

Cox Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

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


DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Kevin King and David Norris, Co-Principals

 Principal, Cox Academy

About Our School

Cox Academy is a TK- 5th grade school, that is part of the Education for Change charter management organization. We are a community school that prioritizes family and community partnerships. To make a positive difference in the lives of young people, we offer engaging and rigorous instruction, computers in every classroom, wrap-around services with our Seneca partners, and build strong relationships between parents, staff, students, and community. At Cox we are dedicated to developing leaders and mentors who create a more compassionate, equitable and just society. We encourage our children to take charge of their own learning, be reflective, and take responsibility for themselves, their family, and their community.

Contact

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

Phone: 510-904-6304
E-mail: dnorris@efcps.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	L Karen Monroe
E-mail Address	lkmonroe@acoe.org
Web Site	http://www.acoe.org

School Contact Information (School Year 2016-17)	
School Name	Cox Academy
Street	9860 Sunnyside St.
City, State, Zip	Oakland, Ca, 94603-2750
Phone Number	510-904-6304
Principal	Kevin King and David Norris, Co-Principals
E-mail Address	dnorris@efcps.net
Web Site	www.efcps.org
County-District-School (CDS) Code	01100176001788

Last updated: 1/11/2017

School Description and Mission Statement (School Year 2016-17)

Cox Academy is one of six high-achieving charter schools managed by Education for Change Public Schools. Cox Academy is a TK – 5th grade school serving students in the East Oakland.

Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life. To be prepared, our students will be...

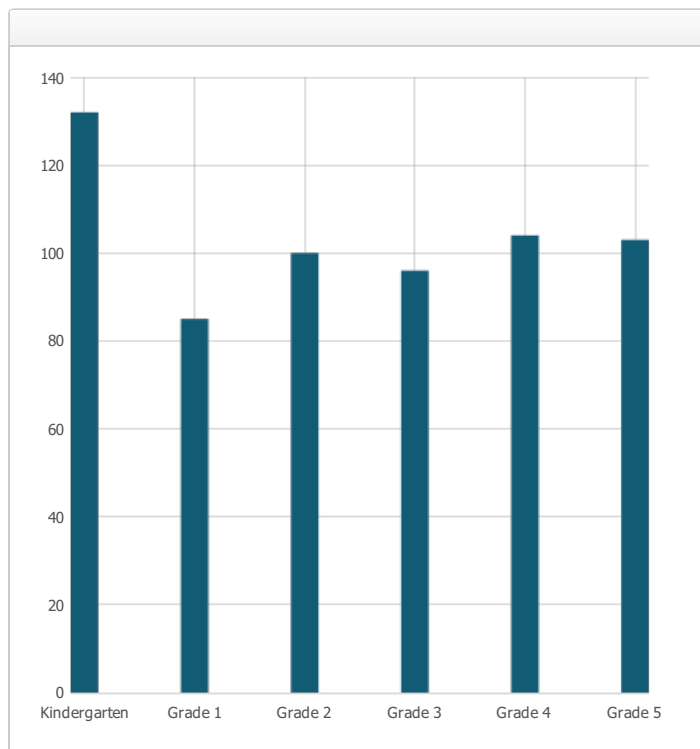
- Self-motivated, self-aware, and confident learners with a high level of resilience who strive for excellence
- Critical-thinkers who know how to solve problems, make informed decisions and generally navigate life in the 21st century
- A powerful, culturally-competent and positive citizen of the world
- Technologically and academically capable young people who are prepared to succeed and compete with their peers when they move from EFCPS
- Collaborative team players who can facilitate and participate in collective efforts
- Fit young people who are able to make good choices to maintain a healthy and safe life

Cox Academy 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. We offer an interdisciplinary educational experience that compliments traditional content areas with art, science and technology. 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.

