

# School Accountability Report Card

## Reported Using Data from the 2018–19 School Year

California Department of Education

## Civicorps Corpsmember Academy

**Address:** 101 Myrtle Street Oakland, CA 94607 **Phone:** 510-992-7800  
**Principal:** Yvette Arroyo-Agredano **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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**

## About This School

### District Contact Information (School Year 2019–20)

Entity	Contact Information
<b>District Name</b>	Oakland Unified School District
<b>Phone Number</b>	(510) 879-8200
<b>Superintendent</b>	Dr. Kyla Johnson-Trammell
<b>Email Address</b>	<a href="mailto:superintendent@ousd.org">superintendent@ousd.org</a>
<b>Website</b>	<a href="http://www.ousd.org">www.ousd.org</a>

### School Contact Information (School Year 2019–20)

Entity	Contact Information
<b>School Name</b>	Civicorps
<b>Street</b>	101 Myrtle Street
<b>City, State, Zip</b>	Oakland, CA 94607
<b>Phone Number</b>	(510)992-7800
<b>Principal</b>	Yvette Arroyo-Agredano
<b>Email Address</b>	<a href="mailto:yvette.arroyo-agredano@cvcorps.org">yvette.arroyo-agredano@cvcorps.org</a>
<b>Website</b>	<a href="http://www.cvcorps.org">www.cvcorps.org</a>
<b>County-District-School (CDS) Code</b>	01612590115386

### School Description and Mission Statement (School Year 2019–20)

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 2018–19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	0
<b>Grade 5</b>	0
<b>Grade 6</b>	0
<b>Grade 7</b>	0
<b>Grade 8</b>	0
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	60
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	60

### Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	46.7%
<b>American Indian or Alaska Native</b>	1.70%
<b>Asian</b>	6.70%
<b>Filipino</b>	3.30%
<b>Hispanic or Latino</b>	33.30%
<b>Native Hawaiian or Pacific Islander</b>	5.00%
<b>White</b>	0
<b>Two or More Races</b>	1.7%
<b>Socioeconomically Disadvantaged</b>	95.00%
<b>English Learners</b>	13.30%
<b>Students with Disabilities</b>	15.00%
<b>Foster Youth</b>	3.30%
<b>Homeless</b>	5.00%

## 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 Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20
<b>With Full Credential</b>	3	3	4
<b>Without Full Credential</b>	2	2.5	2
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2017–18	2018–19	2019–20
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.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

*Year and month in which the data were collected December 2019*

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

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

**School Facility Conditions and Planned Improvements**

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 December 2018.

**School Facility Good Repair Status**

Using the **most recently collected** 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:** December 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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**

**Year and month of the most recent FIT report:** December 2019

**Overall Rating**

Exemplary	Good	Fair	Poor
	x		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

Measurable Pupil Outcome	Instrument	Quantifiable Target	2017-18 Results	2018-2019 Results
<b>OUSD Charter Goals - District and Site Specific 2017-2022</b>				
Increased <b>Reading NWEA</b> (Northwest Evaluation Association MAP) scores	NWEA quarterly testing data	Each year 75% of students will increase 3 points on the NWEA Reading or achieve proficiency	74.36%	63.00%
<b>Reading</b> Improvement by Sub-groups	NWEA quarterly testing data	Each year 75% of students will increase 3 points on the NWA Reading or achieve proficiency <i>*statistically significant subgroups may include: Asian, Pac Islander, Hispanic/Latino, African-American, Two or More Races, Low-Income, English Learners - all require 30+ students each year</i>	Black/African-American (33) - 56.9%, Low-Income - 96%	Low-Income - 63%
Increased <b>Math</b> NWEA (Northwest Evaluation Association MAP) scores	NWEA quarterly testing data	Each year 75% of students will increase 3 points on the NWEA Math or achieve proficiency	83.33%	81.00%
<b>Math</b> Improvement by Sub-groups	NWEA quarterly testing data	Each year 75% of students will increase 3 points on the NWA Math or achieve proficiency <i>*statistically significant subgroups may include: Asian, Pac Islander, Hispanic/Latino, African-American, Two or More Races, Low-Income, English Learners - all require 30+ students each year</i>	Black/African-American (38) - 63.3%, Low-Income - 96%	Low-Income - 81%
School Safety	Bi-annual student survey results	Each year, at least 80% of students and families positively rate school safety <i>*survey question: Civicorps is a safe space and I know my personal safety is important to Civicorps</i>	93% *only fall survey administered	88% *only spring survey administered (65% participants responded {90/138})
Student & Community Voice	Bi-annual student survey results	Each year, at least 75% of students and families positively rate voice in school decision-making and/or opportunity for feedback <i>*survey question: I feel like my opinion is valued and my voice is heard at Civicorps</i>	88% *only fall survey administered	76% *only spring survey administered (65% participants responded {90/138})

