

Vincent Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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 <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.



Rosette Costello, Executive Director

Principal, Vincent Academy

About Our School

Vincent Academy is a small community-minded elementary school with a sense of responsibility to support the West Oakland Community by providing our students an education that builds 21st Century Skills and prepares them to contribute meaningfully to their world! Our goal is to nurture the leaders of tomorrow in a safe, joyful and rigorous academic environment that builds upon art-integrated learning experience for all students. Vincent Academy is the recipient of the Turnaround Arts grant and is in the first year of implementation. Please learn more about Vincent Academy by visiting our website: www.vincentacademy.org

Contact

Vincent Academy
2501 Chestnut St.
Oakland, CA 94607-2477

Phone: 510-452-2100
E-mail: info@vincentacademy.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
E-mail Address	kyla.johnson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2018—19)	
School Name	Vincent Academy
Street	2501 Chestnut St.
City, State, Zip	Oakland, Ca, 94607-2477
Phone Number	510-452-2100
Principal	Rosette Costello, Executive Director
E-mail Address	info@vincentacademy.org
Web Site	www.vincentacademy.org
County-District-School (CDS) Code	01612590123711

Last updated: 12/7/2018

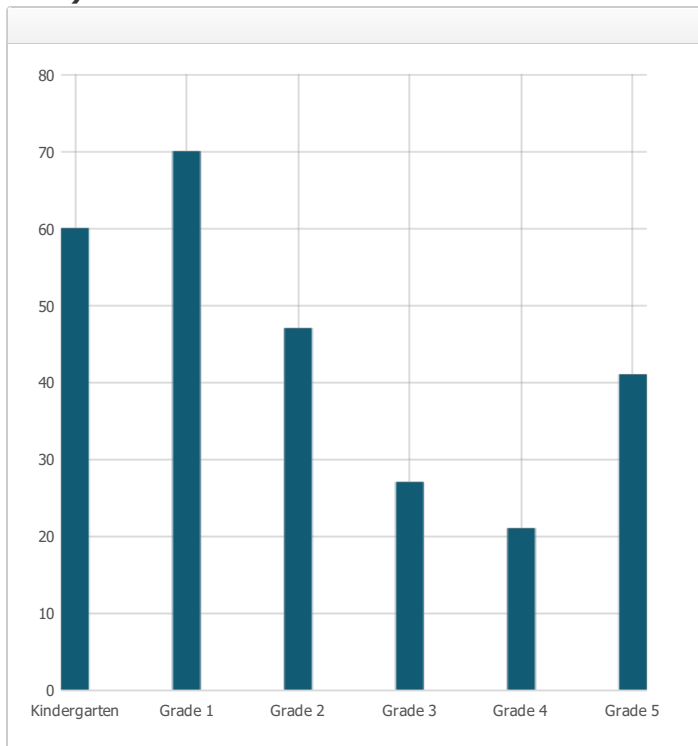
School Description and Mission Statement (School Year 2018—19)

The mission of Vincent Academy is to provide all students an education that is grounded in scholarship, compassion respect for diversity and resilience. The school is founded on the belief that success is attainable for all students in the context of family partnerships, community involvement and committed staff. With a Safety First and Learning Always slogan, the school combines an integrated academic program augmented by the arts and technology with a strong system of support systems for students and families.. Our program promotes cognitive, affective and social growth for our students and helps them develop deep respect for and a clear sense of responsibility to themselves, their families, their cultures and their communities. While striving for academic excellence, we place equal value on character development and self-esteem building for our students. Our goal is to prepare our students to be 21st century leaders and active members and leaders in our democratic society. We are recipients of the Turnaround Arts grant and our commitment is to provide Empowerment Through Arts and Technology.

Last updated: 12/7/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	60
Grade 1	70
Grade 2	47
Grade 3	27
Grade 4	21
Grade 5	41
Total Enrollment	266



Last updated: 12/7/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	66.5 %
American Indian or Alaska Native	%
Asian	4.1 %
Filipino	0.4 %
Hispanic or Latino	17.7 %
Native Hawaiian or Pacific Islander	%
White	5.6 %
Two or More Races	3.4 %
Other	2.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.3 %
English Learners	24.4 %
Students with Disabilities	5.3 %
Foster Youth	0.8 %