Cox Academy provides a safe, student-centered environment where families and teachers collaborate to ensure that all students meet high expectations in their social and academic growth. Our students will perform at a level that surpasses or equals their ability in all areas. Building on the strengths of students' cultures, backgrounds, abilities, and experiences, Cox cultivates the values of respect, responsibility, and community involvement. We strive to develop, promote, and integrate structures and practices that support student achievement in the classroom. We will commit our resources to establish, enhance, and maintain these goals.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	132
Grade 1	85
Grade 2	100
Grade 3	96
Grade 4	104
Grade 5	103
Total Enrollment	620



Last updated: 1/5/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	18.2 %
American Indian or Alaska Native	0.3 %
Asian	1.8 %
Filipino	0.5 %
Hispanic or Latino	72.1 %
Native Hawaiian or Pacific Islander	4.0 %
White	0.5 %
Two or More Races	1.5 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.2 %
English Learners	53.1 %
Students with Disabilities	6.0 %
Foster Youth	0.3 %

Last updated: 1/5/2017

A. Conditions of Learning

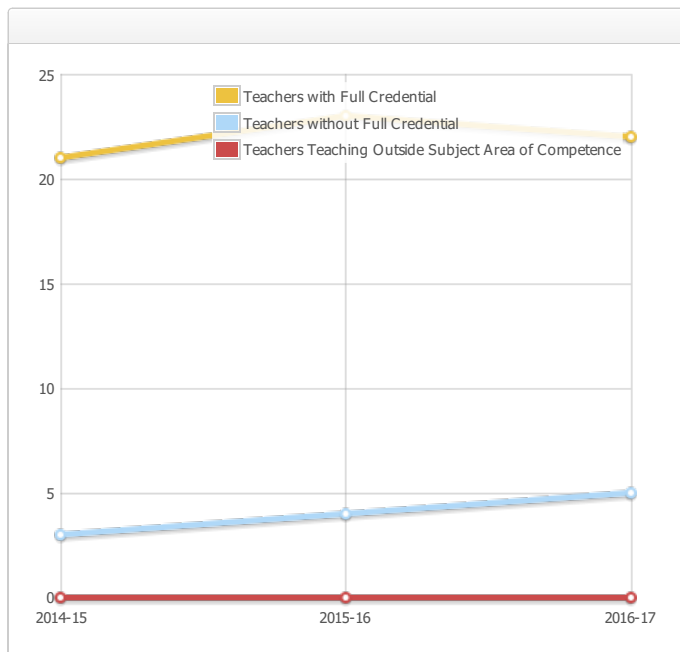
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

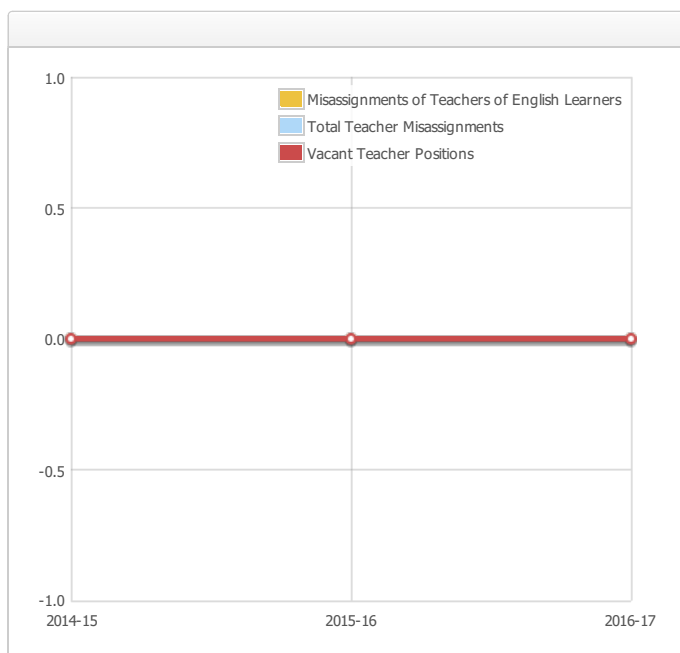
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	23	22	
Without Full Credential	3	4	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/5/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/5/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	95.0%	5.0%
Low-Poverty Schools in District	96.0%	4.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/5/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Leveled libraries	Yes	0.0 %
	Guided reading libraries (Scholastic)		
	Core Knowledge		
	CIA		
	Core Ready		
Mathematics	MyMath	Yes	0.0 %
	EngageNY		
Science	FOSS	Yes	0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/5/2017

School Facility Conditions and Planned Improvements

Cox Academy takes great efforts to ensure that our school is clean, safe, and functional. The school custodial staff maintains a clean and safe campus. To assist in this effort, we have regular facility checks using a facility assessment instrument. Facility visits are conducted by a number of different oversight entities. The assessment instrument rates the school facilities and efforts made to ensure that students are provided with a clean, safe, and functional learning environment on a 4-point scale, from exemplary to poor. The results of this survey are available at the school office. A 2015-2016 assessment found the school to be in good condition, overall.

