

# Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to learn from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland. In order to do this, the Commission requires that each school write a narrative to capture the school's overall implementation process. In the cells below, please describe your school's process. To the left are the specific prompts that will provide the Commission an overview of your process and experience.

## Implementation Successes

<p><i>What are some implementation successes that you'd like to lift up and share with others?</i></p>	<ul style="list-style-type: none"> <li>- Hiring of two key people - our Instructional Coach and the Associate College and Career Advisor.</li> <li>- Instructional Coach has allowed us to better support almost every teacher on staff, especially new teachers and teachers who are struggling with planning in particular</li> <li>- Associate College and Career Advisor who has created and implemented career programming for the 9th &amp; 10th grade and bolstered our internship program with systems to make it more streamlined and sustainable in the future</li> <li>- We aligned some projects in each grade level with CTE standards</li> <li>- The 9th grade, in particular, took on a cross-curricular research documentary film project that asked students to research and interview people outside of our school community, building both their skills in exploring community resources and our connections to those resources</li> </ul>
<p><i>How do you know you were successful (evidence, data)?</i></p>	<ul style="list-style-type: none"> <li>- Staff survey and follow-up coaching survey data shows that teachers overwhelmingly find the coaching and planning support helpful and that is has increased the sustainability of their work, our biggest growth area</li> <li>- We will have lower teacher turnover this year, in great part due to the support that teachers are receiving from coaching</li> </ul>

## Implementation Challenges

<p><i>What are some implementation challenges you encountered this first year of implementation?</i></p>	<ul style="list-style-type: none"> <li>- We had named that we wanted to expand internships down into the lower division, but found this to be difficult to manage both structurally and culturally</li> <li>- We shifted our focus to thinking about providing more opportunities for dual and hybrid enrollment</li> </ul>
<p><i>How do you know these were challenges (evidence, data)?</i></p>	<ul style="list-style-type: none"> <li>- Within the context of our portfolio defense system, which is heavy in 10th and 12th grade, we struggled to provide the support to push students to explore internships (other than students who took this on of their own volition).</li> <li>- We had some pushback from families around 10th grade internships</li> <li>- Since the majority of our AP courses are in 12th grade, families were also pushing for other opportunities, like dual or hybrid enrollment, especially in the junior year</li> </ul>

## Learning and Moving Forward

<p><i>What did you learn?</i></p>	<ul style="list-style-type: none"> <li>- We learned that quality is very important to both our staff and students, even when that sometimes means we need to slow down our pace or implementation timeline</li> <li>- We worked with LPS to learn from their hybrid enrollment process to explore implementation of our own</li> <li>- We realized the extent to which we must build strong systems that outlast people, especially as they relate to our internship program</li> </ul>
<p><i>How are you revising your strategies and pathway development work going forward based on what you learned?</i></p>	<ul style="list-style-type: none"> <li>- We are implementing a couple of different hybrid and dual enrollment options for students for next year.</li> <li>- We are committed to continuing and refining what worked this year, especially as it relates to teacher development, career education and exploration, and pathway alignment</li> <li>- We are exploring personalized learning software to support skill development in students in order to allow teacher time to be more focused on project-based learning and making learning more and more relevant to students.</li> </ul>

## 1. ABOUT THE SCHOOL

Complete this by: **January 31, 2017**

### Instructions: (For OUSD Schools Only)

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

**1A) School Description:** Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

**1B) School Mission and Vision:** Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

**School:** Envision Academy of Arts and Technology

**School ID:**

### 1A. School Description

Envision Academy of Arts and Technology (EA) is a tuition-free public charter high school (grades 9-12) in Oakland, dedicated to transforming students' lives by preparing them for success in college and in life. Envision Academy offers students a rigorous academic experience and a diverse, compassionate community in which to grow. Our students are inspired and empowered to be leaders in their high school education and in their communities. Envision Academy is one of three Bay Area charter schools operated by Envision Education, a nonprofit founded in 2002.

Envision Academy's mission is to inspire and prepare ALL students to enter, graduate from, and succeed in 4-year college and in life.

### 1C. School Multi-Year WASC Goals

*Length of WASC Accreditation:* 6 years

*Last WASC Self-Study:* 2015-16

*Next Self-Study:* 2021-22

#### SCHOOL WASC GOALS

#### LCAP Goal Category

Increase capacity of teachers to implement rigorous project based learning within the Envision model.

1: Graduates are college and career ready.

Increase student intellectual agency.

1: Graduates are college and career ready.

Increase Students' performance on high stakes tests, such as SBAC and SAT.

2: Students are proficient in state academic standards.

