PROPOSED 2019-20 SCHOOL SITE BUDGET   **School:** Envision Academy

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$0.00	$0.00	$0.00	Measure N	$290,700.00	$290,700.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	Measure G	$0.00	$0.00	$0.00
General Purpose Discretionary	$0.00	$0.00	$0.00	Measure G1	$0.00	$0.00	$0.00
LCFF Supplemental	$0.00	$0.00	$0.00	Perkins	$0.00	$0.00	$0.00
LCFF Concentration	$0.00	$0.00	$0.00	Atlantic Philanthropies	$0.00	$0.00	$0.00
Title I: Basic	$0.00	$0.00	$0.00	California Partnership Academy	$0.00	$0.00	$0.00
Title I: Parent Participation	$0.00	$0.00	$0.00				

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	LINKED LEARNING PILLAR	BUDGET ACTION NUMBER
		School Psychologist 0.5 fte (Not Measure N)	Comprehensive Student Supports							Envision Academy-1
		Partnerships with PSC to provide 1 full time psychologist and 5 part time therapy interns . (Not Measure N)	Comprehensive Student Supports							Envision Academy-2
		Partnership with College Spring to provide SAT preparation and mentorship for 100% of our 11th graders . (Not Measure N)	Comprehensive Student Supports							Envision Academy-3
		Partnership with UAspire to provide 1-1 financial aid counseling, FAFSA and scholarship support to ALL 12th graders. (Not Measure N)	Comprehensive Student Supports							Envision Academy-4
		College Advisor (Not Measure N)	Comprehensive Student Supports		1100	Certificated Teacher Salary				Envision Academy-5
		2 vice principals (Not Measure N)	Comprehensive Student Supports		1300	Certificated Supervisor & Admin Salary				Envision Academy-6
		Dean of Students 1.0 fte (Not Measure N)	Comprehensive Student Supports		2200	Classified Support Salary				Envision Academy-7

	General Purpose Discretionary	Administrative Team reviews school culture data and makes intervention plans and adjustments quarterly.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		NA	NA		Building the Conditions	Envision Academy-8
	General Purpose Discretionary	Process to engage all school stakeholders in reaffirming/revising our school wide Core Values that guide our School Culture plan and Code of Conduct (Tier 1 Multi Tiered Systems of Support)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		NA	NA		Comprehensive Student Supports	Envision Academy-9
	General Purpose Discretionary	June 2019 Teacher Planning for new advisory scope, sequence, and curriculum aligned to our pathway goals.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1101	Certificated Teacher Stipends	Certificated Teacher Stipends		Building the Conditions	Envision Academy-10
	General Purpose Discretionary	Team of teachers and administrators will participate in year long working group to guide the revisions to Envision network's Graduate Profile.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1101	Certificated Teacher Stipends	Certificated Teacher Stipends for summer week-long Accelerator and year-long Lead Stipends		Building the Conditions	Envision Academy-11
	General Purpose Discretionary	It & software upgrades to support blended learning, project based research, and multimedia projects in core courses (supporting our pathway theme)	Rigorous Academics		4320	Educational Software			Rigorous Academics	Envision Academy-12
	General Purpose Discretionary	Career Day food for 70 participant volunteers	Work-Based Learning	Goal 1: Graduates are college and career ready.	4720	Other Food				Envision Academy-13
	General Purpose Discretionary	Career Day printing - recruiting, banners, thank you cards	Work-Based Learning	Goal 1: Graduates are college and career ready.	5860	Printing & Reproduction				Envision Academy-14
$126,743.56	Measure N	Instructional coaching 1.3 FTE to support teachers to use blended learning to differentiate and personalize student learning opportunities within their classes, and to improve project based and problem based learning in each class, aligned to our arts and technology pathway. (Salary + benefits)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1100	Certificated Salaries	Instructional Coach	1.30	Rigorous Academics	Envision Academy-15

$1,400.00	Measure N	Teacher stipends for 1 day for the August 9th grade induction trip to UCSC ($175*1 days*8 teachers)	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	1101	Certificated Teacher Stipends			Comprehensive Student Supports	Envision Academy-16
$1,750.00	Measure N	Stipends for teacher planning days to revamp projects to integrate CTE standards ($175*5 teachers*2 days)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1101	Certificated Teacher Stipends	Teacher stipend		Rigorous Academics	Envision Academy-17
$78,016.40	Measure N	College & Career Exploration Advisor 1.0 FTE Manages our Internship program, continues to increase technology field business partners for internships and mentorships, provides career exploration curriculum, activities, and events to all students. This position also provides college exploration curriculum to 9th and 10th grade advisories. (Salary + benefits)	Work-Based Learning	Goal 1: Graduates are college and career ready.	1200	Certificated Pupil Support Salary	College & Career Exploration Advisor	1.00	Work-Based Learning	Envision Academy-18

$52,100.49	Measure N	Address Truancy (our major challenge to accelerating student academic growth and achievement) by hiring a 1.0 fte Family and Community Engagement Liaison to create and implement systems to bring parents and community partners in to support student attendance, achievement, career exploration, and college readiness. We have found that we need to increase parent engagement in order to both decrease truancy and to prepare families to support students to stay in college once they matriculate after graduation. This position will also enable us to increase our partnerships with community organizations that will support student leadership development, college preparation and motivation, and parent support (we have many families that struggle with housing and food insecurity, incarceration, underemployment, and drug and alcohol abuse). (Salary + benefits)	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	2200	Classified Support Salary	Parent & Community Engagement Liaison	1.00	Comprehensive Student Supports	Envision Academy-19