Last updated: 1/5/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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: August 2016

Overall Rating	Good
----------------	------

Last updated: 1/5/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	11.0%	13.0%	30.0%	33.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	14.0%	13.0%	22.0%	25.0%	34.0%	36.0%

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

Last updated: 1/5/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	93	98.9%	14.1%
Male	40	39	97.5%	15.8%
Female	54	54	100.0%	13.0%
Black or African American	22	21	95.5%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100.0%	17.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	88	87	98.9%	15.1%
English Learners	37	37	100.0%	11.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	100	97.1%	13.1%
Male	54	52	96.3%	9.8%
Female	49	48	98.0%	16.7%
Black or African American	15	14	93.3%	7.7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	79	98.8%	13.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	96	98.0%	12.6%
English Learners	51	51	100.0%	2.0%
Students with Disabilities	14	13	92.9%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	102	99.0%	12.8%
Male	57	56	98.3%	16.1%
Female	46	46	100.0%	8.7%
Black or African American	18	18	100.0%	11.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	74	98.7%	12.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	97	100.0%	12.4%
English Learners	40	39	97.5%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	92	97.9%	13.0%
Male	40	38	95.0%	15.8%
Female	54	54	100.0%	11.1%
Black or African American	22	21	95.5%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.3%	12.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	88	86	97.7%	12.8%
English Learners	37	36	97.3%	5.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	101	98.1%	14.4%
Male	54	53	98.2%	14.0%
Female	49	48	98.0%	14.9%
Black or African American	15	14	93.3%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	80	100.0%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	98	97	99.0%	14.0%
English Learners	51	51	100.0%	4.1%
Students with Disabilities	14	14	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.0%	12.6%
Male	57	57	100.0%	19.3%
Female	46	46	100.0%	4.4%
Black or African American	18	18	100.0%	11.1%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	75	100.0%	13.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	97	100.0%	12.4%
English Learners	40	40	100.0%	5.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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: 1/5/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	11.0%	15.0%	21.0%	3.0%	10.0%	30.0%	--	--	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/5/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	103	98	95.2%	21.4%
Male	57	55	96.5%	27.3%
Female	46	43	93.5%	14.0%
Black or African American	18	16	88.9%	18.8%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	75	72	96.0%	20.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	93	95.9%	21.5%
English Learners	40	38	95.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/5/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.7%	17.8%	17.8%

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

Last updated: 1/5/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents at EFC at Cox Academy are active participants in the school community. A number of opportunities for parent involvement exist at the site including volunteering, involvement in site committees, parent conferences, participation in school-wide events, and Family Resource Center activities. Parents are encouraged to become school volunteers. The Family Leadership Council meets monthly to provide input relating to student achievement and program quality. Many opportunities exist for parents to learn more about what is happening at their school site including Back to School Night, Open House, and celebrations. Additionally, EFC at Cox hosts parent grade level meetings each month focused on curriculum and academic goals. EFC at Cox Academy partners with Seneca Agency of families, Oakland Literacy Coalition, and the site Family Liaison to provide further leadership opportunities and parent classes on issues such as: rules, rights and responsibilities, how to assist students with their homework, questions parents should ask teachers, nutrition and classes on how to be a better parent. They also have ELD, GED, and Spanish literacy classes. In collaboration with community partners, Cox's Family Resource centers works to connect families with needed health services, legal assistance, housing assistance, etc.