### 1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	47.3%	52.7%	83.2%	76.0%	11.0%	5.7%	0.0%	100.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	37.1%	1.2%	2.2%	52.5%	0.2%	1.2%	4.5%	1.0%	0%

### 1E. School Performance Data

<i>Indicator</i>	<i>13-14 School</i>	<i>14-15 School</i>	<i>15-16 School</i>	<i>16-17 School</i>	<i>15-16 District Average</i>	<i>15-16 State Average</i>
<i>Linked Learning Pathways (All Students)</i>	343	389	407	404	53.3%	41.8%
<i>Linked Learning Pathways (Grade 10)</i>	89	94	108	115	57.0%	58.1%
<b>Graduate Outcomes</b>	<i>13-14 School</i>	<i>14-15 School</i>	<i>15-16 School</i>	<i>16-17 School</i>	<i>15-16 District Average</i>	<i>15-16 State Average</i>
Four-Year Cohort Graduation Rate (All Students)	66.7%	90.3%	87.9%	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	19.6%	9.7%	7.7%	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	16.7%	9.1%	0.0%	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	14.3%	28.6%	0.0%	TBD	TBD	TBD
Percent of Students Leaving	19.34%	17.27%	12.50%	9.8%	TBD	TBD
On Track to Graduate (Grade 9)	91.9%	91.5%	91.8%	92.8%	46.7%	TBD
On Track to Graduate (Grade 10)	86.4%	83%	83.0%	80.0%	33.6%	TBD
On Track to Graduate (Grade 11)	87.5%	94.7%	90.8%	89.0%	35.4%	TBD
On Track to Graduate (Grade 12)	82.90%	92.7%	100.0%	96.0%	44.8%	TBD
A-G Completion (Grade C or Better)	100%	100%	100.0%	TBD	51.2%	TBD
A-G Completion (African American Students)	100%	100%	100.0%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	97%	100%	100.0%	TBD	15.6%	TBD
A-G Completion (English Learners)	100%	100%	100.0%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	NA	NA	NA	TBD	20.8%	TBD
<b>Post-Secondary Readiness</b>	<i>13-14 School</i>	<i>14-15 School</i>	<i>15-16 School</i>	<i>16-17 School</i>	<i>15-16 District Average</i>	<i>15-16 State Average</i>
AP Course Access (All Students)	100%	100%	100.0%	100.0%	25.7%	TBD
AP Course Access (African American Students)	100%	100%	100.0%	100.0%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	0%	13%	38.4%	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	9%	26%	20.0%	20.0%	TBD	TBD
Average SRI Reading Level, Grade 11	N/A	N/A	N/A	N/A	TBD	TBD
Average SRI Reading Level, Grade 12	N/A	N/A	N/A	N/A	TBD	TBD
Dual Enrollment with Community College	0%	0%	0%	1.3%	TBD	TBD
Dual Enrollment (Grade C or Better)	N/A	N/A	N/A	1.3%	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	48%	49%	59%	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	27%	32%	19%	TBD	TBD	TBD
<b>Climate and Culture</b>	<i>13-14 School</i>	<i>14-15 School</i>	<i>15-16 School</i>	<i>16-17 School</i>	<i>15-16 District Average</i>	<i>15-16 State Average</i>
Chronic Absence (All Students)	14.06%	20.98%	18.3%	22.0%	11.2%	TBD
Chronic Absence (Special Education Students)	18.18%	20.00%	13.8%	18.6%	18.7%	TBD
Chronic Absence (Foster Youth)	N/A	N/A	N/A	N/A	19.2%	TBD
Suspension Rate	1.1%	16%	15.0%	10.4%	TBD	TBD
No Suspensions (African American Males)	0	19	20	11	91.2%	TBD
No Suspensions (Foster Youth)	0	0	0	0.00	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	N/A	N/A	N/A	N/A	TBD	TBD

Rigorous Academics	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	40.43%	49.23%	13.8%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	41.03%	47.37%	0.0%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	N/A	38%	44.0%	TBD	19.5%	TBD
SBAC Proficiency (Math)	N/A	8%	11.0%	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	N/A	N/A	N/A	N/A	23.9%	TBD