$21,630.00	Measure N	0.5 FTE Instructional Technology Specialist. This person develops and trains student technology mentors to inventory and care for our current technology, partners with math teachers on coding units, supports teachers with instructional technologies, runs an after school Coding club for students, and otherwise supports the ease of use with technology for students and staff. This has been a critical role as we've further built out the technology theme throughout our school and courses. (Salary + benefits)	Rigorous Academics		2400	Classified Salaries	Instructional Technology Specialist	0.50	Rigorous Academics	Envision Academy-20
$9,059.55	Measure N	College trips for all grade levels, including 9th grade overnight to UCSC. This 9th grade induction trip provides a strong foundation for our incoming 9th graders to become successful at Envision. Teachers (along with older student Ambassadors) get to know all of the new students, and teach them our expectations, core values, and engage them in our school culture of college going scholarship. We run a full program of activities, games, reflection, community building, college demystifying, college tour, meeting Envision alumni and African American and Latino college professors.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	5830	Fieldtrip Expenses			Comprehens ive Student Supports	Envision Academy-21
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Action Research	**Envision Academy**
School:	Envision Academy
Pathway/s:	Arts & Technology
Outcome Data	18-29 Grade level attendance data compared to 17-18
Top 5 Measure N Funding Commitments	College & Career Exploration Advisor (internships, etc.), Parent & Community Engagement Liaison, PBL/Portfolio Defense Instructional Coaching, College visits for each grade level, Teacher PD & planning time for integrated projects, pathway aligned curricula, advisory college & career curricula
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	What are the root causes of student truancy and how can we most effectively address those root causes to increase attendance? (Attendance is one of our top obstacles to student preparation for college and career.)
What did you discover in the past year? *(Please use data to support.)*	Parent Liaison interview data - students and parents/guardians, showed top reasons for student truancy. In our research, the most common reason for tardiness and sometimes truancy is dropping off or caring for younger siblings. The second most common reason is basic habits and routines; because EA is located downtown, almost all students need to take public transportation to get to school and need to include more travel time in order to arrive to school on time.
What are you going to *do differently* or *change* moving forward?	1. Continue to interview students and families to understand truancy issues. 2. Host meetings and workshops with students and families to increase understanding of the impact of truancy. 3. Host groups on campus to support the refinement of organization and life skills.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Every Envision Academy student is enrolled in an A-G college prep course load. Our graduation requirements include not only completion of A-G requirements but also a successful defense of a portfolio of proficient or advanced project work representing each of our Four Core Academic Competencies: Inquiry, Analysis, Research, and Creative Expression. Students who miss considerable amounts of class time have a very difficult time completing their projects at a "proficient" or "advanced" level, so attendance in classes is imperative for students' successful learning and demonstration of master of our academic core competencies. Increasing attendance is a critical component to our students' academic success and preparation not only to be accepted into college but to succeed once there.

2019-20 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions

Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the 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 text directly.

| **School:** | Envision Academy | |

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 400+ 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 of Arts and Technology embodies UC Berkeley's College & Career Academy Support Network's definition of Linked Learning:
A small learning community with personalized supports
A curriculum that integrates rigorous college preparatory academics with real-world applications, career technical skills and work based learning opportunities
Partnerships with employers, community members, and post-secondary institutions

School Mission and Vision

Our mission is to inspire and prepare ALL students - especially those who will be the first in their families to attend college - to enter, graduate from, and succeed in 4-year college and in life.

1B: 19-20 NEEDS ASSESSMENT

Instructions: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
• Consider additional information from 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?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers

Graduation Rate	* Overall, our graduation rate for 17-18 was 92%, an increase of 10.5% from 16-17. We are proud that we're above the state average of 83.5%. * African American students graduation rate for 2017-18 was 94.1%, an increase of 23.5% from 16-17. Our 2017-18 African American graduation rate was 2.1% higher than our overall student graduation rate - which is highly unusual in our city, state and nation. (Statewide African American graduation rate was 72.1% in 2017-18) * Our Socioeconomically disadvantaged students' graduation rate in 2017-18 was 92.3%, a 9.7% increase from 16-17. (The State average was 80.8% in 2017-18)	* Our Latinx student graduation rate for 2017-18 was 88.4%, a decrease of 1.6% from 16-17. While we want to see all of our Latinx students graduate, we are proud that we are above the state Latinz graduation rate of 81.2%. *Overall, we are aiming for a 95% graduation rate for all students and all student demographic groups. We know that Oakland's students face many barriers to academic achievement, and we believe it is our responsibility to continue to improve our work to bring more of our students closer to their potential for academic success in high school and post-secondary learning and work.
On Track to Graduate (11th Grade)	Average UC/CSU gpa for 11th graders was 2.65 at the end of Semester 1 2018-19. The school-wide UC/CSU GPA average was 2.72.	Because our graduation requirements mirror the A-G requirements (including that students do not pass classes in our system with Ds), then our goal is always 100% A-G completion, in addition Envision students must pass our portfolio defense, which requires culminating project work to be at or above a 3.0. These high standards for every student are important, yet make it challenging to ensure that all 11th graders are on track to graduate.
A-G Completion	98.9% of students completed A-G requirements prior to graduation. One student with an IEP received a diploma, but their graduation requirements were modified.	Because our graduation requirements mirror the A-G requirements (including that students do not pass classes in our system with Ds), then our goal is always 100% A-G completion.
SBAC ELA	46% of our 11th graders met or exceeded standards on ELA SBAC in Spring 2018 (+3% from previous year).	Although we've made some small and steady increases in SBAC performance over the last couple of years, we are still below the state average know that our students need stronger reading, writing and listening skills in order to be success in college and career.
SBAC Math	20% of our 11th graders met or exceeded standards on Math SBAC in Spring 2018 (+1% from previous year).	We have had a specific focus on math as part of our network-wide work this year, working to increase productive struggle in math classrooms and having all math teachers use tasks more regularly in their classrooms. We have seen growth in the Standards for Mathematical Practice (according to our internal assessments) and we know we have more to do to increase students' conceptual thinking and performance in math.

