

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2016–17 School Year**  
*Published During 2017–18*

## Civicorps Corpsmember Academy

**Address:** 101 Myrtle St Oakland, CA 94607

**Phone:** (510) 992-7800

**Principal:** Dr. Tyfahra Singleton, PhD.

**Grade Span:** 12

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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

**Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.**

### **About This School**

### District Contact Information – Most Recent Year

District Name	Oakland Unified School District
Phone Number	(510) 434-7790
Superintendent (Interim)	Kyla Johnson-Trammell
E-mail Address	<a href="mailto:kyla.johnson@ousd.org">kyla.johnson@ousd.org</a>
Web Site	<a href="http://www.ousd.org">www.ousd.org</a>

### School Contact Information – Most Recent Year

School Name	Civicorps
Street	101 Myrtle St
City, State, Zip	Oakland, CA 94607
Phone Number	(510) 992-7800
Principal	Dr. Tyfahra Singleton, PhD.
E-mail Address	<a href="mailto:tyfahra.singleton@cvcorps.org">tyfahra.singleton@cvcorps.org</a>
Web Site	<a href="http://www.cvcorps.org">www.cvcorps.org</a>
County-District-School (CDS) Code	01612590115386

## School Description and Mission Statement – Most Recent Year

The mission of Civicorps is to re-engage young adults, so they can earn a high school diploma, gain job skills, pursue college, and embark on family sustaining careers. Through service learning, the practice of linking academic learning with service that meets real community needs, Civicorps engages young people from all walks of life in their education and development while addressing environmental and social issues. Through a combination of on-the-job training in environmental improvement projects and formal classroom instruction, students develop their potential in five interconnected areas: academics, citizenship, communication, employability and life skills.

Unlike surrounding schools, Civicorps has small class sizes and low student-teacher ratios. In addition, our model has been designed so that students can access the type of support that they need on an individualized basis. Students receive comprehensive daily instruction, small group work and individualized support. Adaptive computerized assessments which directly link educational level to state standards and identify student learning strengths and gaps are administered quarterly to ensure that we are effectively meeting the needs of each student. In addition, students at any level can access additional educational support as needed.

The Civicorps Corpsmembers (students) are 18-26 years old with grade level skills varying from 1-12<sup>th</sup> grades. The average academic grade level of students upon entrance is approximately 7<sup>th</sup> grade. 80% of our students have been out of the school system for two years or more and do not recall a positive school experience. To serve this population, we have designed our educational programming to engage students in their own learning. Intensive support in our Learning Academy through daily instruction, small group work and individualized support will assist our students as they strive toward grade level. It is our experience that project-based learning with real-life applications will motivate students to access the educational support services that they require to achieve their educational and career goals. Consequently, all students are eligible to be placed on work/service crews in the Job Training Program where they perform community service projects throughout Oakland and the region while continuing classes for their high school diploma.

In addition, two full-time case counselors (one who is a Licensed Clinical Social Worker) assist students with support services and resources for mental health, transportation, housing, and child care services. Additional resources to support students holistically will allow them the opportunity to focus on their school endeavors. Small class sizes, individual support and a year-round schedule also assist all students towards grade level standards. Active pedagogical methods engage our youth in their academic learning and empower them to make life decisions that support positive change for themselves and their community. The full-time College and Career Counselors meet with students at the time of entry, throughout their time at Civicorps, and provide structured support post-graduation.

### Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Grade 12	118
Total Enrollment	118

## Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	63%
American Indian or Alaska Native	
Asian	8%
Filipino	
Hispanic or Latino	25%
Native Hawaiian or Pacific Islander	
White	
Two or More Races	5%
Other	
Student Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	99%
English Learners	8%
Students with Disabilities	31%
Foster Youth (former)	19%

## 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 2015–16	School 2016–17	School 2017–18
With Full Credential	5	4	4
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0

<b>Vacant Teacher Positions</b>	0	0	0
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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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2016–17)

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
<b>This School</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>	100%	0%
<b>Low-Poverty Schools in District</b>	N/A	N/A

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Current and updated annually	0
<b>Mathematics</b>	Current and updated annually	0
<b>Science</b>	Current and updated annually	0
<b>History-Social Science</b>	Current and updated annually	0
<b>Foreign Language</b>	N/A	0
<b>Health</b>	Current and updated annually	0
<b>Visual and Performing Arts</b>	Current and updated annually	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0

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

### School Facility Conditions and Planned Improvements – Most Recent Year

*Civicorps is located at 101 Myrtle St in the West Oakland neighborhood of Oakland, CA. The school site was renovated in 2008. It was remodeled specifically to meet the needs of our students and unique school design. Site inspections are conducted regularly and no findings were recorded.*