## 2. NEEDS ASSESSMENT (three-year cycle)

Complete this by: **February 1, 2017**

### 2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges (List all challenges impacting each focal area.)	Highest Leverage Challenge (List one challenge.)
<b>Instructions:</b>	<p><b>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</b></p> <ul style="list-style-type: none"> <li>• What strengths and challenges do you see in your current data?</li> <li>• Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?</li> </ul> <p><b>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</b></p> <p><b>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</b></p>		
<b>Graduate Outcomes</b>	<p>Our strengths include our students' Graduation Rate, numbers on track to graduate, our college acceptance rate, and our college persistence rate.</p> <p>For 2016 Graduates, Envision Academy had a 87.9% Cohort Graduation rate: 88.9% Females, 86.5% Males, 89.5% for African-American, 90.9% for Hispanic students. All graduates completed A-G required courses.</p>	<p>Our rate of graduation for our African American male students is only 78.6%. Our challenges are to increase the graduation rate of our male students, specifically for our African American male students.</p>	<p>The graduation rate for African American male students is lower than other cohorts.</p>
<b>Post-Secondary Readiness</b>	<p>Students are able to take career cluster finder surveys through Naviance in all grades and use Naviance to research potential career and post-secondary education pathways. Annual career day attracts over 100 local professionals from diverse industry sectors to provide students a chance to learn about different careers and make connections to career and post-secondary pathways. All 11th graders complete a 2-week full time internship where they complete a project and present their findings to the community. We have a full time college advisor who educates students on career and post-secondary pathways through workshops, one-on-one advising, and help with post-secondary educational matching (ie. college, trade/apprenticeship, career). New to 16-17 we have a college/career advisor who is piloting a new career &amp; college curriculum in the 9th grade that will end in an exhibition.</p>	<p>We saw data that reflected that students don't have an understanding of the different work options available to them, and what skills and training are necessary to obtain and be successful in the career of their choosing. Students surveys show that they are still unclear what skills and training are necessary for careers, and also report they would like more exposure to careers in the arts. The challenge is to get more students exposure to more career &amp; college opportunities, particularly in our pathway, earlier in their high school experience. In addition, to to programmatic changes in 16-17 we no longer offer AP courses in the 11th grade, leaving all our AP offerings in the 12th. Students have expressed more desire to have challenging courses earlier in high school.</p>	<p>Lower division students do not have as many opportunities for work-based experiences and higher level courses like upper division students.</p>

<p><b>Climate and Culture</b></p>	<p>Last year, 2015-16, we had 15% suspension rate and our Latino population was suspended less than the overall rate of the proportion of the population. The rate for Latino population suspension was 39%, and they make up 51.4% of the total school population.</p>	<p>Our challenge is that our African American students are suspended at a disproportional rate to the population.</p> <p>Our suspension rate is unacceptably high, even though it falls within the range of OUSD high school rates which are between 11% and 16%. We have a disproportionate number of African American students suspended, making up 59% of all of our suspensions in 15-16. <b>In 14-15 more African American female students were suspended than males.</b></p> <p>Our attendance data shows an average ADA for the school of 93.7% The data for the different demographic groups does not show any significant differences from the average, our highest grade for ADA is 9th grade. We have noticed that a smaller group of students is chronically truant, which brings down our overall numbers. The SARB process has had varied levels of success with these students.</p>	<p>We know that attendance is a key component to student success and a challenge is increasing our overall ADA percentage and increasing systems, incentives &amp; consequences for chronically absent students.</p>
<p><b>Rigorous Academics</b></p>	<p>Overall, 79% of our students were accepted to 4-year colleges and universities in 15-16 and 80% in 14-15. Our students have a persistence rate of 90%.</p> <p>We added the CSU Expository Reading and Writing Course to our schedule this year, which allows our students who are testing CSU conditional in English to not have to take the CSU placement test and automatically enroll in college level English as long as they pass the course.</p>	<p>Our challenge is that not enough of our students are eligible for credit-bearing courses in college upon graduation from EA.</p> <p>On the Spring 2015 administration of the CAASPP, 42% of students met or exceed the Literacy Standard: 54% of Female, and 34% of Male students, 36% of African-Americans, 46% of Hispanic students, met or exceeded the standard in Literacy.</p> <p>in Math 12% met or exceed the Standard: 14% of Female, 9% of Male, 9% of African-American, and 11% of Hispanic students met or exceeded the standard.</p>	<p>Our continued challenge is to accelerate and build student skills, especially in math.</p>
<p><b>Pathway Development</b></p>	<p>As part of our arts &amp; tech pathway, students participate in college/career pathway activities in every grade level in either or both core classes and advisory. Core classes include Digital Media Arts, Drama, and Advanced Digital Arts &amp; Media Studies. Advisory curriculum includes: 9th - UC Berkeley Trip, Career/College exploration and exhibition; 10th - Benchmark Portfolio; 11th - Career/Personality assessments, Workplace Learning Experience (2 week full time internship); 12th - College Success Portfolio</p>	<p>While we have a strong arts/tech focus in our 3 art classes that all students take, we have uneven pathway development in other core courses.</p> <p>We would like to see a stronger career/college connection in the Benchmark Portfolio in 10th grade.</p> <p>Don't have as many arts/tech partnerships for our Workplace Learning Experience in 11th grade as we would like to have as part of our pathway.</p>	<p>Not enough pathway integration in courses outside of the arts.</p>