AP Pass Rate/Dual Enrollment Pass Rate	In the Spring of 2018, 73% of students passed the AP Spanish Language and Culture Exam. This has consistently been a strength of our program.	Our other AP pass rates, in AP Government and AP Calculus AB, were not high. This has been a consistent trend that we have seen. We do AP for all, and this means that there is often less focus on the exam than in a more traditionally tracked system, but we know this also impacts results. Also, as AP test costs (even with fee waivers) have increased in the last few years, we have had fewer students take the exam than those who are enrolled in the courses. We did not host dual enrollment courses in the 18-19 school year as we worked out systemic issues with Peralta, but will host dual enrollment courses in the 19-20 school year.
Pathway Participation/CTE Enrollment*	100% pathway participation (since all students in the school are part of the pathway).	We do not currently have CTE coded courses. For 19-20, we are exploring double-code several of our Pathway courses with CTE codes.
English Learner Progress	In 2017-18, 46% of our English Learners scored a 4 (Well Developed) on the Summative ELPAC assessment while another 18% scored a 3 (Moderately Developed). A majority of our English Learner students were on-track to be reclassified.	Our greatest challenge is students who are LTELs - students who are generally reclassified, but still struggle with the English language in predictable ways. We are working to increase ways for teachers to address LTEL supports within their Tier I instructional support.
Suspension Rate		At the end of 2017-18, our suspension rate was 13.3% (55 out of 415 students). Despite being a -1% decrease from the previous year, this rate is still high. Broken down by grade level, 25% of 9th graders and 18% of sophomores were suspended in 2017-18. Broken down by ethnicity, 31 of the 55 suspended students were African American and 18 were Latino.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	95%	All Students	92.00%	95.00%	96.00%	Increase student intellectual agency.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Dropout Rate	4%	All Students	4.50%	3.50%	3.00%	Increase capacity of teachers to implement rigorous project based learning within the Envision model.
A-G Completion Rate	100%	All Students	98.90%	100.00%	100.00%	Increase student intellectual agency.
FAFSA Completion Rate	100%	All Students	85.00%			Increase student intellectual agency.
College Enrollment	We have an organizational goal of 80% four-year college acceptance and 90% college enrollment.	All Students	78.00%	80.00%	85.00%	Increase student intellectual agency.
Grade 10 Pathway Participation	100%	All Students	100.00%	100.00%	100.00%	Increase capacity of teachers to implement rigorous project based learning within the Envision model.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Students will report that they feel a sense of belonging and connection to peers and staff at Envision. (Student safety, teacher student relationships sense of belonging)	All Students	50.00%	60%	70.00%	Increase student intellectual agency.
Suspensions	Reduce suspensions to 5% or fewer African American students suspended per year.	African-American Students	21.50%	15%	10%	Increase student intellectual agency.
Suspensions	Reduce suspensions to 5% or fewer students with disabilities students suspended per year.	Students with Disabilities	13.00%	5% or less	5% or less	Increase student intellectual agency.
Chronic Absence	Reduce chronic absenses.	African-American Students	16.00%	10%	8%	Increase student intellectual agency.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	51% of students meeting or exceeding standards	All Students	46.00%	51%	56%	Increase Students' performance on high stakes tests, such as SBAC and SAT.
ELA SBAC	20% of students meeting or exceeding standards	Students with Disabilities	10.00%	15%	20%	Increase Students' performance on high stakes tests, such as SBAC and SAT.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	30% of students meeting or exceeding standard	All Students	20.00%	30%	35%	Increase Students' performance on high stakes tests, such as SBAC and SAT.
Math SBAC	10% of students meeting or exceeding standard	Students with Disabilities	0.00%	10%	15%	Increase capacity of teachers to implement rigorous project based learning within the Envision model.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Reclassify 50% of our English Learners as we provide them support to perform well on the ELPAC Summative assessment and on our internal Reading tests.	English Learners	** No Reclassification done in 2017-18 due to CELDT to ELPAC transition **	50.00%	55.00%	Increase Students' performance on high stakes tests, such as SBAC and SAT.
LTEL Reclassification	Reclassify 60% of our Long-Term English Learners as we provide them support to perform well on the ELPAC Summative assessment and on our internal Reading tests.	Long-Term English Learners	** No Reclassification done in 2017-18 due to CELDT to ELPAC transition **	60.00%	65.00%	Increase Students' performance on high stakes tests, such as SBAC and SAT.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	We use a different test to measure reading comprehension (The InSight Screener through Reading Plus). We administered our first screener in September and second screener in December. Currently, 45% of our students are on-track to grow one year of more by our third screener at the end of this year to meet our target.	All Students	35.00%	45.00%	55.00%	Increase Students' performance on high stakes tests, such as SBAC and SAT.