A. Conditions of Learning

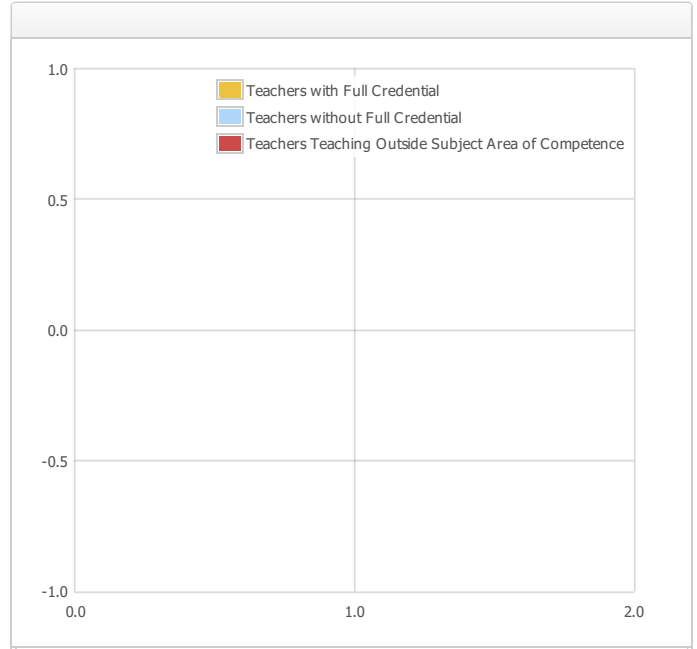
State Priority: Basic

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

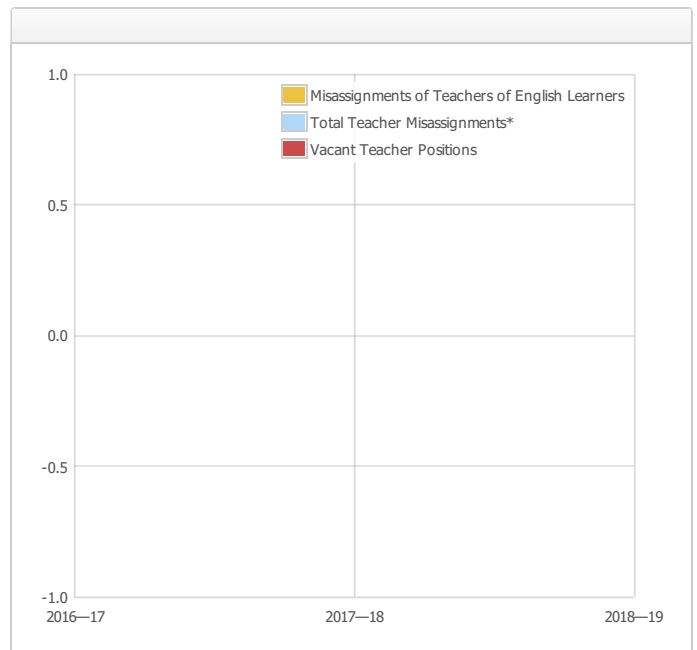
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 12/7/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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 Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0 %
Mathematics			0 %
Science			0 %
History-Social Science			0 %
Foreign Language			0 %
Health			0 %
Visual and Performing Arts			0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0 %

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

School Facility Good Repair Status

Year and month of the most recent FIT report:

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

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	15.0%	19.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	7.0%	12.0%	28.0%	29.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/7/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	84	100.00%	19.28%
Male	39	39	100.00%	15.79%
Female	45	45	100.00%	22.22%
Black or African American	57	57	100.00%	19.64%
American Indian or Alaska Native			--	--
Asian	--	--	--	--
Filipino			--	--
Hispanic or Latino	18	18	100.00%	27.78%
Native Hawaiian or Pacific Islander			--	--
White	--	--	--	--
Two or More Races			--	--
Socioeconomically Disadvantaged	71	71	100.00%	18.57%
English Learners	24	24	100.00%	12.50%
Students with Disabilities	14	14	100.00%	7.69%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 12/7/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	84	100.00%	12.05%
Male	39	39	100.00%	15.79%
Female	45	45	100.00%	8.89%
Black or African American	57	57	100.00%	10.71%
American Indian or Alaska Native			--	--
Asian	--	--	--	--
Filipino			--	--
Hispanic or Latino	18	18	100.00%	16.67%
Native Hawaiian or Pacific Islander			--	--
White	--	--	--	--
Two or More Races			--	--
Socioeconomically Disadvantaged	71	71	100.00%	7.14%
English Learners	24	24	100.00%	4.17%
Students with Disabilities	14	14	100.00%	.00%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 12/7/2018

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 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 12/7/2018

Career Technical Education (CTE) Programs (School Year 2017–18)

The school does have a focus on developing the 21st Century Skills needed to succeed in careers. Through art and technology integration, all our students are able to build confidence as learners and develop the agency needed to succeed. Vincent Academy has guest and visiting speakers and also hosts an annual career day.