**2B. Schoolwide Root Cause Analysis from Measure N Design**

<b>Instructions:</b>	<p><b>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</b></p> <ul style="list-style-type: none"> <li>• For each priority, identify at least one root cause for a challenge you listed above.</li> <li>• Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).</li> <li>• Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.</li> </ul> <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> <p style="text-align: right;"><a href="#">Root Cause Analysis Primer.</a></p>		
<b>Focal Area</b>	<b>Highest Leverage Challenge (will autopopulate from the table above)</b>	<b>Root Cause Analysis of Highest Leverage Challenge</b>	<b>Linked Learning Criteria</b>
<b>Graduate Outcomes</b>	The graduation rate for African American male students is lower than other cohorts.	Many of our students come to us with skill gaps and we need to address these sooner and more aggressively. Our data also shows that our African American males are disproportionality suspended from school. The root causes we have uncovered for some of these issues shows that African American students feel less connected to school and are less successful in college prep work. In addition, we see the majority of our staff is not of the same racial or socioeconomic background as our students, and are generally untrained in culturally responsive teaching.	Equity/Access/ Achievement
<b>Post-Secondary Readiness</b>	Lower division students do not have as many opportunities for work-based experiences and higher level courses like upper division students.	We have had to focus our efforts on improving our 11th grade Workplace Learning Experience and have not had the bandwidth to add these experiences in our lower division. Until this year, there was no one who had the time to track and systematize the process of work-based experiences and concurrent enrollment. We continue to work now to increase concurrent enrollment in local community colleges. This is a time intensive process that we will continue to pursue more aggressively now that we have staff to address this need. Downtown Oakland, provides a plethora of nearby opportunities for students, and many of our students participate in internships and work-based programs on their own. We have not yet been able to systematically track and curate these internships for students who do not have access to these opportunities on their own.	Work-Based Learning
<b>Climate and Culture</b>	We know that attendance is a key component to student success and a challenge is increasing our overall ADA percentage and increasing systems, incentives & consequences for chronically absent students.	Using our Core Values as the basis of a positive culture we work proactively to inculcate students into the "EA Way" . We have had very few alternatives to suspension and have engaged staff in Restorative Justice training to begin this work in earnest. We do have a group of students who are chronically absent as well as a small number of students with some severe truancy issues. In our interviews with students and families, this often comes from depression and a variety of family issues that prevent them from making attendance at school a priority.	Personalized Student Support

<b>Rigorous Academics</b>	Our continued challenge is to accelerate and build student skills, especially in math.	Our students continue to struggle particularly with math achievement on standardized test formats and preparation for college level coursework. There are multiple programmatic root causes leading to this student performance challenge including: - teacher turnover and an entire math department of first and second year teachers; although intensive training and coaching has been in place, there is much more to do to see effective math instruction that bridges the gaps in student skill - our literacy interim assessments measure a set of power standards over the course of the year, but this is not possible in math. We have continued to refine our internal assessments and this year created pacing guides with resources for each math course as a guide for all teachers, but there is still a lack of alignment and sometimes investment in that curricular guidance. - we have purchased and have used some blended learning programs to support skill development in math, but because we are working with new teachers, the progress has been slower than we had hoped to really use these online programs more often and more effectively. The biggest challenge is helping teachers change their instructional practice so that they use the data from the personalized learning software to differentiate instruction.	Building a Rigorous Academic Core: Teacher Conditions
<b>Pathway Development</b>	Not enough pathway integration in courses outside of the arts.	We have a very strong arts program at our school in 3 of the 4 years, but this often leaves other courses unevenly focusing on the arts/tech part of our pathway. As our school focus has been on improving our rigorous academics over the past few years, we have not been able to focus on arts integrative learning in our core classes as much as we would like.	School Leadership & School Vision

**2C. Current Strategy Analysis**

<b>Instructions:</b>	<p><b>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</b></p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>
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	<b>Current 16-17 Strategies</b>	<b>Fully Implemented?</b>	<b>Evidence of Effectiveness?</b>	<b>Analysis of Strategy Implementation and Effectiveness</b>
<b>Schoolwide Instructional Improvement Strategy:</b>	Plan-Do-Study-Act (PDSA) short cycles of inquiry to increase agency and academic outcomes for all students.	Yes	Yes	<p>Our first round of PDSA Inquiry cycles was completed in December. Each staff member was engaged in two cycles - one with their department and one with their grade level. Departments were focused on a strategy to increase academic rigor in their classes and grade levels focused on a strategy to increase student agency.</p> <p>Strengths included:</p> <ul style="list-style-type: none"> <li>- staff buy-in because teams created their focus and strategy based on data</li> <li>- a strong push for students to take greater ownership over their learning path; focused on changes in teacher practice to support</li> </ul> <p>Challenges included:</p> <ul style="list-style-type: none"> <li>- a lack of a common instructional focus that led to a lack of consistent instructional practice from classroom to classroom</li> <li>- because teams selected their own strategies and data-collection tools, they were not always sure they were research-based or the best approach</li> <li>- the process moved more slowly than we had anticipated or wanted it to</li> </ul> <p>Our second round of PDSA this spring is focused on a handful of research-based instructional practices with more direction in order to address the challenges of the first round.</p>