SRI Multiple Years Below Grade Level	To decrease the number of students with multiple years below grade level growth down 10%.	All Students	65.00%	55.00%	45.00%	Increase Students' performance on high stakes tests, such as SBAC and SAT.

School:		Envision Academy		

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:		KEY:		
Please complete this self-assessment for your school.		1: Not at all		3: Mostly
Click here for the full Measure N rubric.		2: Somewhat		4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	4: Completely	At Envision, our focus and our mission is on preparing all of our students to succeed in college, career, and life. Our leadership uses this mission to guide actions and decisions across the school. In 2017-18, our College and Career Exploration Advisor worked with our new principal to revamp and improve the internship program, with strong results - all juniors completed an 80 hour internship with a local professional mentor, and all of them presented their learning in a formal public exhibition. In addition, all of our courses are aligned to college preparation, and all grade level advisories include college and career lessons. 9th grade students begin their time at Envision with an overnight retreat at UCSC, where they build relationships and learn about our school and our college-going culture.	Enacting our school mission is an area of strength for Envision Academy (through our grounding in mission and core values). Although there is strong connection between the pathway vision and the school's, there is always work to connect these explicitly for students and staff.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	4: Completely	Our administrative team had clearly delineated responsibilities covering all of the enabling conditions, AND collaborate closely and coordinate our work to ensure maximum effectiveness and minimum duplication or gaps.	There are two main leadership teams - at Envision Academy, one focused on the instructional focus of the school annually and one with a leader from each grade level (called the Family Team). The Family Team is the primary holder of the pathway implementation. We continue to work to more smoothly align the vision of the pathway to everyday instruction.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	4: Completely	All of our administrators are deeply invested in our school vision and theme, and work to create more opportunities for students and teachers to engage in pathway aligned learning and culture building activities. We are constantly looking at data to drive improvements and innovations.	
School Leadership & Vision Goal for 2019-20:		Our administrative team (principal and 2 VPs who were new in 18-19), will continue to revise and improve our school culture systems and structures. In particular, these will be aligned to and supported by the advisory curriculum our leadership team will develop this summer. We will continue to focus on a proactive support to school culture discipline, including improving everyday interactions through work with trauma-informed practices and using more restorative practices throughout the school-wide Code of Conduct. Our pathway focus on math will also continue, particularly around improving complex performance tasks, and the relevance and rigor of projects within our pathway courses. This work is grounded in the CCSS Mathematical Practices.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	4: Completely	Admin and support staff work closely with grade level teams to support all students to succeed by coordinating services, interventions, and enrichment opportunities. Our work is deeply grounded in our belief and expectation that ALL students will graduate ready for college, career, and adult life.	Our admin team doesn't have capacity to support student and parent leadership development as well as is needed. For this reason, we are looking to increase staffing to support the development of effective systems and structures to deepen student and parent engagement in our college and career development programming.

Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	4: Completely	All teams hold our school mission of college, career, and life preparation for all students at the core of our work.	With a new principal in 2017-18 there has been and will be some reorganization of roles and responsibilities on our leadership teams, as we move to make our systems more closely aligned to our overall goals of college and career readiness. (For instance, we may reassign some responsibilities to a new position in order to enable our VPs to focus more deeply on student support.)
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	Between the Administrative team, the Instructional Leadership Team, and the Family Lead Team (grade level reps), we have many opportunities for input and collaboration on school programmatic decisions. In addition, our Union reps also meet monthly with the principal to discuss school concerns and give input into such things as the school calendar, staffing decisions and hiring decisions.	There is room to develop and include more regular student and parent input into school decisions.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	4: Completely	Our students are cohorted and most teachers have departmental common preps. Teachers help decide how we use PD time, and we have almost 3 hours of PD time every week, which includes grade level collaboration and departmental cycles of inquiry.	Many teachers have expressed a desire to teach an additional elective class, or to have a prep to take on a leadership role. Our students and their families also want us to offer additional dual enrollment courses. Within our current 6 period schedule, we don't have room for that. In 2018-19 we intend to have a small group of stakeholders conduct a schedule options study, in order to bring a few options to the entire staff for feedback and decision making for 2019-20.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	4: Completely	100% of our students take A-G courses and participate in our arts and technology electives and our 11th grade internship experience.	Because our pathway goals and school goals are aligned, this is a strength, and yet we'd like to improve the first-time success rate of many parts of our pathway. For example, all 10th graders prepare and defend a Benchmark Portfolio at the end of their sophomore year. We want to increase the percent of students are prepared to defend their portfolio by May of their sophomore year.
Systems & Structures Goal for 2019-20:	The Envision network has just embarked on a process to revise our Graduation Profile, which will guide revisions to our portfolio defense process. In the 19-20 year, Envision will pilot these changes and reflect on their strengths and growth areas as a system. In addition, Envision Academy has embarked on a process to review, refine, and improve our 4-year Advisory scope and sequence. A group of lead teachers, along with our Pathway Instructional Coach, the principal, and Vice Principals, have begun a visioning process, planning backwards from the 21st Century, college, and career skills, knowledge and habits our graduates need, to plan this 4 year scope and sequence. In the Summer of 2019 this group will collaborate to build on our solid 9th grade Advisory curriculum, and in the 2019-2020 school year all teachers at all grade levels will implement this improved and coherent Advisory curriculum.		