Last updated: 12/7/2018

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/7/2018

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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.

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 2018—19)

Opportunities for family involvement are varied and include, but are not limited to, the School Site Council, that Parent Teacher Advisory Committee, Fundraising and Recruitment Committees, as well as Volunteer and Room Parent Roles. Community events are scheduled during holidays and include give-aways. There are also many opportunities for families involvement with student learning. Teachers and staff are available on an ongoing basis. Progress Reports solicit parent feedback and involvement, Report Card conferences are mandatory and Home Visits are conducted annually to build home/school/teacher connections.

State Priority: Pupil Engagement

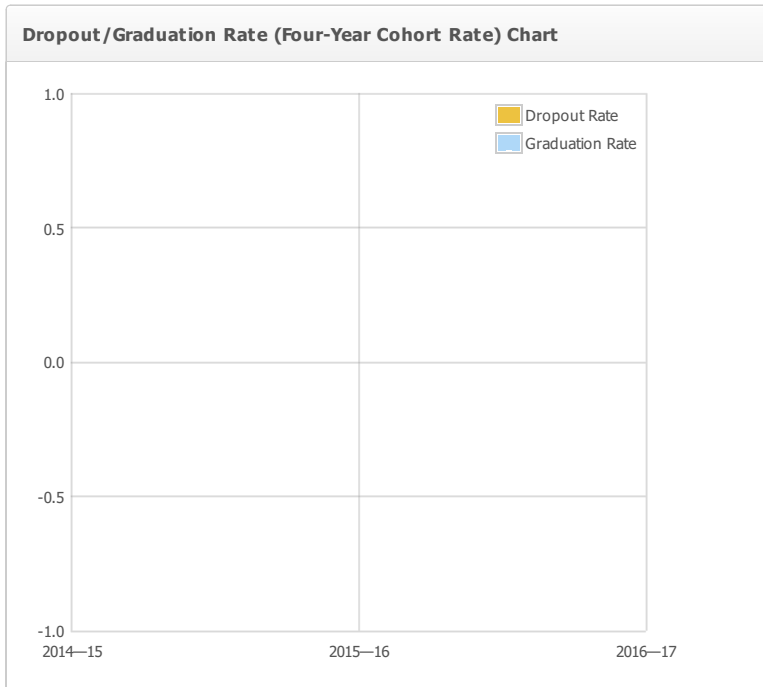
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	24.1%	20.3%	10.7%	9.7%
Graduation Rate	--	--	63.4%	64.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	13.5%	9.1%
Graduation Rate	--	73.7%	82.7%



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

Last updated: 12/7/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	0.0%	--	--
Black or African American	0.0%	--	--
American Indian or Alaska Native	0.0%	--	--
Asian	0.0%	--	--
Filipino	0.0%	--	--
Hispanic or Latino	0.0%	--	--
Native Hawaiian or Pacific Islander	0.0%	--	--
White	0.0%	--	--
Two or More Races	0.0%	--	--
Socioeconomically Disadvantaged	0.0%	--	--
English Learners	0.0%	--	--
Students with Disabilities	0.0%	--	--
Foster Youth	0.0%	--	--

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.7%	3.1%	0.7%	4.1%	4.1%	4.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/7/2018

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	23.0		1	
2				
3	24.0		2	
4	23.0		2	
5	23.0		1	
6				
Other**	25.0		2	

* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	2	
1	24.0		1	
2	20.0	2	1	
3	30.0		1	
4	24.0		2	
5				
6	26.0		2	
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	4		
1	23.0		3	
2	23.0		2	
3	28.0		1	
4	21.0		1	
5	21.0	1	1	
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.

Last updated: 12/7/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Last updated: 12/7/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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: 12/7/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$62742.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
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 2017—18)

Services include:

- Medi Cal and Non- Medi Cal counselling services
- Behavior Intervention Support
- PARA Professional Support
- Tool box SEL Program
- Meditation Program
- Reading Partner Intervention
- Arts Integration Coach
- Library Volunteer

All these programs provide academic and affective support.