State Priority: Pupil Engagement

Last updated: 1/5/2017

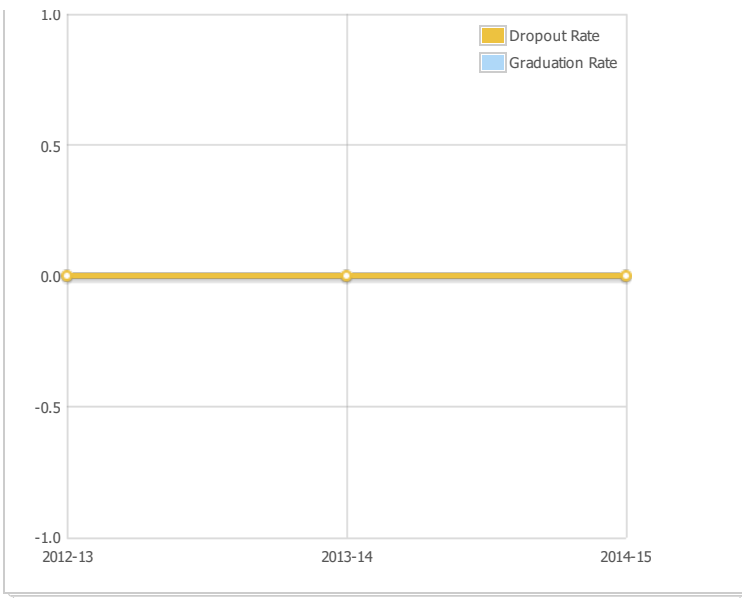
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate									

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



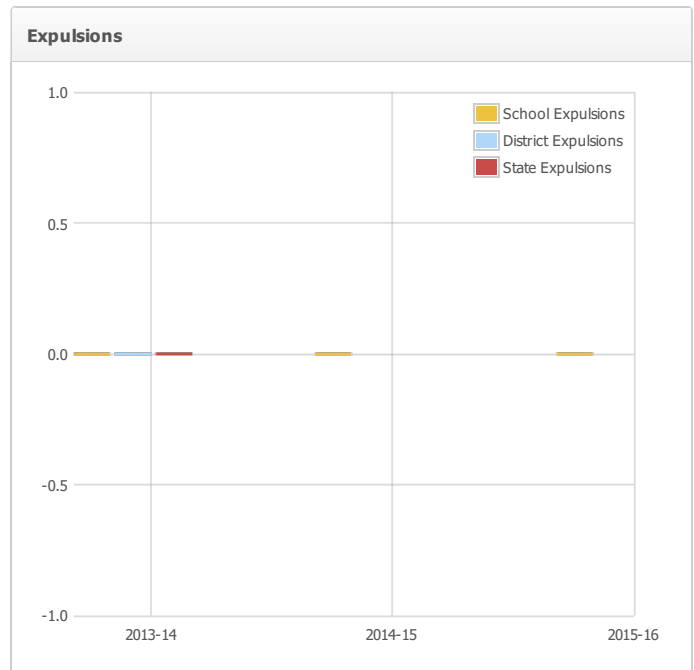
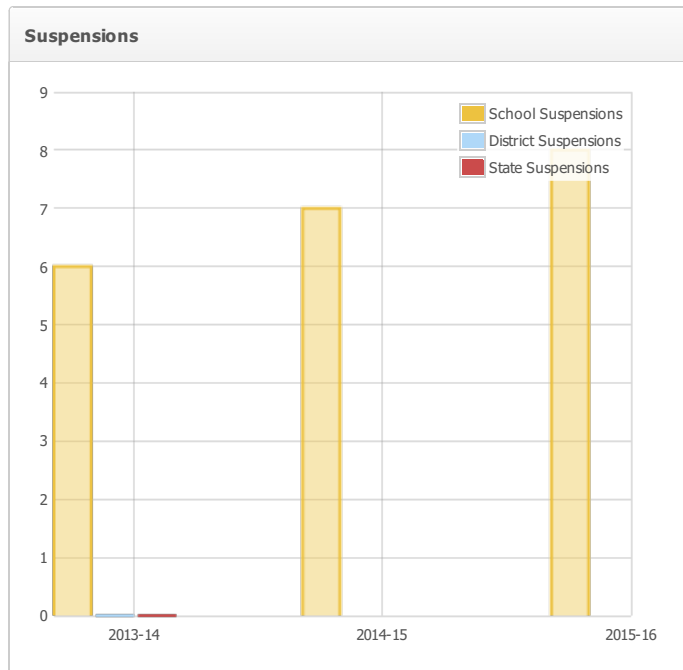
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.0	7.0	8.0						
Expulsions	0.0	0.0	0.0						



Last updated: 1/11/2017

School Safety Plan (School Year 2016-17)

Our objective is to maintain a safe environment for students, staff and parents. The safety plan includes, but is not limited to fire and earthquake evacuation plans, safe coordination of responses to emergency situations, ensuring communication between the school community, the local emergency agencies and the Education for Change Home Office. Each month the school holds emergency drills. EFC audits site safety plans each year and requires a review of the plan, by stakeholders, at least twice per year. The last audit of the plan was in September of this year. Cox is in the process of updating the comprehensive plan in collaboration with key safety consultant teams and community stakeholders. The Safety Plan is available for review in the school office..