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Administrative Team reviews school culture data and makes intervention plans and adjustments quarterly.	General Purpose Discretionary	NA	NA	NA	NA	NA	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.

June 2019 Teacher Planning for new advisory scope, sequence, and curriculum aligned to our pathway goals.	General Purpose Discretionary		1101	Certificated Teacher Stipends	Certificated Teacher Stipends	NA	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Process to engage all school stakeholders in reaffirming/revising our school wide Core Values that guide our School Culture plan and Code of Conduct (Tier 1 Multi Tiered Systems of Support)	General Purpose Discretionary	NA	NA	NA	NA	NA	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
Team of teachers and administrators will participate in year long working group to guide the revisions to Envision network's Graduate Profile.	General Purpose Discretionary		1101	Certificated Teacher Stipends	Certificated Teacher Stipends for summer week-long Accelerator and year-long Lead Stipends	NA	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2+	3+	3+	Our pathway vision is for our students to use the lens of arts, media, and digital technology to KNOW, DO, and REFLECT both academically and on their leadership skills to prepare them for a successful future in the 21st century. This arts and technology focus with a project based learning pedagogy is common among all the Envision schools and was part of the design of the school when it was founded in 2006. Even in the thirteen years since the founding of the school, technology innovation has pushed us to continue to rethink and refine what kinds of skills are the most important for our students to practice.
Integrated Core	2+	3+	3+	Technical and academic coursework is integrated across some courses in all grade levels.
Cohort Scheduling	3	3	3+	All of our students are enrolled in our pathway, and as a small school, each grade level of teachers share all the same students, so they use their common prep time to coordinate student interventions and supports, as well as to coordinate the grade level advisory curriculum that supports the pathway.

BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	2	3	3+	All of our students complete public exhibitions of their learning each year. Every course includes project or problem based applications of knowledge as culminating assessments that involve critical thinking, problem solving, and the creation of a final product.
Collaborative Learning	2	3+	3+	All classes provide extended daily collaborative activities that engage students in meaning making and problem solving in groups. Students reflect on their process and collaboration regularly. Our focus on math this year has greatly increased the amount and rigor of students' collaboration in math classes, and their reflections on their collaboration.

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	2+	3-	3	All teachers participate in collaborative inquiry, looking at student work in iterative cycles, giving each other feedback and sharing effective practices. Most teachers have common prep time within their departments as well.
Collaboration Time	2+	3	3	Teachers work in collaborative grade level teams, with strong meeting processes and shared leadership responsibilities.
Professional Learning	2	3-	3	Teachers participate in PD in which they collect, share, analyze and plan from student level data. Several grade level teams coordinated peer observations and debriefs in their work this year.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

Teacher collaborative planning to plan and implement integrated projects, with embedded CTE standards	Fully Implemented	Highly Effective	Both the 10th and 12th grades completed an integrated project this year. In 10th grade the English and Theater Arts classes integrated a study and production of Twelfth Night, and the 12th grade English and Advanced Digital Media Arts class did a rhetoric/visual arts elements project writing "Speeches for Change" and then turning them into Public Service Announcement videos. Students were highly engaged in both projects and created high quality final products.
Instructional coaching 1.3FTE to support teachers to improve project based and problem based learning in each class, aligned to our arts and technology pathway, and to use blended learning to differentiate and personalize student learning opportunities within their classes. (Salary + benefits)	Fully Implemented	Effective	All math classes have deepened, increased, and improved their implementation of collaborative, complex problems and performance tasks. Math students are completing at least 1 major task every 2 weeks of instruction, as well as reflecting on their mathematical reasoning and collaborative participation. Unfortunately, we lost both a Biology and a Chemistry teacher mid-year, so coaching for those replacement teachers hasn't been able to get as far in terms of developing deep and rigorous project applications of content knowledge. English, Social Studies, and Arts & Technology classes have continued to provide and improve their project work with on-going coaching support.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	30% of students will be at or above proficiency on the SBAC in Math.	All Students	20.00%	30%	35%	Increase Students' performance on high stakes tests, such as SBAC and SAT.
Math SBAC	10% of students meeting or exceeding standard	Students with Disabilities	0%	10%	15%	Increase Students' performance on high stakes tests, such as SBAC and SAT.
Standards Based Instruction/ Project-Based Learning	All teachers will have at least 1 major project per semester that is rigorous and standards aligned.	All Students	75%	90%	90%	Increase capacity of teachers to implement rigorous project based learning within the Envision model.
Career Technical Education Sequence	We will offer 2 pathway aligned Community College courses in 2019-2020, related to media representation and Ethnic Studies.	All Students	2 courses offered	0 courses offered	2 courses offered	Increase Students' performance on high stakes tests, such as SBAC and SAT.
Graduate Capstone/ Culminating Experience	All seniors will complete "proficient" artifacts (projects and culminating assessments) on our core competency rubrics when artifacts are initially due (before an additional revision process).	All Students	80%	90%	95%	Increase student intellectual agency.
Course Passage Rates	We will increase the course passage rate at every grade level for all students, students with disabilities, and African American male students.	All Students		90%	90%	Increase Students' performance on high stakes tests, such as SBAC and SAT.