*The Alameda County Health Department completed a passing inspection in September 2016.*

### School Facility Good Repair Status – Most Recent Year

Using the most recent 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 overall rating

**Year and month in which the data were collected:** December 2017

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

### Overall Facility Rate – Most Recent Year

**Year and month in which the data were collected:** December 2017

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

<i>Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter; Data for the last two years is available in your Spring Site Visit report.)</i>						
Measurable Pupil Outcome	Instrument	Target	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results
High Attendance Rate	Monthly attendance records submitted to OUSD	Will maintain or exceed an average 75% monthly attendance rate	81.4%	77.2%	80.5%	78%
Increased NWEA (Northwest Evaluation Association MAP scores)	NWEA quarterly testing data	75% of students who have not yet reach proficiency (230/235) will demonstrate growth each quarter during retesting of math, reading and/or language	86.7%	91.2%	85.2%	78%
Increased NWEA scores	NWEA quarterly testing data	A cumulative cohort average increase of 4 points for math and 3 points for reading and language on quarterly retesting	Math = 10 Reading = 7.4 Language = 6.5	Math = 15.4 Reading = 8.8 Language = 7.5	Math = 8.3 Reading = 4.7 Language = 3.9	Afr-Amer: 70% Latinx: 88.9% Low Income: 78%
High Graduation Rate	Comparison of graduation ready students (those having passed both CAHSEE's) to graduates *calculation of MPO and definition of "graduation ready" had to be revised due to CAHSEE cancellation during 2015/16	80% of "graduation ready" students will graduate within 9 months GRAD RATE for 2015/16 onward = goal for students who are with us 90+ days to graduate within 15 months of enrollment – those who already did 90+ days and return will have 12 months from return date.	75%	72%	72%	72%
High student satisfaction with the quality and clarity of instruction by teaching staff	Bi-annual student survey results	80% of students will agree that the teachers explain things clearly	84%	83%	85%	64%
High student satisfaction with the quality of their learning experience	Bi-annual student survey results	80% of students will agree that the teachers are presenting challenging material	78%	85%	82%	73%
Service to Community	Graduation Requirements	100% of graduates will have completed a minimum of 30 hours of unpaid service in the community	100%	100%	100%	100%
Post Civicorps Placement (3 months)	Verification of transcripts or employment	Within 3 months of graduation, 75% of graduates will enroll in post-secondary education and/or begin	79.5%	82.5%	76%	76%

		career-track community internship/employment				
Post Civicorps Placement (6 months)	Verification of transcripts or employment	Within 6 months of graduation, 60% of graduates will be enrolled in post-secondary education and/or in career-track community internship/employment	70.5%	67.5%	74%	71%

### **Career Technical Education Programs (School Year 2016–17)**

The community internships and environmental/conservation field work provides Civicorps students with valuable opportunities to practice an interdisciplinary array of skills from math, language arts, fine arts, geography, science, and technology by connecting their classroom learning to service experiences in the community. Following principles in experiential education, Civicorps teaching faculty guide their students through service that encourages them to expand their job and leadership skills and to develop personal values, ethics and an awareness of social, political and environmental issues with the goal of preparing students to be productive, active citizens and responsible and reliable employees/employers. Long-standing partnerships with sponsoring agencies such as East Bay Regional Park District, East Bay Municipal Utilities District, California Department of Transportation, and Alameda County Flood Control allow opportunity for corpsmembers to work directly alongside staff to learn necessary job skills, employment qualifications, and hiring process.

### **Career Technical Education Participation (School Year 2016–17)**

<i>Measure</i>	<i>CTE Program Participation</i>
<i>Number of Pupils Participating in CTE</i>	118
<i>Percent of Pupils Completing a CTE Program and Earning a High School Diploma</i>	55%
<i>Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</i>	N/A

### **Courses for University of California and/or California State University Admission**

<i>UC/CSU Course Measure</i>	<i>Percent</i>
<i>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</i>	N/A
<i>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</i>	N/A

### **State Priority: Other Pupil Outcome**

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education



	# tested	# passed	% passed
ALL	73	10	13.7
Male	52	8	15.4
Female	24	2	8.3
Asian	6	2	33.3
Latino	29	3	10.3
Black/African American	30	4	13.3
Multiethnic	8	1	12.5
English Learner	7	0	0
Special Ed	13	0	0

### Fall 2016

	# tested	# passed	% passed
ALL	64	16	25.0
Male	40	12	30.0
Female	24	4	16.7
Asian	6	2	33.3
Latino	27	8	29.6
Black/African American	24	4	16.7
Multiethnic	6	2	33.3
English Learner	8	0	0
Special Ed	10	0	0

