

2016-2017 Measure N Expenditure Plan

School: Envision Academy of Arts and Technology

CDS Code:

Principal:

Date of this revision: 5/2/2016

Contact:

Position: Principal

Address:

Telephone:

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The Measure N Commission approved this revision of the Measure N Plan on:

TBD

ABOUT THIS SCHOOL

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.

School Mission and Vision

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

School Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	46%	54%	9%	87%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	87%	0%	0%	0%
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	39%	1%	51%	<1%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	<1%	<1%	1%	1%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
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Our strengths include our students' Graduation Rate, numbers on track to graduate, our college acceptance rate, and our college persistence rate.	Our challenges are (a) to increase the number of EA graduates who are able to begin college with credit-bearing courses, rather than remedial courses; (b) to increase students' SAT scores so that more of our students are 4 year college eligible; and (c) to increase the number of students who receive scores of three or better on the SBAC in order to increase students who can be deemed eligible for credit bearing courses..	Although we listed this as a student condition, this ties closely to thinking about teacher conditions. Our aim is to provide staff with a high quality and targeted professional learning environment so that they in turn have the instructional toolbox, capacity and consistency to then create these conditions for all students in all classrooms. The root cause we are investigating is how to both accelerate students who come in reading, writing and doing math significantly below grade level while also promoting critical thinking and reflection within our project-based model.
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Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
100% of our graduates complete the A-G course sequence. In addition, our students graduate via a defense presentation, which requires extensive preparation that support their readiness for college. Our students also develop and demonstrate four key leadership skills that contribute directly to college success: communication, collaboration, critical thinking, and completing projects. Overall, 77% of our students are accepted to 4-year colleges and universities.	We seek to increase our 4-year acceptance rate. Our goal is to see the rate increase every single year until we reach 100% college acceptance, meaning that every student has an immediate option for post secondary education.	Again, we listed graduation as the data point here, but this isn't quite right. We want to increase our 4-year college acceptance rate to 100% (last year's seniors were at 80%) so that all students have the option and opportunity to attend a 4 year college. Although our graduation requirements are A-G and so every student graduates as college-eligible, the combination of impacted CSU campuses, financial needs, student motivation and students being ready for 4-year college level work impact this rate.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
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<p>Envision Academy already has a strong and highly visible Core Values structure: our students can -- and often do -- explain to visitors that the EA community is committed to discipline, growth, community, justice, and respect. We also have a strong college-going culture, supported by a vision of every student getting to and succeeding in college. This is the clear message from day one. We have an Advisory System that matches students with the same advisor for two-year cycles; the advisor is the primary relationship through which students can access the academic, social-emotional, and college support they need. EA holds weekly Community Meetings to celebrate student achievement and community spirit. All of these elements combine to create a close, bonded school community where students are able to thrive.</p>	<p>Our goal is to implement more Restorative Justice practices, not just at the school/admin level but at the classroom/teacher level. We are working to increase teacher capacity to de-escalate challenging situations with students and to provide teachers with more resources for motivating and encouraging students. We are already seeing success in this area and we will continue to improve in order to decrease suspensions and time spent out of class for our most vulnerable students.</p> <p>We also are engaged in ongoing efforts to promote a strong college-going culture in various ways, including increasing the support offered by our College Advising program and increasing the opportunities for students to participate in engaging job embedded internships.</p>	<p>We have implemented a significant number of restorative practices at the admin level this year, but would like to train teachers in similar practices so that they permeate the culture of the school. We believe that this complements our goals around student agency and increasing student ownership of their learning path.</p> <p>We also believe that although we are strong at emphasizing college, in particular in the upper grades, we would like to continue to deepen that strand through curriculum in the 9th and 10th grades.</p>
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Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
<p>100% of our students complete the A-G course sequence. Sophomores and Seniors deliver defense presentations in which they are required to show how they are academically prepared to move to 11th grade or college, respectively. The defense process is academically demanding, and presentations are evaluated according to an established rubric.</p>	<p>EA are tasked not only with teaching academic content and developing core competencies and leadership skills, but also with addressing skill the gaps that prevent students from progressing at a faster pace. It's an enormous task, and our challenge is to increase the capacity of our teachers to accelerate skills while also promoting deep conceptual learning in our project-based learning model. Great student independence and more effective skill building through personalized learning strategies will help.</p>	<p>Many students come to us with skill gaps that place them significantly below grade level. We struggle to address these issues in an individualized way so that we can move students to be able more quickly to be successful in their A-G classes and receive higher grades, and better scores - both which will help prepare them to be college and career ready.</p>