Last updated: 1/5/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	71.4%

Note: Cells with NA values do not require data.

Last updated: 1/5/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	4	0	23.0	0	5	0	25.0		4	
1	22.0	0	4	0	23.0	0	3	0	25.0		4	
2	23.0	0	3	0	24.0	0	4	0	25.0		4	
3	25.0	0	4	0	25.0	0	3	0	25.0		4	
4	32.0	0	3	0	35.0	0	0	3	25.0		4	
5	38.0	0	0	2	33.0	0	1	2	25.0		4	
6	0.0	0	0	0	0.0	0	0	0				
Other	23.0	0	1	0	26.0	0	2	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/11/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	1.7	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.9	N/A
Other	6.4	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10039.7	\$748.3	\$9291.4	\$57789.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/11/2017

Types of Services Funded (Fiscal Year 2015-16)

Cox Academy is intentional to ensure that resources (both financial and personnel) are allocated to support student learning and an enhanced elementary experience for students and their families. As such, priority is given to funding teacher and staff professional development and coaching, a 3-tiered intervention model (that targets academic, behavioral and socio-emotional needs), and lower class sizes in the primary grades. Funds are also resourced to support our partnership with families and the community - providing a family resource center. Afterschool intervention and enrichment for students and classes/services for students and families (outside of the traditional school day), provided via ASES grant and partnership with Oakland Literary Coalition. As continue to transition our students for the Common Core and a blended/personalized learning model, we are sensitive to the increasing need for our students to be technologically literate and proficient. As a result, we have allocated resources to hardware and software that provided differentiated and targeted instruction, allow for a lab rotation model during classroom instruction and otherwise give our students and staff access to technology as a tool to create, demonstrate understanding and collaborate.

Last updated: 1/5/2017

Professional Development

As a cornerstone for all EFC schools, staff professional development is developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers.

The goal for EFC's focus on professional development is to create think tanks and educational laboratories for ideas, strategies, best practices, and success at each school site. Leveraging the knowledge base and creativity of motivated and dedicated staff across multiple schools and classrooms will eventually provide Cox Academy and the other EFC schools with a vast repertoire of tools to utilize in their work toward providing an excellent education for all its students. EFC firmly believes that reinventing the wheel time and time again is not in the best interest of teachers and their students, so it continues to provide the support and assistance to help capture the most effective practices at each school, organize them into instructional procedures and scaffolds, and disseminate them to all of EFC.

Cox Academy has a minimum 5 full days of professional development each year, in addition to weekly opportunities for collaboration and professional development built into the weekly school schedule. With the focus on deepening teacher content knowledge and strengthening practice and pedagogy, professional development at Cox takes on many forms. Additionally, professional development and collaboration is dedicated time in which teachers are able to engage in analyzing student work samples and data and responsive standards-aligned instructional planning. These professional development structures include:

- Weekly Professional developed around academic focus and data during each Weds (minimum day) from 2:00 - 4:00
- Twice-Weekly Grade Level collaboration and planning
- Monthly Professional Learning Communities to encourage teams to be critical colleagues
- Peer and cross school observations
- Data Analysis cycles at least every 6 to 8 weeks

Over the past several years, the focus of these sessions have primarily been on English Language Arts and Math. In 2013, the focus shifted to Comprehension developed (via differentiated and target reading instruction and explicit vocabulary instruction) as we realized the need to better prepare our students as deep readers and thinkers and as a part of our transition to the Common Core. . In addition to deepening ELA content knowledge and demands of the Common Core, instructional practices shifted to small group instruction using Guided Reading. We continue with our focus on this shift, recently, by identifying how the incorporation of technology can better assist us in providing personalized and differentiated learning opportunities for our students, complimenting and enhancing our current instructional model.

These efforts are supported by grade level (and individualized) coaching and supported provided by content coaches as well as regular observation and feedback from site administration. Each teacher has professional goals, in addition to the sites' academic goals. Our goal is to implement a model that provides quality professional development that is differentiated and has meaningful impact on teaching and learning. As a school site, Cox Academy continues to be reflective of its practice and dedicated to continuous improvement and growth.

Last updated: 1/5/2017