### Winter 2017

	# tested	# passed	% passed
ALL	71	16	22.5
Male	35	8	22.6
Female	36	8	22.2
Asian	5	1	20.0
Latino	24	5	20.8
Black/African American	35	8	22.9
Multiethnic	7	2	28.6
English Learner	7	1	14.3
Special Ed	17	7	41.2

### Spring 2017

	# tested	# passed	% passed
ALL	59	17	28.8
Male	32	9	28.1
Female	27	8	29.6

Asian	3	0	0
Latino	23	9	39.1
Black/African American	27	7	25.9
Multiethnic	6	1	16.7
English Learner	10	1	10.0
Special Ed	10	4	40.0

### NWEA Score Results Math

#### Summer 2016

	# tested	# passed	% passed
ALL	71	12	16.9
Male	49	9	18.4
Female	22	3	13.6
Asian	5	1	20.0
Latino	25	5	20.0
Black/African American	44	3	6.8
Multiethnic	9	2	22.2
English Learner	7	0	0
Special Ed	12	1	8.3

#### Fall 2017

	# tested	# passed	% passed
ALL	58	13	22.4
Male	36	9	25.0
Female	22	4	18.2
Asian	5	2	40.0
Latino	20	6	30.0
Black/African American	26	4	15.4
Multiethnic	6	1	16.7
English Learner	8	2	25.0
Special Ed	10	1	10.0

#### Winter 2017

	# tested	# passed	% passed
ALL	69	15	21.7
Male	35	10	28.6
Female	34	5	14.7
Asian	4	1	25.0
Latino	21	5	23.8



Dropout Rate	36	27	31						
Graduation Rate	75	72	72						

### Completion of High School Graduation Requirements – Graduates of 2016-17 School Year

Group	School	District	State
All Students	47		
Black or African American	17		
American Indian or Alaska Native	0		
Asian	2		
Filipino	0		
Hispanic or Latino	19		
Native Hawaiian or Pacific Islander	0		
White	0		
Two or More Races	8		
Socioeconomically Disadvantaged	46		
English Learners	3		
Students with Disabilities	14		

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014–15	2015–16	2016-17	2014–15	2015–16	2016-17	2014–15	2015–16	2016-17
Suspensions	27%	25%	24%						
Expulsions	0	0	0						

\*\*\*Civicorps does not expel, students are eligible to request return under the policies listed in the Corpmember Handbook.

### School Safety Plan – Most Recent Year

Civicorps Academy has an Emergency Management Plan which includes specific action steps and the supporting materials to respond to all types of emergencies, including earthquakes, fires, floods, other natural disasters, violence in the community or on campus, bomb threats, power outages, etc. Drills are held throughout the year.

### 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	Not in PI	In PI
First year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	78.5

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.25	4	0	0	19.75	4	0	0	19.00	4	0	0
Mathematics	18.25	4	0	0	19.75	4	0	0	19.00	4	0	0
Science	17.0	3	0	0	19.00	2	0	0	17.00	2	0	0
Social Science	17.0	3	0	0	19.00	2	0	0	17.00	2	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	25
Counselor (Social/Behavioral or Career Development)	4	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker	2	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1	N/A
Other (Instructional Aide)	2	N/A

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

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$26,724	\$539	\$26,185	\$60,000
District	N/A	N/A	\$6,095	\$62,935
Percent Difference – School Site and District	N/A	N/A	330%	-4.6%
State	N/A	N/A	\$6,574	\$79,228
Percent Difference – School Site and State	N/A	N/A	298%	-32.0%

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

**Types of Services Funded (Fiscal Year 2016–17)**

Intensive instructional support around core curriculum (math, English) as well as social studies and science, tutoring, counseling, enrichment, community college awareness, career exploration, CPR/1<sup>st</sup> Aid certification, internships, conflict resolution, Alternatives to Violence Program, financial wellness and communication workshops are offered to all students throughout the year.

**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,456	\$41,455
Mid-Range Teacher Salary	\$54,328	\$66,043
Highest Teacher Salary	\$70,934	\$85,397
Average Principal Salary (Elementary)	\$84,669	\$106,714
Average Principal Salary (Middle)	\$85,411	\$111,101
Average Principal Salary (High)	\$86,249	\$121,754
Superintendent Salary	\$265,000	\$223,357
Percent of Budget for Teacher Salaries	29%	39%
Percent of Budget for Administrative Salaries	7%	5%

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

**Professional Development – Most Recent Three Years**

Professional Development is a priority for Civicorps. Fifteen days are designated for PD throughout the school year. Culturally Responsive teaching and blended learning have been the priorities for the last school year. Mindfulness, trauma-informed care, service, and creating a safe

environment for learning are also school priorities. There is also content on youth development principles and learning styles in which all staff participate.