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 <i>*survey question: I am satisfied with the quality of the academic instruction at Civicorps</i>	89% *only fall survey administered	75% *only spring survey administered (79% students responded {61/77})
High Graduation Rate	Comparison of student enrollment data to graduation list	70% of students who are with us 90+ days will graduate each year	74%	51%
High Attendance Rate	Monthly attendance records submitted to OUSD	Will maintain or exceed an average 75% monthly attendance rate	70.87%	63.2%
Successful Post-Graduation Placement	College & Career Counselor contact and verification of enrollment and/or employment	70% of students who graduate will be enrolled in post-secondary education and/or employed 1-year post graduation	85%	78%

**Career Technical Education (CTE) Programs (School Year 2018–19)**

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 (CTE) Participation (School Year 2018–19)**

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	60
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	51%
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	N/A



### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

## 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 school site

#### Opportunities for Parental Involvement (School Year 2019–20)

Parents are encouraged to visit the school and meet with school staff. Community meetings are held weekly and parents/guardians are welcome to attend. Board meetings are held every other month and are open to the public. School wide events, including bbq's, family camping trips, and showcases of learning, graduation, and cultural celebrations are also widely advertised so that families can attend.

### State Priority: Pupil Engagement

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 2015–16	District 2015–16	State 2015–16
Dropout Rate	26.7%	20.30%	9.70%
Graduation Rate	72%		

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	31.80%	44%	13.50%	13.90%	9.10%	9.60%
Graduation Rate	72%	32%*	73.70%	74.80%	82.70%	83.00%
Reengagement Rate**		68%				

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

\*Graduation rate formula was adjusted to align with CDE Dashboard indicators beginning 2017-18 based on DASS 1-year cohort

\*\*Reengagement rate equals percent of students who were formerly disconnected from school and reenrolled for 90+ days with Civicorps

## 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 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
<b>Suspensions</b>	7%	13%	9%	DPC	DPC	DPC	DPC	DPC	DPC
<b>Expulsions*</b>	n/a	n/a	n/a	DPC	DPC	DPC	DPC	DPC	DPC

\* Civicorps does not expel students. There is a return policy in place and all students may request return to the program after a long-term suspension or personal decision to exit the program.

### School Safety Plan (School Year 2019–20)

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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
<b>English</b>	19.00	4		
<b>Mathematics</b>	19.00	4		
<b>Science</b>	17.00	2		
<b>Social Science</b>	17.00	2		

\*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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	16.00	5		
Mathematics	18.00	4		
Science	6.00	2		
Social Science	6.00	2		

\*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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	15.00	4		
Mathematics	15.00	4		
Science	15.00	2		
Social Science	15.00	2		

\*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.

**Ratio of Academic Counselors to Pupils (School Year 2018–19)**

Title	Ratio
Academic Counselors*	1:20

\*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.

**Student Support Services Staff (School Year 2018–19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other (Instructional Aide)	2

\*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 2017–18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$33,068	\$663	\$32,405	\$59,300
District	N/A	N/A	-	\$63,149.00
Percent Difference – School Site and District	N/A	N/A	-	-
State	N/A	N/A	7,506.64	82,403.00
Percent Difference – School Site and State	N/A	N/A	-	-

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

**Types of Services Funded (Fiscal Year 2018–19)**

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

**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,570	\$48,612
Mid-Range Teacher Salary	\$64,124	\$74,676
Highest Teacher Salary	\$83,724	\$99,791
Average Principal Salary (Elementary)	\$111,786	\$125,830
Average Principal Salary (Middle)	\$117,636	\$131,167
Average Principal Salary (High)	\$120,003	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	5.00%

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

**Professional Development**

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	22