THEORY OF ACTION

Theory of Action	If teachers plan and implement multiple opportunities for students to practice the skills embedded in our Core Academic Competency rubrics, as well as rigorous performance assessment projects that are aligned to our pathway focus and their high leverage content standards, more students will reach proficiency by major deadlines and pass classes.
How are you supporting English Language Learners?	All courses include reading and writing practice, with scaffolds in place to help students make sense of complex texts and content-specific vocabulary.
How are you building conditions for students and adult learning?	Every teacher is engaged in departmental cycles of inquiry collaboratively looking at student work and learning to understand where students are getting stuck and plan interventions specific to those points.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Stipends for teacher planning days to revamp projects to integrate CTE standards ($175*5 teachers*2 days)	Measure N	$1,750.00	1101	Certificated Teacher Stipends	Teacher stipend		Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Instructional coaching 1.3 FTE to support teachers to use blended learning to differentiate and personalize student learning opportunities within their classes, and to improve project based and problem based learning in each class, aligned to our arts and technology pathway. (Salary + benefits)	Measure N	$126,743.56	1100	Certificated Salaries	Instructional Coach	1.30	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
0.5 FTE Instructional Technology Specialist. This person develops and trains student technology mentors to inventory and care for our current technology, partners with math teachers on coding units, supports teachers with instructional technologies, runs an after school Coding club for students, and otherwise supports the ease of use with technology for students and staff. This has been a critical role as we've further built out the technology theme throughout our school and courses. (Salary + benefits)	Measure N	$21,630.00	2400	Classified Salaries	Instructional Technology Specialist	0.50	Rigorous Academics	Rigorous Academics	
It & software upgrades to support blended learning, project based research, and multimedia projects in core courses (supporting our pathway theme)	General Purpose Discretionary		4320	Educational Software			Rigorous Academics	Rigorous Academics	

WORK-BASED LEARNING

WORK-BASED LEARNING		School:	**Envision Academy**	**Link to 2018-19 SPSA**

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2-	3-	3	All students 9th-12th participate in an annual Career Day, in which a wide variety of community members come and speak with our students in 2 panels and then an open "fair" time for individual conversations. Every student completes a career field exploration lesson in Advisory ahead of time, and then does a reflection afterwards. All 11th grade students do an in-depth career exploration project, researching career fields of interest and completing an 80-hour internship experience. This culminates in a formal exhibition of their learning, career goals, and next steps. In addition, all students take our pathway themed courses: 9th grade Digital Media Arts, 10th grade Theater Arts, and 12th grade Advanced Digital Media Arts.
Pathway Outcomes	2	2+	3-	Our new College and Career Exploration Advisor has done work this year to improve the alignment of students' career interest to current trends in career fields. He is also working to expand our partnerships with mentoring programs beyond our 11th grade Work Learning Experience. We will continue to work on deepening our work around WBL learning objectives that are both professional skills as well as career field knowledge based on each student's career interest and internship.
Pathway Evaluation	2	3	3	We gather feedback from internship mentors and students' teachers assess the depth of their learning through the internship site visits (observations and interviews), as well as through students' written assignments and final exhibition. We've also expanded our Career Day participants and solicited feedback and suggestions from them. In addition, our overarching goal is college acceptance, and we have a 98% acceptance rate to 2 and 4 year colleges.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Funding for College & Career Exploration Advisor, who works closely with the 11th grade team to increase the number and depth of industry partners, and revamp Work Learning Experience process and program for all 11th grade students.	Fully Implemented	Effective	This year's Career Day has more participants from more fields than in the past, and we are continuing to stay in contact with them to increase the number of summer internships and mentoring opportunities we can offer our students, and to deepen the number of arts and technology internships we can line up for next year's 11th grade internships. All 11th graders participated in their January 2019 Internships and completed their Career Learning (Work Learning Experience) exhibition.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	All students have completed online personality and career interest surveys, conducted research into at least 1 career field, and met with at least 1 professional in that field.	All Students	100%	100%	100%	Increase student intellectual agency.
Career Exploration	All 11th grade students have conducted informational interviews and an 80 hour internship.	All Students	100%	100%	100%	Increase student intellectual agency.
Career Preparation	All students complete multiple projects that require them to grow their skills in our Core Competencies (research, analysis, inquiry, and creative expression), our Leadership Skills (collaborating productively, communicating powerfully, thinking critically, and completing projects effectively), and technology skills.	All Students	100%	100%	100%	Increase Students' performance on high stakes tests, such as SBAC and SAT.