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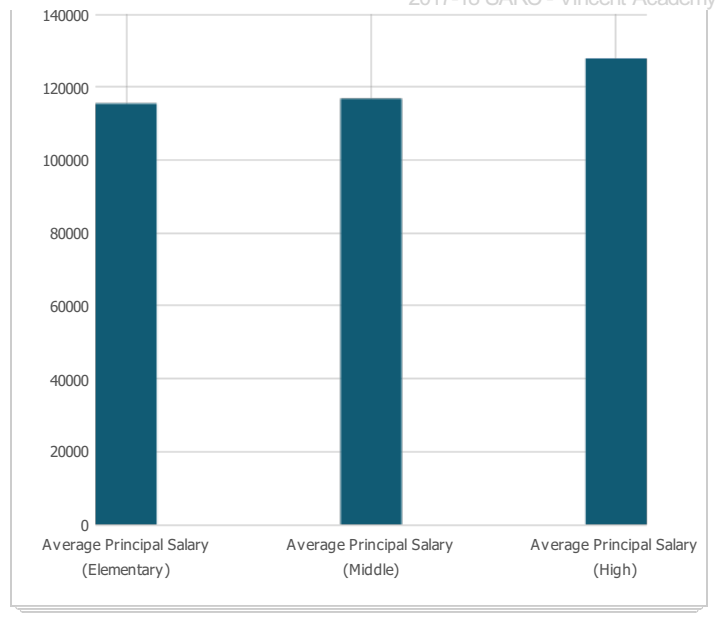
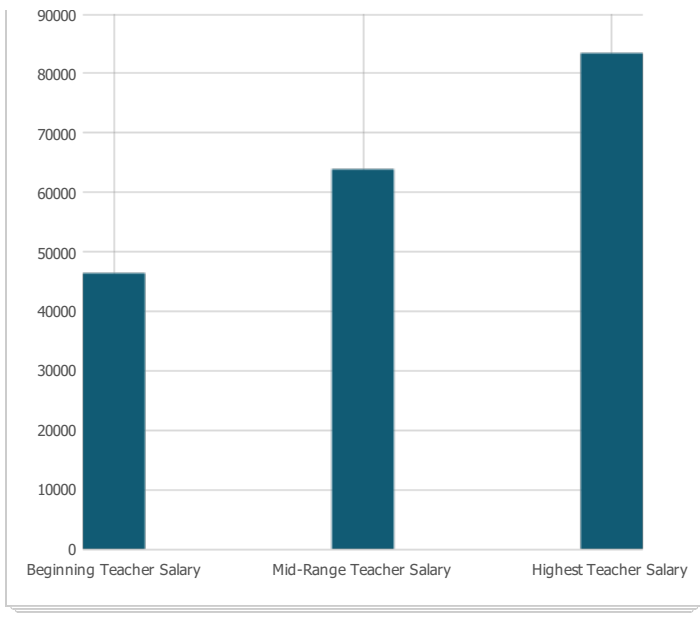
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,411	\$47,903
Mid-Range Teacher Salary	\$63,904	\$74,481
Highest Teacher Salary	\$83,437	\$98,269
Average Principal Salary (Elementary)	\$115,474	\$123,495
Average Principal Salary (Middle)	\$116,841	\$129,482
Average Principal Salary (High)	\$127,847	\$142,414
Superintendent Salary	\$297,052	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	10.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 12/7/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/7/2018

Professional Development

Professional Development

The instructional team at Vincent Academy participates in a wide range of professional formats and focus areas. The focus areas are derived through analysis that includes a review of both standardized and classroom student performance and behavior data such as work samples, observation and reflection information. Both the Instructional Leadership team that includes administration and grade level teacher representatives as well as other staff/parent input determines our direction.

The topics have included Balanced Literacy, Being A Writer, Toolbox, Kimochi, Rime Time, SEL, De-Escalating Behavior, Math Integration, Art Integration, No Nonsense Nurturer, Connecting with Our Families, developing Unit Plans, and numerous other topics. Professional Development formats include after-school workshops, in-school modeling, peer coaching, off-site observational visit and conferencing, release days and evening sessions. Teachers are supported through in-class coaching, administrative and peer conferencing, self-reflection opportunities and designated time for data analysis.

Throughout 2015-2017, Weds. Minimum Day Schedules as well as one PD week in August supported professional development. During 2017-18, two weeks in August in addition to 8 student release days and the regular scheduled Weds. Minimum Day Schedule support professional development. Teacher release time is also provided to observe other schools.

During 2018-19, in addition to continuing with the focus areas, we include Trauma Informed Practice and analysis of our PBIS supports. A new Math Curriculum aligned with professional development. Our Turnaround Art Grant Award includes Professional Development topics such as VTS (Visual Thinking Strategies), Studio Habits and implicitly aligns with Academic language Development and Depth of Knowledge questioning strategies. The Art Leadership Team supports this professional development.

Time dedicated to Professional Development includes 8 days prior to the beginning of school, 5 days throughout the school year as well as each Weds. of the month following dismissal.

