior: Interior Surfaces	good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	good	
Electrical: Electrical	good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	good	
Safety: Fire Safety, Hazardous Materials	good	
Structural: Structural Damage, Roofs	good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2025

Overall Rating	exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	23%	28%	49%	51%	47%	48%
Mathematics (grades 3-8 and 11)	29%	29%	42%	45%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	202	99.02%	0.98%	27.72%
Female	100	99	99.00%	1.00%	26.26%
Male	104	103	99.04%	0.96%	29.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	30	29	96.67%	3.33%	27.59%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	160	159	99.38%	0.62%	27.04%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	107	106	99.07%	0.93%	16.98%
Foster Youth	0	0	0%	0%	0%
Homeless	20	20	100.00%	0.00%	20.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	189	187	98.94%	1.06%	27.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	4%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	203	99.51%	0.49%	29.06%
Female	100	100	100.00%	0.00%	26.00%
Male	104	103	99.04%	0.96%	32.04%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	31	29	96.67%	3.33%	13.79%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	161	160	99.38%	0.62%	32.50%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	107	107	100.00%	0.00%	23.36%
Foster Youth	0	0	0%	0%	0%
Homeless	20	20	100.00%	0.00%	20.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	189	188	99.47%	0.53%	29.79%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.30%	3.70%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	11.76%	21.74%	0.00%	0.00%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00%	0.00%	21.74%
Female	27	27	100.00%	0.00%	18.52%
Male	42	42	100.00%	0.00%	23.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	9.09%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	55	55	100.00%	0.00%	23.64%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	39	39	100.00%	0.00%	5.13%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	65	65	100.00%	0.00%	23.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)**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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2025–26)

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 who also works with classroom parent representatives, who support parent leadership initiatives at Cox. Please reach out to the Family Coordinator at 510-904-6300. 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	455	31	6.8%
Female	222	218	9	4.1%
Male	243	237	22	9.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	70	67	13	19.4%
Filipino	--	--	--	--
Hispanic or Latino	361	355	16	4.5%
Native Hawaiian or Pacific Islander	15	14	1	7.1%
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	237	234	5	2.1%
Foster Youth	--	--	--	--
Homeless	48	45	2	4.4%
Socioeconomically Disadvantaged	432	420	34	8.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	48	6	12.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	3.20%	2.04%	1.29%	2.19%	2.30%	2.17%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.02%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.29%	0.00%
Female	0.00%	0.00%
Male	2.47%	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	5.71%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.55%	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	0.42%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.39%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Cox Academy maintains a Comprehensive School Safety Plan that is reviewed, revised, and updated annually in accordance with California state requirements, including the March 1 adoption deadline. The Safety Plan is reviewed with all staff at the beginning of each school year during an August professional development session prior to the first day of instruction.

The most recent Comprehensive School Safety Plan for Cox Academy was finalized on: February 5, 2025, and approved by our Board on February, 20, 2025.

The Safety Plan addresses school site safety programs, procedures for complying with applicable school safety laws, and disaster, emergency, and crisis response procedures. It includes protocols for routine safety practices such as student supervision, emergency drills, and basic first aid, as well as emergency response procedures for incidents including fire, earthquake, environmental hazards, armed intruder or attack scenarios, and serious illness or accidents.

In alignment with California Education Code requirements, the school conducts required safety drills—including fire, earthquake, and lockdown drills—on a monthly basis and/or as otherwise required throughout the school year to ensure students and staff are prepared to respond appropriately in the event of an emergency.

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 2022–23)

Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.00	3	1	0
1	20.00	4	0	0
2	22.00	0	4	0
3	22.00	1	2	0
4	22.00	1	3	0
5	22.00	0	4	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	5	
1	21.00	2	2	
2	23.00	0	3	
3	20.00	2	2	
4	17.00	4	0	
5	22.00	1	3	
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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	5		
1	19.00	1	3	
2	23.00	1	3	
3	24.00		3	
4	23.00		3	
5	24.00		3	
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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	0.01
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	2.00
Other**	7.29

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23497.22	\$9766.98	\$13730.23	\$77391.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	23.18%	-22.87%