THEORY OF ACTION

Theory of Action	If we clearly articulate the progression of career exploration activities and embed them into coursework, course projects, internships and college exploration, our students will have a more concrete and realistic understanding of their own college and career trajectory, and will take more ownership of the career exploration opportunities we provide.
How are you supporting English Language Learners?	Many of our Career Day participants, College visit EOP presenters, and Work Learning Experience Mentors are second language learners, and we ask them to include information about their journeys in order to demystify the process and motivate our EL students.
How are you building conditions for students and adult learning?	Provide Project based learning teacher training and planning; have College and Career Exploration Advisor work with 9th and 11th grade teachers to understand career paths and opportunities. Embed career exploration activities in advisories.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
College & Career Exploration Advisor 1.0 FTE Manages our Internship program, continues to increase technology field business partners for internships and mentorships, provides career exploration curriculum, activities, and events to all students. This position also provides college exploration curriculum to 9th and 10th grade advisories. (Salary + benefits)	Measure N	$78,016.40	1200	Certificated Pupil Support Salary	College & Career Exploration Advisor	1.00	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Career Day food for 70 participant volunteers	General Purpose Discretionary		4720	Other Food				Work-Based Learning	Goal 1: Graduates are college and career ready.
Career Day printing - recruiting, banners, thank you cards	General Purpose Discretionary		5860	Printing & Reproduction				Work-Based Learning	Goal 1: Graduates are college and career ready.

COMPREHENSIVE STUDENT SUPPORTS			School:	Envision Academy	Link to 2018-19 SPSA

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	2+	3	3+	Advisory structure ensures that every student is known well, and that parents have a central point of contact with the school. Grade level teacher teams (which include a Special Education teacher) meet weekly to monitor student academic, social, and emotional needs and plan interventions. Quarterly RTI cycles support us to monitor interventions. Robust counseling services are integrated with academic support (teacher office hours), Special Education services, and 504 plan assessment and team to ensure all student needs are being met. Individualized online reading program is used 4x/week for 9th graders below grade level and ELs. In addition, our VP of Student Services and our Dean of students work closely with students to provide conflict mediation and restorative options to punitive discipline. We have a robust sports program for a small school of 400 students: we offer Track & Field, sailing, volleyball, boys and girls soccer, and boys and girls basketball champions. We also have a variety of extracurricular clubs facilitated by teachers, including a Gay Straight Alliance, a climbing club, a chess club, a bachata club, an art club, a Student Leadership Group (in coordination with our partner Facing History), and a Spirit Committee which puts on dances and celebrations. (None of the student supports listed here are covered by Measure N funds.)
College & Career Plan	2+	4	4	All students, at all grade levels, are taught how to and regularly practice reading their grades and transcripts. All students complete a major analysis and reflection on their progress towards graduation and college twice a year, in preparation for their Student Led Family Conference. That analysis includes: grades and gpa, attendance and tardies, reading level growth, Common Interim Assessment growth in Math and English, SBAC and practice SAT scores, as well as progress towards proficiency on our 4 school wide Core Competencies (research, inquiry, analysis, and creative expression), which students are required to demonstrate as a graduation requirement (in addition to course credit). Every grade level has a college tour, and beginning in the spring of 11th grade, every student meets with our College Advisor individually to create and implement their college plan. Every student knows and can explain their college plan. All 10th graders take the PSAT. All 11th graders take SAT prep through our partnership with College Spring, and take the actual SAT in May. All seniors apply to 1+ 4 year college and complete the FAFSA.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Address Truancy (our major challenge to accelerating student academic growth and achievement) by hiring a 1.0 fte Family and Community Engagement Liaison to create and implement systems to bring parents and community partners in to support student attendance, achievement, career exploration, and college readiness. We have found that we need to increase parent engagement in order to both decrease truancy and to prepare families to support students to stay in college once they matriculate after graduation. This position will also enable us to increase our partnerships with community organizations that will support student leadership development, college preparation and motivation, and parent support (we have many families that struggle with housing and food insecurity, incarceration, underemployment, and drug and alcohol abuse). (Salary + benefits)	Fully Implemented	Somewhat Effective	Through this position, we have had 40+ individual meetings with parents, we've also made 100+ phone calls to parents, and conducted 100+ 1:1 meetings with students about their attendance, truancy, and tardies. We've also started "Young Men in Business" to engage some of our most at-risk young men in a leadership activity in and for the school. They run a student store every Friday, as well as at dances. So far, we have tried a number of things but have not found the key to significantly reducing truancy and morning tardies. We have gotten a much deeper understanding of the factors leading to the absences and tardies, and will continue to try and learn from different interventions.

	Fully Implemented	Highly Effective	Our college trips are very effective at engaging all students in understanding the path to college. Almost all 9th graders enrolled the week before school attended our overnight UCSC trip. We discovered that our Yemeni students, along with other students who have extreme anxiety, chose not to attend. Because of this, we've decided that for the 2019-2020 school year we will do the 9th grade beginning of year trip as 1 long day rather than as an overnight in order to support those students to participate as well.
College trips for all grade levels, including 9th grade overnight to UCSC. This 2 day 9th grade induction trip provides a strong foundation for our incoming 9th graders to become successful at Envision. Teachers (along with older student Ambassadors) get to know all of the new students, and teach them our expectations, core values, and engage them in our school culture of college going scholarship. We run a full program of activities, games, reflection, community building, college demystifying, college tour, meeting Envision alumni and African American and Latino college professors. It is exhausting but important to setting up a strong 9th grade transition.			
Teacher stipends for 2 days of work on the August overnight 9th grade induction trip to UCSC ($175*2 days*12 teachers)	Fully Implemented	Highly Effective	This beginning of the year college trip with our incoming 9th graders is a fantastic opportunity for teachers and staff to get to know students before the first day of school. In the process, we are able to identify and actively work to build positive relationships with those students we can anticipate may have a difficult time with school rules and expectations. The early strategic relationships we work on helps students engage once the school year begins.