<p><b>Culture &amp; Climate Improvement Strategy:</b></p>	<p>Teachers will be trained in Restorative practices (including increasing cultural competency and relational skills to deeply engage students and interact in productive adult relationships within our school system).</p>	<p>Yes</p>	<p>Not Yet</p>	<p>We have some evidence of the effectiveness of this strategy (based on referral and suspension rates). We have revisited the Restorative Justice framework and trauma-informed practices that support it a couple of times throughout the year in professional development, and have changed some teacher reactions to challenging situations, but still have more more work to do here on teacher mindset, de-escalation strategies and reaction.</p>
<p><b>Pathway Development Strategy:</b></p>	<p>Build out a comprehensive career exploration program connected to our arts &amp; technology pathway in all grades (connection of pathway courses and skills, create opportunities for greater exploration and exposure, and building a greater sense of agency in students).</p>	<p>Not Yet</p>	<p>Not Yet</p>	<p>We have been focusing on piloting a comprehensive career exploration program connected to our arts &amp; tech pathway in the 9th grade as we build the capacity of many new staff members in 16-17. We will be showcasing the 9th grade work in an exhibition in the spring and will be able to measure some effectiveness at that point and move forward with strategic planning to continue expanding this work in the 10th grade in 17-18. In addition, this was the first year we strategically measured data for the 11th grade internship program, using career personality assessments, helping match students to ideal internships, and then measuring the % of students who actually obtained an internship in a field that matched their initial career personality assessment. We hope to use this data to increase the effectiveness of this program in 17-18.</p>
<p><b>Design Feature #1 (New/Emerging):</b></p>	<p>New College and Career Center (a new space that is larger, is more centrally located, has capacity for a greater number of staff and groups of students, will house the Career staff person)</p>	<p>Yes</p>	<p>Yes</p>	<p>With this more centrally located and larger space, including increased staff and access to computers, we have seen an increase in: student applying for scholarships, students concurrently enrolled, and students self-advocating for college/career help in their own time outside of our regular advisory programing.</p>
<p><b>Design Feature #2 (New/Emerging):</b></p>	<p>Advisory curriculum focusing on Restorative Justice culture building and Restorative Justice practices used in every core class as part of culture building and management plan as well as building out the systems for a WLE continuum of experiences.</p>	<p>Not Yet</p>	<p>Yes</p>	<p>Given some of our greater challenges in 9th grade, we have taken this on mainly in 9th grade advisory. We worked with a community partner, Facing History, to support the development of several units for 9th grade advisory around identity and belonging. We have created and implemented curriculum around conflict mediation. We created a leadership group of 9th grade students who co-led a process to create a 9th grade "compact" to set expectations for interactions. We have also built out many systems to support a long-term plan for WLE.</p>
<p><b>Design Feature #3 (New/Emerging):</b></p>	<p>Increase rigor and cognitive lift of students through personalized coaching teachers in pedagogical strategies that support these efforts.</p>	<p>Yes</p>	<p>Yes</p>	<p>With our Measure N funds, we were able to hire a full-time site-based instructional coach and this made a huge impact on our teachers' practices already. Alison coaches six teachers officially in her coaching cycles, supplements coaching support for all first and second year teachers, and is the Family Lead for the 9th grade team. As such she has done significant work developing advisory curriculum and helped the team create a set of common classroom behavioral expectations. Her addition has really allowed our work on instruction with teachers to go to a much deeper level. There is still much work to do in improving teacher practice, but this has been a significant value-add this year. The culture and academic rigor in the 9th grade improved significantly from her work this year over last year's outcomes.</p>



<b>Signature Element #1 (Established):</b>	Dedicated associate college/career counselor who focuses on preparing curriculum, systems and practices that support all students in accessing college and work-based opportunities.	Yes	Yes	This new associate college counselor has increased our capacity and tracking of students concurrent enrolled, work-based extracurricular activities, college prep programs, scholarships, and 11th grade internships aligned with students interests and personality. We hope to see the results of her current work in writing and executing a 9th grade career/college exploration curriculum by the end of the year. As she was hired late into the school year, she was unable to fully take over our 11th grade internship program, however, next year our plan is to increase partnerships, get more pre-agreed upon internships lined up before the start of the school year, and expand the career/college advisory curriculum into the 10th grade. She will also be increasing the number of students concurrently enrolled, and to create a formal partnership with our local community colleges.
<b>Signature Element #2 (Established):</b>	Professional development time weekly spent on the needs of students.	Yes	Yes	The small size of the school and the fact that grade level teachers all share the vast majority of students, we are able to discuss student progress and particular students needs on a weekly basis during professional development time. Teams also engage in the RtI process with a Learning Specialist to create a data-driven approach to intervention.
<b>Signature Element #3 (Established):</b>	Project based learning and portfolio defense system	Yes	Yes	This continues to be at the core of Envision's model. Students complete a series of projects in four academic competencies over the course of two years, putting together a portfolio of proficient projects and reflections and defending that work to a panel in May of both 10th and 2th grade. In both 10th and 12th grade, there has been work this year to: - incorporate "on-demand" or timed writing portions to artifacts as this was seen as an area of need in both standardized tests and surfaced by colleges - increase student agency in the process by having teachers, for example, only give presentation templates to students who struggle and need them; have students track and requiring students to track their own progress to the defense.