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

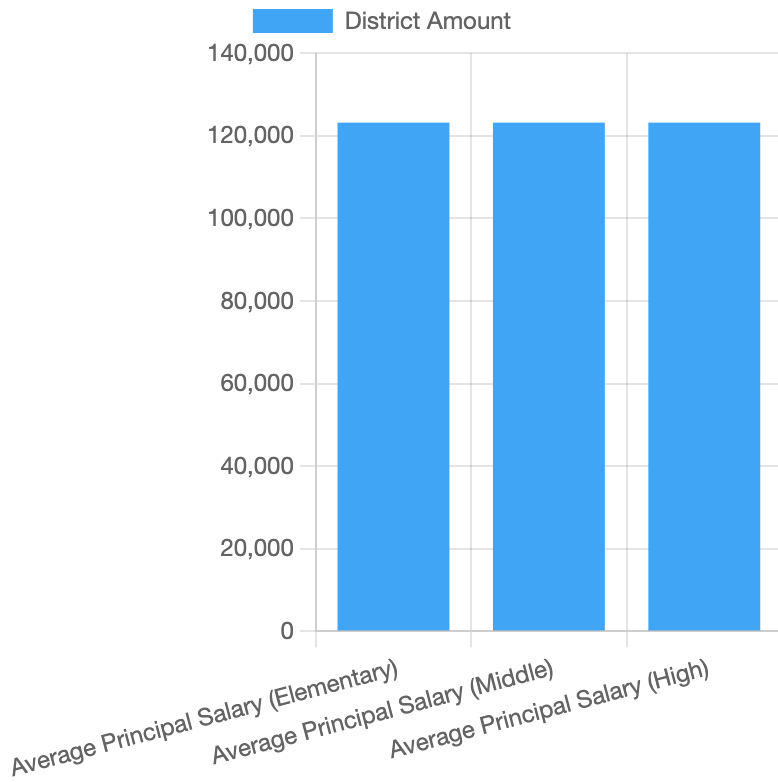
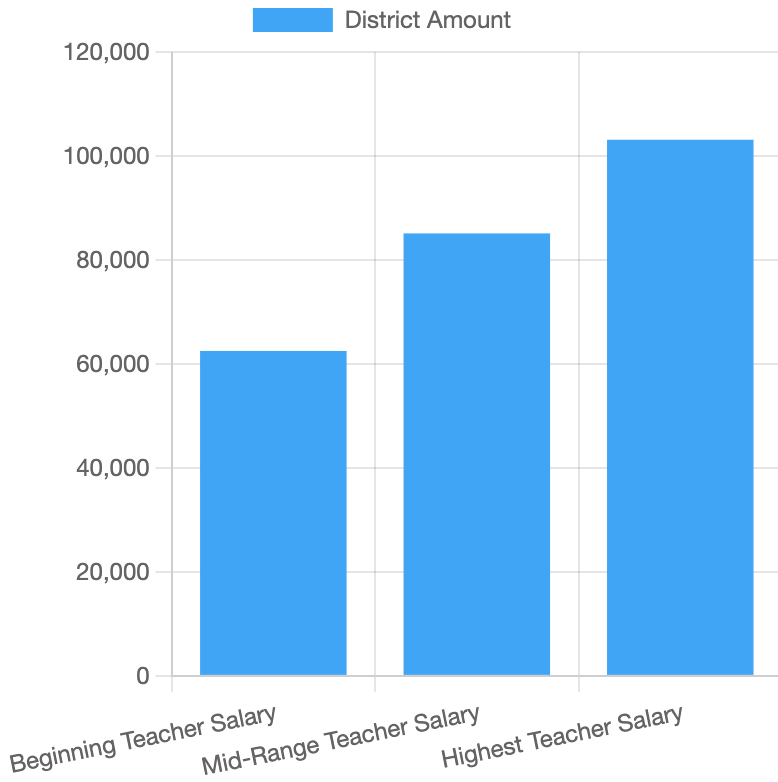
Types of Services Funded (Fiscal Year 2024–25)

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.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62500.00	--
Mid-Range Teacher Salary	\$85106.00	--
Highest Teacher Salary	\$103122.00	--
Average Principal Salary (Elementary)	\$123139.00	--
Average Principal Salary (Middle)	\$123139.00	--
Average Principal Salary (High)	\$123139.00	--
Superintendent Salary	\$228000.00	--
Porcentaje del presupuesto para salarios docentes	21,92%	--
Porcentaje del presupuesto para salarios administrativos	10,85%	--

Para obtener información detallada sobre los salarios, consulte la página web de salarios y beneficios certificados del CDE en <https://www.cde.ca.gov/ds/fd/cs/> .



Desarrollo profesional

Medida	2023–24	2024–25	2025–26
Número de días escolares dedicados al desarrollo del personal y la mejora continua	14	14	14