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Increase daily attendance by creating increased motivation around portfolio artifacts, proficiency, and academic growth, and by engaging students' families more deeply in their educational process and our school programming.	All Students	95%	96%	96%	Increase student intellectual agency.
College Access	Ensure that all four grade levels have high quality college visits.	All Students	100%	100%	100%	Increase Students' performance on high stakes tests, such as SBAC and SAT.
Differentiated Interventions	Deepen teacher's ability to use blended learning within their classrooms and projects to meet the needs of each of our students.	All Students	70%	75%	80%	Increase Students' performance on high stakes tests, such as SBAC and SAT.

THEORY OF ACTION

Theory of Action	If we increase parent engagement around academics and college, and engage all students in high quality college visits, and teachers are supported to improve their teaching practice to embed differentiated instruction into all courses, more students will be college and career ready by the end of their senior year.
How are you supporting English Language Learners?	All courses include scaffolded and supported reading and writing practice. We use the college visits, and specifically the EOP student panels, to motivate our EL students to see themselves in a future in college and to work hard for it.
How are you building conditions for students and adult learning?	Relevant staff meet weekly to coordinate services, analyze data, plan innovations, and share knowledge.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Address Truancy (our major challenge to accelerating student academic growth and achievement) by hiring a 1.0 fte Family and Community Engagement Liaison to create and implement systems to bring parents and community partners in to support student attendance, achievement, career exploration, and college readiness. We have found that we need to increase parent engagement in order to both decrease truancy and to prepare families to support students to stay in college once they matriculate after graduation. This position will also enable us to increase our partnerships with community organizations that will support student leadership development, college preparation and motivation, and parent support (we have many families that struggle with housing and food insecurity, incarceration, underemployment, and drug and alcohol abuse). (Salary + benefits)	Measure N	$52,100.49	2200	Classified Support Salary	Parent & Community Engagement Liaison	1.00	Comprehensive Student Supports	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.

College trips for all grade levels, including 9th grade overnight to UCSC. This 9th grade induction trip provides a strong foundation for our incoming 9th graders to become successful at Envision. Teachers (along with older student Ambassadors) get to know all of the new students, and teach them our expectations, core values, and engage them in our school culture of college going scholarship. We run a full program of activities, games, reflection, community building, college demystifying, college tour, meeting Envision alumni and African American and Latino college professors.	Measure N	$9,059.55	5830	Fieldtrip Expenses			Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Teacher stipends for 1 day for the August 9th grade induction trip to UCSC ($175*1 days*8 teachers)	Measure N	$1,400.00	1101	Certificated Teacher Stipends			Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
2 vice principals (Not Measure N)			1300	Certificated Supervisor & Admin Salary				Comprehensive Student Supports	
Dean of Students 1.0 fte (Not Measure N)			2200	Classified Support Salary				Comprehensive Student Supports	
College Advisor (Not Measure N)			1100	Certificated Teacher Salary				Comprehensive Student Supports	
School Psychologist 0.5 fte (Not Measure N)								Comprehensive Student Supports	
Partnerships with PSC to provide 1 full time psychologist and 5 part time therapy interns . (Not Measure N)								Comprehensive Student Supports	
Partnership with College Spring to provide SAT preparation and mentorship for 100% of our 11th graders . (Not Measure N)								Comprehensive Student Supports	
Partnership with UAspire to provide 1-1 financial aid counseling, FAFSA and scholarship support to ALL 12th graders. (Not Measure N)								Comprehensive Student Supports	

Engagement Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
Needs Analysis	*Admin*	*Admin*	*ILT, students, parents*			
Setting Goals for School	*Admin*	*Admin*	*ILT*	students, parents		
Enabling Conditions and Administration Plan	*Admin*	*Admin*	*Grade level team*			
Measure N Self Assessment	*Admin*	*Admin*	*ILT, Pathway class teachers*			
Language and Literacy Plan	*Admin*	*Admin*	*ILT, SpEd*			
Rigorous Academic and CTE Plan	*Admin*	*Admin*	*ILT, Pathway class teachers*			
Work Based Learning Plan	*Admin*	*College & Career Exploration Advisor*	College Advisor, Grade level teacher leaders			
Comprehensive students Supports and Counseling	*Admin*	Counseling staff	*ILT, Sped*			
Pathway Planning	*Admin*	Pathway teachers	*ILT*			
SSC Approval	*Admin*	*Admin*	*ILT*			

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	*SSC & SELLS combined*	*Shared rationale and overview of site plan.*
12/12/2017	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/19/2017	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
1/15/2018	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.*
2/6/2018	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

Date	Stakeholder Group	Engagement Description
8/17/2018	Staff	Shared overview of Measure N goals and major budget items.
8/9, 8/14, 8/16/18	Families	Introduced school year goals and Measure N supported programming.
10/1/2018	Students	Conducted student survey school wide on SEL and conditions for learning
2/25/2019	Students, ILT, GLT	Student panel gave feedback on goal setting, motivation, and how to make Student Led Conferences most useful and engaging at Monthly Joint Instructional Lead Team and Grade Level Lead teacher meeting.
2/27/2019	Parents & Teachers	Parent panel gave feedback to whole staff.
3/7/2019	Parents	Parent Leadership Team LCAP/Site Plan review & feedback session
3/11/2019	ILT	ILT engaged in reviewing/revising practices to support school goals and Site Plan.