### 3. EQUITY IMPERATIVE FOR YOUR SITE

**Complete this by: February 1, 2017**

*As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)*

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
All students at Envision Academy will be provided the numeracy and math acceleration and/or interventions needed to increase SBAC proficiency rates and decrease the number of students who are required to take remedial math in college by 30%.	In May 2019, Envision Academy will have refined our math programming so that students are on grade level by Algebra II.

### 4. ANNUAL SCHOOL GOALS

**Complete this by: February 1, 2017**

*Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.*

FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
<b>Graduate Outcomes</b>	Increase African American male graduation rate to 86%.	Graduation Rate	Lowest Performing Racial Group	80%	82%	84%	Increase student intellectual agency.

<b>Post-Secondary Readiness</b>	By the end of 10th grade at least 15% of all lower division students will have had a work-based experience or participated in concurrent enrollment.	Concurrent Enrollment	All Students	0.3%	3%	10%	Increase student intellectual agency.
<b>Climate and Culture</b>	Increase ADA to 96% and decrease Chronic Absence rate	Chronic Absence	All Students	93.3%	94%	95%	Increase student intellectual agency.
<b>Rigorous Academics</b>	Increase number of students who are eligible for credit-bearing math coursework in college to 25%	SBAC Math	All Students	11%	15%	20%	Increase Students' performance on high stakes tests, such as SBAC and SAT.
<b>Pathway Development</b>	In core classes, at least one project a semester will be aligned with a career that relates to the subject area and/or our arts & technology pathway.	Pathway Participation	All Students	(no baseline data)	50%	75%	Increase capacity of teachers to implement rigorous project based learning within the Envision model.

5. STRATEGIES		Complete this by: <b>February 1, 2017</b>	
Focused Annual Plan (FAP) Major Improvement Strategies			
Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<b>Schoolwide Language &amp; Literacy Improvement Strategy:</b>	EA will improve language and literacy school-wide by increasing vertical alignment and common literacy strategies across content areas.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
<b>Schoolwide Mathematics Improvement Strategy:</b>	EA will improve math school-wide through the routinization and implementation of blended learning platforms at each math level.	Program of Study & Master Scheduling	Personalized Student Support
<b>Culture &amp; Climate/SEL Improvement Strategy:</b>	EA will improve overall ADA and reduce Chronic Absenteeism through a series of clear interventions, incentives and family outreach and communication.	Equity/Access/ Achievement	Personalized Student Support
<b>Pathway Development/ Implementation Strategy:</b>	EA will develop the Arts & Tech pathway within core classes by providing professional development project based learning curriculum development and supporting clear connections to the CTE anchor and/or arts industry standards in core classes.	School Leadership & School Vision	Program of Study & Master Scheduling
Measure N Design Features			
Identify up to three Measure N design features that support your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<b>Measure N Design Feature #1:</b>	Increase rigor and cognitive lift of students by coaching teachers in pedagogical strategies that are aligned to project-based learning and pathway-aligned units.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
<b>Measure N Design Feature #2:</b>	Use blended learning to enhance students' skills, increase ownership, build awareness, enable choice and control over their own learning.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
<b>Measure N Design Feature #3:</b>	Increase strength of the pathway implementation outside of specific pathway classes and through dual enrollment and college and career partnerships.	School Leadership & School Vision	Program of Study & Master Scheduling
Signature Elements (Established Practices)			
Identify up to three established signature elements that support your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
<b>Signature Element #1 (Established):</b>	Dedicated associate college counselor who focuses solely on preparing curriculum and structures and practices that support all students in accessing college.	Equity/Access/ Achievement	School Leadership & School Vision

<b>Signature Element #2 (Established):</b>	Professional development time weekly spent on the needs of students.	Building a Rigorous Academic Core: Teacher Conditions	School Leadership & School Vision
<b>Signature Element #3 (Established):</b>	Project based learning and portfolio defense system.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

<b>6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES</b>	<b>Complete this by: February 1, 2017</b>
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**Instructions:**

**Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.**

**Target Student Group:** For each action, choose a primary student group that you expect to benefit.

**Title I Requirements:** If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).

**REQUIRED:** Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.

**Schoolwide Language & Literacy Improvement Strategy: EA will improve language and literacy school-wide by increasing vertical alignment and common literacy strategies across content areas.**

Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Professional learning to increase vertical alignment across content areas (1.0 Instructional Coach) * Salary includes benefits and is only listed once		All Students	Measure N	\$108,000.00		EA will improve language and literacy school-wide by increasing vertical alignment and literacy strategies across content areas.	
Professional learning around inclusion of literacy strategies across content areas (1.0 Instructional Coach)						EA will improve language and literacy school-wide by increasing vertical alignment and literacy strategies across content areas.	
Coaching around workshop model and best practices (1.0 Instructional Coach)							
Professional learning and coaching around increasing rigor through the use of the DOK framework and unit planning (1.0 Instructional Coach)							

Professional learning and coaching around culturally responsive teaching practices (1.0 Instructional Coach)							
Professional learning and coaching around formative assessment strategies and teacher practices to respond to that data (1.0 Instructional Coach)							

**Schoolwide Mathematics Improvement Strategy:** EA will improve math school-wide through the routinization and implementation of blended learning platforms at each math level.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Retention of math teachers through curriculum and coaching support (Math & Computing Coach)							
Coaching math best practices specifically around personalized learning through a blended approach (partial salary - Math & Computing Coach) * Salary includes benefits and is only listed once				\$32,000.00			
Purchase of blended platforms for each core math course				\$15,000.00			
Professional Learning for implementation of 1:1				\$12,000.00			
Repair/replacement of Chromebooks for 1:1				\$15,000.00			
Tech support for 1:1 * Salary includes benefits and is only listed once				\$37,000.00			
Professional learning and coaching around increasing rigor through exploration of the DOK and unit planning (Math & Computing Coach)							
Professional learning and coaching around culturally responsive teaching practices (Math & Computing Coach)							
Professional learning and coaching around formative assessment strategies and teacher practices respond to that data (Math & Computing Coach)							

**Culture & Climate/SEL Improvement Strategy:** EA will improve overall ADA and reduce Chronic Absenteeism through a series of clear interventions, incentives and family outreach and communication.

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
College & industry partner field trips				\$20,000.00			
Incentives for strong attendance and attendance growth							



SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION						
<b>Instructions:</b>			<b>KEY:</b>			
Please complete this self-assessment for your school.			1: <i>Beginning &amp; Designing</i>		3: <i>Meeting and Advancing</i>	
Click here for <a href="#">Measure N rubric</a> . the full			2: <i>Developing &amp; Approaching</i>		4: <i>Excelling and Sustaining</i>	
1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2+	3-	3-	Our staff turnover will be lower this year than the previous year and staff have responded overwhelmingly positively to the coaching and support they've received this year, but staff survey showed that teachers feel their work at the site isn't sustainable. The portfolio defense system is a big part of that unsustainability.	STRENGTHS: Over a third of our teachers have opportunities to participate in school leadership activities.  CHALLENGES: Our teacher turnover rate is a challenge.	Teacher turnover, teachers lack of requisite skills: personalized learning, advisory, Projects that connect with real world applications. Not enough support for new teachers to gain these skills, veteran teachers get burnt out retaining new teachers year after year and performing their own duties.
Leadership Configuration	2+	2+	2+			
Distributive Leadership	2+	2+	2+			
2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	1	2-	2	We set up a system to track concurrent enrollment this year and have engaged more students in this opportunity.	STRENGTHS: All student are enrolled in 2 AP courses  CHALLENGES: Our challenge is that even though our AP Calculus class is open to all, we have only 1 male and only 3 African American students our challenge is to enroll the class to match the school's demographics. We also see that no students score 3 or more on the test and we would like to have more success on this assessment for all enrolled.	Many of our students come into high school with low basic math and/or literacy skills. Our teachers struggle to accelerating their progress in these areas. Many students also come with poor experiences of the school environment and therefore do not seek challenges, but often avoid them.
Diverse Student Representation	1	2-	2			
Closing the Opportunity Gap	1	2-	2-			
3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2	2+	2+	We made progress this year in linking projects in multiple grade levels and subjects to CTE anchor and media standards that are aligned to our pathway, but there is more work to do here.	STRENGTHS: A-G course plan for all; Arts courses integrated throughout 4 years; cross-curricular projects 9th and 10th grade are cohort scheduled Advisory PD time regularly devoted to grade level meetings  CHALLENGES: Linking career options to pathway themes	Disconnectedness of courses in our pathway. There is little articulation between our art and tech courses between grade levels. There are few connections between the work/skills developed in these courses and how they connect to careers in these fields. Our technology theme could be more robust.
Integrated Core	2	2+	2+			
Cohort Scheduling	2	3	3			
4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2+	2-	2	Several teachers piloted projects that were much more relevant and	STRENGTHS: Our Portfolio and Defense model requires all teachers to	The root cause of our challenges here are again deeply embedded in the educational

Collaborative Learning	2+	2-	2	individualized in order to increase real-world connections, including an in-depth 9th grade research and documentary film project. This, plus career and college programming developed in Grade 9 support us to greater success in this area.	<p>implement projects that build knowledge, collaboration skills and critical thinking.</p> <p>The WLE internship requires all juniors to obtain an internship and apply their learning to leadership skills and the real world. They're also required to track and reflect on their WLE experience through writing as well as through presentation, Again integrating skills across different disciplinary areas is a requirement.</p> <p>The defense process and regular exhibitions require all students to publicly defend their learning and reflect on the process several times during their high school years.</p> <p>CHALLENGES: Our teaching staff does not have any expertise in personalized learning in order to accelerate student skill development. We strive to balance skill acceleration, especially for students below grade level, with deep conceptual learning. The projects that teachers develop do not always take advantage of real world experts or career explorations in their fields. The time to build these teaching skills and a project database that connects subject area knowledge to real world job application is a challenge.</p>	<p>program.</p> <p>Our 9th and 10th grade curriculum does not develop students' awareness and experience with career pathways. Our advisory curriculum does not build out these connections in 9th-10th grades in particular. We don't have a robust internship 'library' for our students to choose from for their WLE internships in 11th grade.</p>
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5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2+	2+	2+	We changed some of the groupings for professional learning this year to address challenges or needs that arose. PD groups were aligned around a topic or theme and comprised teachers of various content and grade levels. We still struggle to balance the many competing demands for PD time.	<p>STRENGTHS: There is strong culture of collaboration at EA. There is a truly "open door" culture in terms of observing one another's teaching. One teacher recently described teaching at EA as a team sport. In particular, the project-based learning and defense model demand team collaboration.</p> <p>CHALLENGES: Although there is a significant time investment in grade level and department meetings and clear teacher commitment to the goals of those teams, we need to work to support and bolster the facilitation skills of the leaders of those teams so that they work more effectively to maximize outcomes for students. Our main sources of collaboration are through grade level ("family teams") and departments. We need to bolster the collaboration time between grade levels vertically and within the pathway. Although looking at data is an accepted and common practice at EA, we could again bolster teachers' capacity to both analyze data and then create instructional action plans to best respond to that data.</p>	<p>PD time has competing compelling needs. Teachers lead many of the initiatives at the school as well as teach their subject, design and teach advisory daily, and organize grade level defenses. There is little time for teachers to develop new pathway work or advisory career curriculum.</p> <p>There has been very loose vertical alignment in skills.</p> <p>Also, teachers sometimes don't know how to do something differently. If the data shows teaching a skill or concept wasn't successful, they don't necessarily have the skill or capacity to implement a different instructional approach to address it.</p>
Collaboration Time	2	2+	2+			
Professional Learning	2-	2	2			

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2-	2-	2-	Our 11th grade team this year was almost entirely new to the school and this presented challenges around the	<p>STRENGTHS: The WLE is consistent practice for all juniors; it is a graduation requirement and part of our approved charter. Over the years,</p>	There is no clear program for career readiness in any grade nor any person in charge of our WLE program.
Pathway Outcomes	1	2	2			

Pathway Evaluation	1	2	2	<p>was presented challenges around the work based learning experience. We re-created or refined many systems to support this and have lots of reflections on improving this for next year.</p>	<p>requirement and part of our approved charter. Over the years, EA has developed strong relationships with local businesses and organizations to support these internships and some lead to summer opportunities or jobs for students. EA's Career Day &amp; fair, has consistently gotten larger and better reviewed by students, staff and participants each year (as measured by post day surveys). We use Naviance as a tool to have students self assess on their career and educational goals, and to research the options available to them.</p> <p>CHALLENGES: The opportunity for WLE is a part of the junior year plan for students, but it is not across more grade levels. There is no clear "owner" of WLE, and therefore the quality of the program varies. Many students do not find an internship in the career of their choosing, and therefore have a lower quality experience. There is little work done beforehand besides Career Day in the 9th/10th grade to identify potential career interests prior to WLE. We do not utilize Naviance to help students identify their potential career interests in a comprehensive systematic manner in all grades. It is unclear how the internship is connected to our arts &amp; technology pathway.</p>	change of our WLE program.	
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7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	2+	2+	2+	<p>Measure N funding allowed us to expand college and career visits, mostly in that we could afford to pay for busses for transportation. The hiring of the Associate College and Career Counselor supported the development of college and career programming for 9th graders. We now need to refine and expand that work.</p>	<p>STRENGTHS: In our recent WASC visit, the Chair reflected that many schools say they have a college-going culture, but that EA really lives and embodies this culture in a powerful way. All incoming 9th graders begin their high school experience with an overnight trip to UC Berkeley to envision the end goal: to picture themselves in college. Students and families are clearly supported through direct communication, events and teaching on their path to college or career. Career Day is a large, successful and impactful event for students.</p> <p>CHALLENGES: We are limited in which colleges and industries we can take students to visit, because of funding for these trips. Increased funding would mean we could visit more schools and industries, a key strategy for helping students understand their future options. Although juniors and seniors are significantly supported in the college planning process, that doesn't leave our college counselor much capacity to support 9th and 10th graders with college and career curriculum and experiences. This program could be expanded with additional staffing, which would increase personalized student support in the early high school years.</p>	<p>The biggest challenge here is capacity and funding. Part of the root cause here is that because we are so hands on with our 11th and 12th graders around WLE, SAT preparation, college applications, scholarships and financial planning, we currently do not systematically or effectively do the programming we could to infuse similar experiences into our Lower Division students.</p>
College & Career Plan	2+	2+	3-			