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

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

- Increase student intellectual agency.
- Increase students' performance on high stakes tests (such SBAC, SAT, and AP).
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Schoolwide Annual Goals

Focal Area	Annual School Goal	Related WASC Goal
Graduate Outcomes:	Increase % of students who graduate 'Ready' for college level course work. This will be measured by an internal benchmark increase of 15% from the beginning to the end of the year.	Increase students' performance on high stakes tests, such SBAC, SAT, and AP.
Post-Secondary Readiness:	Increase % of students who are eligible for credit-bearing coursework in college.	Increase students' performance on high stakes tests, such SBAC or SAT.
Climate and Culture:	Decrease number of referrals by 25% that will also lead to a decrease in suspensions	Increase students' intellectual agency
Rigorous Academics:	Create acceleration of basic skills through personalized learning pathways.	Increase students' performance on high stakes tests, such SBAC, SAT, and AP.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	SBAC ELA & Math SBAC	All Students	ELA=6% Math=1%	ELA=11% Math=6%	ELA=16% Math=11%	A-G Completion
Post-Secondary Readiness:	SBAC ELA & Math SBAC	All Students	ELA=6% Math=1%	ELA=11% Math=6%	ELA=16% Math=11%	Number of Students Enrolling in Four-Year Colleges
Climate and Culture:	Suspensions	All Students	97	94	91	Attendance Rate
Rigorous Academics:	SBAC ELA & SBAC Math	All Students	23%	50%	75%	Number of Students Enrolling in Four-Year Colleges

School Theory of Action

We believe that if we increase the amount and quality of personalized learning opportunities for our students, enhance college and career education and awareness with all students and especially lower division students, and more broadly implement Restorative Justice practices throughout the school, then we will increase our students' college readiness. The increased skill building will improve their ability to handle rigorous coursework and pass gatekeeper standardized testing; the increased college and career awareness will help them plan for their future and explore multiple campuses and career options; and more integrated Restorative Justice practices will decrease the number of referrals our students receive, increase their ability to encounter challenges and setbacks and rise above them, and contribute to an even more positive and empowering community. In this way, we will be addressing the environment our students are learning in, the opportunities they have to build their vision for the future, and the critical skills they need to help them successfully enter 4-year college. Taken together, these three approaches, when combined with our Portfolio & Defense model, lead to a greater number of our students getting into 4-year institutions and being immediately eligible for credit-bearing courses upon enrollment.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Instructional Leadership team of teachers plus principal will use data to drive short term goals	To see growth in teachers' practice through shorter cycles of inquiry and reflection on actions to improve learning.	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate Improvement Strategy:	Increase students performance on academic skills needed for success in A-G courses	Students will be more successful in their College territory classes due to increased skill building and personalized learning environment.	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Pathway Development/ Implementation Strategy:	Increase WLE experiences and options for all students	Students we'll have experiences outside of school that clearly link school performance with job preparedness.	Work-Based Learning	Equity/Access/ Achievement
New or Emerging Design Feature #1:	Increase personalized learning	Students will be more successful in their College territory classes due to increased skill building and personalized learning environment.	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #2:	Increase student agency through using a more robust and transparent Data management System that allows students to see their progress and reflect on their goals and track their own progress.	Student agency and empowerment are important non-cognitive skills that are needed in order to be successful in college and career therefore we will focus on practices that increased student agency.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
New or Emerging Design Feature #3:	Increase rigor and cognitive lift of students through coaching teachers in pedagogical strategies that support these efforts.	To coach all teachers to incorporate personalize learning as well as student goal setting and other reflective practices to increase student ownership of their learning.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement

Established Signature Element #1:	Dedicated college counselor who focuses solely on preparing curriculum and structures and practices that support all students in accessing college	All students have the option of entering four year college upon graduation from Envision	Equity/Access/Achievement	School Leadership & School Vision
Established Signature Element #2:	Professional development time weekly spent on the needs of students.	Increase professional development in order to accelerate teachers ability to personalize students learning.	Building a Rigorous Academic Core: Teacher Conditions	School Leadership & School Vision
Established Signature Element #3:	Portfolio and portfolio defense	All students successfully defend their learning at the end of 10th grade and in order to graduate.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions

