

Action Research	Envision Academy of Arts & Technology
School:	Envision Academy of Arts & Technology
Pathway/s:	Arts & Technology
Outcome Data	Data Link
Top 5 Measure N Funding Commitments	
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	One of our guiding questions was about the effect of highly effective instructional coaching on student learning outcomes and teacher retention.
What did you discover in the past year? (Please use data to support.)	Effective teacher coaching has been highly effective - new (1-3year) teachers have reported that coaching has been essential to their desire to remain in the classroom from year to year. We have also seen growth on our Common Interim Assessment performance tasks, which has been a coaching focus.
What are you going to <i>do differently</i> or <i>change</i> moving forward?	Continue with the coaching, but next year we will have an aligned focus for instruction in the English department, as we did in the math department this year, since that yeilded higher improvement in student skill assessments.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Moving students towards proficiency on SBAC and SAT.

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Please type in your school name and ID.

2) **School Description:** Please copy and paste your school description from your 17-18 Site Plan.

3) **School Mission and Vision:** Please copy and paste your mission and vision from your 17-18 Site Plan.

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 of Art and Technology

School ID:

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.

Family & Student Engagement

All students are in advisories; advisors meet with parents and students 2+ /year to discuss academic progress, college plans, and personal development; Family Teacher Council meetings, regular parent-teacher communication via email.

SCHOOL DATA SLIDES

[Data Link](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

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

Instructions:	<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none"> • 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? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	All students - 87.9%, a 9.9% increase from 15-16. English Learners = 87.5%, an 11% increase. African Americans = 89.5%, a 14.5% increase. Latinos = 90.9%, a 7.2% increase.	Truancy is our greatest barrier to credit completion and graduation.	Provide additional staffing to decrease truancy (New Family & Community Engagement Liaison) through: building school culture and student motivation to attend each day (student leadership and engagement); developing a program of parent engagement and education; responding quickly and individually to truancy with the student and their family.
On Track to Graduate (11th Grade)	As of February 20, 2018 92% of our seniors had submitted an application for a UC or CSU, and 93% of our seniors had completed their FAFSA/CADAA.	Poor attendance is the biggest obstacle to our students' achievement and graduation.	See above.
A-G Completion	In order to graduate from Envision Academy, students must complete the A-G courses AND pass our College Success Portfolio Defense.	See above.	See above.
SBAC ELA	43% of our students scored proficient or above on the ELA SBAC assessment in 2017. This is higher than the OUSD average of 38%	See above.	Continue blended learning use of Reading Plus. Investigate options for lower level newcomers.
SBAC Math	19% of our students scored proficient or above on the ELA SBAC assessment in 2017. This is higher than the OUSD average of 15%	See above.	Continue blended learning using IXL. Continue math teacher coaching, using new task based CCSS aligned curricula.
AP Pass Rate/Dual Enrollment Pass Rate	11 of our students passed the Spanish Language AP Exam in 2017. We had 42 students who took 1 or more AP exams that year. The average score for students who took the Microeconomics, U.S. Government, Calculus AB exams was 1.0.	Student skill level, student study and academic habits, truancy.	Send teachers to AP teacher Institute for training. Recruit a more engaging professor to teach a dual enrollment course on our campus for 2018-19.
Pathway Participation/CTE Enrollment*	100% of our 11th grade students complete an 80-hour internship in a field of their choice, along with a public exhibition of their Work Experience learning. 100% of our 9th grade students complete Digital Media Arts course, 100% of our 10th graders complete a Theater course, and 60% of our seniors complete an Advanced Digital Media Arts course.	Developing and sustaining partnerships with local businesses and community based organizations within our pathway to support quality internships.	Increase the CTE standards embedded in core courses

English Learner Progress	According to the State Dashboard, 100% of our ELs made progress towards proficiency in 2017. However, our ELs are reading significantly below grade level. Based on initial screener assessment results, our EL students were reading around the 5th grade level. Some of our newcomer students cannot use Reading Plus, and they need something even more basic.	Skill level, truancy.	Continue blended learning, pilot a new program for newcomers.
Suspension Rate	In 2016-17, 14.1% suspension rate for all students. So far in 2017-18, our suspension rate is 7.3%.	Many students living in Oakland have witnessed and participated in fights & drug use. These are among the environmental factors our students show up with. These are the main causes of suspensions at EA.	EA is planning a school-wide deep dive for the 18-19 school year into practices for 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.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	95%		All Students	87.90%		90	Increase Students' performance on high stakes tests, such as SBAC and SAT.
On Track to Graduate (11th Grade)	95%					95	Increase student intellectual agency.
A-G Completion	100%					100	Increase student intellectual agency.
SBAC ELA	60%			43%		50	Increase Students' performance on high stakes tests, such as SBAC and SAT.
SBAC Math	50%			19%		30	Increase Students' performance on high stakes tests, such as SBAC and SAT.
AP Pass Rate	75%					40	Increase student intellectual agency.
Dual Enrollment Pass Rate	90% of students in concurrent enrollment courses will pass those courses for college credit					85	Increase student intellectual agency.
Pathway Participation/ CTE Enrollment*	100%					100	Increase capacity of teachers to implement rigorous project based learning within the Envision model.
English Learner Progress	80% of LTELs will be reclassified by senior year.					75	Increase Students' performance on high stakes tests, such as SBAC and SAT.
Suspension Rate	Continue to reduce.			14.10%		10	Increase student intellectual agency.

School: Envision Academy of Art and Technology

School ID:

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

KEY:

1: Not at all

3: Mostly

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 & 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 2018-19:	After a leadership transition this school year, the new leader is feeling grounded in the school and a clear idea of the next steps to improve academic and cultural outcomes for the school. As described in other places, there is planning 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. There will also be a pathway focus on math, particularly around changing and improving the the relevance and rigor of projects within our pathway courses.		

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?	3: Mostly	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?	3: Mostly	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?	2: Somewhat	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)?	3: Mostly	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 2018-19:	Envision is going through a process to redesign our portfolio defense process to more strongly align with our vision for the skills that 21st century. In the 18-19 year, Envision will pilot these changes and reflect on their strengths and growth areas as a system.		

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RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2+	2+	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 twelve 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+	2+	3+	Technical and academic coursework is integrated across some grade levels.
Cohort Scheduling	3	3	3+	While our students are scheduled in cohorts, teachers use their common prep time to coordinate student interventions and supports more than to align pathway course work.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2-	2	3	All of our students complete public exhibitions of the work and learning each year. Every course includes project or problem based applications of knowlesge as culminating assessments that involve critical thinking, problem solving, and the creation of a final product.
Collaborative Learning	2-	2	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.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2+	2+	3-	All teachers participate in collaborative inquiry, looking at student work in interative cycles, giving each other feedback and sharing effective practices. Most teachers have common prep time within their departments as well.
Collaboration Time	2+	2+	3	Teachers work in collaborative grade level teams, with strong meeting processes and shared leadership responsibilities.
Professional Learning	2	2	3-	Teachers participate in PD in which they collect, share, analyze and plan from student level data. We do not have a process for peer observation in place this year.

SUMMARY OF 17-18 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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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EA will improve language and literacy school-wide by increasing vertical alignment and common literacy strategies across content areas. EA will improve math school-wide through the routinization and implementation of blended learning platforms at each math level.	Fully Implemented	Effective	This year we engaged our departments in cycles of inquiry which supported them to identify common instructional strategies and to align content in a coherent way from year to year. Our Common Interim Assessment data shows growth in particular on the performance tasks in both English and Math.
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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			90%	Increase capacity of teachers to implement rigorous project based learning within the Envision model.
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			75%	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			All - 75%, AAM - 80%, IEP - 65%	Increase student intellectual agency.

THEORY OF ACTION

Theory of Action	If teachers plan and implement 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 building conditions for students and adult learning?	Instructional coaching and PD for teachers and inquiry cycles to understand student learning.				
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams	
	Plan will be shared with Admin team and Family Teacher Council for review and feedback.	Plan will be shared with the Instructional Leadership Team, the Family Lead Team, and the Union Reps for review and feedback	The Family Lead Team will share relevant elements of the plan with their grade level ("Family") teams.	The Instructional Leadership Team will share relevant elements of the plan with their departments.	

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Pathway course teachers connect with CTE Industry aligned partners to ensure that courses are aligned to industry needs. (Not Measure N)	All Students					
Strengthening instructional core through: - Paid Professional Development for teachers on Project Based Learning (3 days in June) - Network-wide Professional Development focused on our model (3 days throughout the year) (Not Measure N)	All Students					
Strengthening instructional core through every Wed professional development 3 hours for all teachers to work on Instructional Cycles of Inquiry, Departmental Alignment, and Data Analysis. (Not Measure N)	All Students					
Strengthening Instructional core through English and Social Studies teacher curriculum development support from Facing History and Ourselves workshops, coaching, and conferences. (Not Measure N)	All Students					
AP teacher training through AP teacher summer Institute. (Not Measure N)	All Students					
STEM teacher training through Knowles Fellowship (2 science and 1 math teacher) . (Not Measure N)	All Students					
On-going PD and support for 12th Grade ERWC English course (CSU developed and supported course to support college level reading and writing) . (Not Measure N)	All Students					
Dual Enrollment Communications Class provided to seniors at EA. (Not Measure N)	All Students					
Partnership with NFTE provides curriculum, training and support for 9th grade coding curriculum. (Not Measure N)	All Students					
Partnership with BUILD provides curriculum and teacher support for 9th grade entrepreneurship BUILD course. (Not Measure N)	All Students					
Wiring and new iMacs for Digital Media Arts classroom upgrade - all 9th graders take Digital Media Arts . (Not Measure N)	All Students					
Instructional Leadership Team - 3 PD/Release Days. (Not Measure N)	All Students					
Content specific professional development - 2 days in summer (Not Measure N)	All Students					

Instructional coaching 1.3fte 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)	All Students	Measure N	\$143,143.75		Rigorous Academics	
1.0 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 afterschool 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)	All Students	Measure N	\$45,000.00		Rigorous Academics	
Stipends for teacher planning days to revamp projects to integrate CTE standards (\$175*8 teachers*3days)	All Students	Measure N	\$4,200.00		Rigorous Academics	
It & software upgrades to support blended learning, project based research, and multimedia projects in core courses (supporting our pathway theme).	All Students	Measure N	\$4,000.00		Career Technical Education	

WORK-BASED LEARNING				
WORK-BASED LEARNING MEASURE N SITE ASSESSMENT				
WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2-	2-	3-	All 11th grade students seek out and secure internships based on their career interests. In the fall of their junior year, they engage in an authentic internship search process, including visiting internship sites, conducting informational interviews, and participating in shadow days. In addition, 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. We have pathway themed courses that students take: 9th grade is Digital Media Arts, 10th grade is Drama, and 12th grade is Advanced Digital Media Arts or Dual Enrollment Communications courses (Meritt college) classes. Our 9th grade Math Lab class includes coding curriculum through which students create phone apps, and most core classes include projects with some multi-media component aligned to our pathway theme.
Linked Learning/Pathway Outcomes	2	2	2+	We need to 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.
Linked Learning/Pathway Evaluation	2	2	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. servations and interviews), as well as through students' written assignments and final exhibition. In addition, our overarching goal is college acceptance, and we have a 98% acceptance rate to 2 and 4 year colleges.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION			
What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?			
Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Funding for Associate College & Career Counselor, 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, 100% of our juniors completed their Work Learning Experience and Final Exhibition (compared to 86% in 2016-17). Our students were placed with 80 mentors across the East Bay, including increased number of arts and technology companies, galleries, and organizations.

IMPLEMENTATION GOALS						
Identify three 2018-19 implementation goals related to Work-Based Learning.						
Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 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%	Increase student intellectual agency.

Career Exploration	All 11th grade students have conducted informational interviews and an 80 hour internship.	All Students			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			95%	Increase student intellectual agency.

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 building conditions for students and adult learning?	Provide Project based learning teacher training and planning; have College and Career Exploration Advisor provide PD to all teachers about career paths and options. Engage students and families in career exploration earlier and more often.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	Plan will be shared with Admin team and Family Teacher Council for review and feedback.	Plan will be shared with the Instructional Leadership Team, the Family Lead Team, and the Union Reps for review and feedback	The Family Lead Team will share relevant elements of the plan with their grade level ("Family") teams.	The Instructional Leadership Team will share relevant elements of the plan with their departments.		

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area <i>(required for all funded actions)</i>
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)	All Students	Measure N	\$66,275.00		Comprehensive Student Supports	

COMPREHENSIVE STUDENT SUPPORTS				
COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT				
COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2+	2+	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), a theater team which puts on a full scale performance each year, and an ASB which puts on dances and celebrations. (None of the student supports listed here are covered by Measure N funds.)
College & Career Plan	3-	2+	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.
SUMMARY OF 17-18 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?				
Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis	

College overnight induction trip for all incoming 9th graders. College day trip for all other students.	Partially Implemented	Highly Effective	95% of incoming 9th graders participated in our overnight to UCSC in August 2017. Students and parents refer to that trip as a very positive and important experience. 100% of 10th graders participated in a visit to Sonoma State University in the fall. 100% of 11th graders will attend the WACAC college fair and tour CSUEB in May. This year, SFSU didn't return our calls for months, and so our seniors did not attend a college trip this year. In addition, our overnight 9th grade trip used to be to UC Berkeley, which was unavailable last August, and so we took the students down to UCSC. This was a fantastic innovation, since many of our students have visited the Berkeley campus in middle school, but few had ever been to UCSC. The addition of the bus rental for 2 days made the trip more expensive than we had budgeted, which left us without adequate funding for an alternate senior college visit.
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IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 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%	Increase Students' performance on high stakes tests, such as SBAC and SAT.
College Access	Ensure that all four grade levels have high quality college visits.	All Students				Increase student intellectual agency.
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				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 building conditions for students and adult learning?	Relevant staff meet weekly to coordinate services, analyze data, plan innovations, and share knowledge.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership) Plan will be shared with Admin team and Family Teacher Council for review and feedback.	Leadership Team (ITL) Plan will be shared with the Instructional Leadership Team, the Family Lead Team, and the Union Reps for review and feedback	Pathway Teams The Family Lead Team will share relevant elements of the plan with their grade level ("Family") teams.	Department Teams The Instructional Leadership Team will share relevant elements of the plan with their departments.		

STRATEGIC ACTIONS

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
2 vice principals (Not Measure N)	All Students				Rigorous Academics	

Dean of Students 1.0 fte (Not Measure N)	All Students				Comprehensive Student Supports	
College Advisor (Not Measure N)	All Students				Comprehensive Student Supports	
School Psychologist 0.5 fte (Not Measure N)	All Students				Comprehensive Student Supports	
Partnerships with PSC to provide 1 full time psychologist and 5 part time therapy interns . (Not Measure N)	All Students				Comprehensive Student Supports	
Partnership with College Spring to provide SAT preparation and mentorship for 100% of our 11th graders . (Not Measure N)	All Students				Rigorous Academics	
Partnership with BUILD to provide 4 year entrepreneurship and college prep programming after school (Not Measure N)	All Students				Career Technical Education	
Partnership with UAspire to provide 1-1 financial aid counseling, FAFSA and scholarship support to ALL 12th graders. (Not 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)	All Students	Measure N	\$62,500.00		Comprehensive Student Supports	
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.	All Students	Measure N	\$23,000.00		Comprehensive Student Supports	
Teacher stipends for 2 days of work on the August overnight 9th grade induction trip to UCSC (\$175*2 days*12 teachers)	All Students	Measure N	\$4,200.00		Comprehensive Student Supports	
Activities and support for student motivation and celebration of achievement, proficiency, and academic growth related to our portfolio defense system. (T shirts, awards events, hype posters, etc.)	All Students	Measure N	\$5,000.00			

4. TOTAL SCHOOL FUNDING ALLOCATIONS						
<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>			
21st Century		\$0.00	\$0.00			
After School Education & Safety (ASES)		\$0.00	\$0.00			
General Purpose Discretionary		\$0.00	\$0.00			
LCFF Supplemental		\$0.00	\$0.00			
LCFF Concentration		\$0.00	\$0.00			
Title I: Basic		\$0.00	\$0.00			
Title I: Parent Participation		\$0.00	\$0.00			
Measure N	\$351,050.00	\$357,318.75	-\$6,268.75			
TOTAL	\$351,050.00	\$357,318.75	-\$6,268.75			
Strategic Action	Target Student Group	Funding Source	Cost	Object Code	Associated Linked Learning Pillar	Associated LCAP Action Area
Pathway course teachers connect with CTE Industry alinged partners to ensure that courses are aligned to industry needs. (Not Measure N)	All Students					
Strenghtneing insturctional core through: - Paid Professional Development for teachers on Project Based Learning (3 days in June) - Network-wide Professional Development focused on our model (3 days throughout the year) (Not Measure N)	All Students					
Strengthening instructional core through every Wed professional development 3 hours for all teachers to work on Instructional Cycles of Inquiry, Departmental Alignment, and Data Analysis. (Not Measure N)	All Students					
Strengthening Instructional core through English and Social Studies teacher curriculum development support from Facing History and Ourselves workshops, coaching, and conferences. (Not Measure N)	All Students					
AP teacher training through AP teacher summer Insititute. (Not Measure N)	All Students					
STEM teacher training through Knolwes Fellowship (2 science and 1 math teacher) . (Not Measure N)	All Students					
On-going PD and support for 12th Grade ERWC English course (CSU developed and supported course to support college level reading and writing) . (Not Measure N)	All Students					
Dual Enrollment Communications Class provided to seniors at EA. (Not Measure N)	All Students					
Parternship with NFTE provides curriculum, training and support for 9th grade coding curriculum. (Not Measure N)	All Students					

Partnership with BUILD provides curriculum and teacher support for 9th grade entrepreneurship BUILD course. (Not Measure N)	All Students					
Wiring and new IMacs for Digital Media Arts classroom upgrade - all 9th graders take Digital Media Arts . (Not Measure N)	All Students					
Instructional Leadership Team - 3 PD/Release Days. (Not Measure N)	All Students					
Content specific professional development - 2 days in summer (Not Measure N)	All Students					
Instructional coaching 1.3fte 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)	All Students	Measure N	\$143,143.75		Rigorous Academics	
1.0 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 afterschool 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)	All Students	Measure N	\$45,000.00		Rigorous Academics	
Stipends for teacher planning days to revamp projects to integrate CTE standards (\$175*8 teachers*3days)	All Students	Measure N	\$4,200.00		Rigorous Academics	
It & software upgrades to support blended learning, project based research, and multimedia projects in core courses (supporting our pathway theme).	All Students	Measure N	\$4,000.00		Career Technical Education	
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)	All Students	Measure N	\$66,275.00		Comprehensive Student Supports	
2 vice principals (Not Measure N)	All Students				Rigorous Academics	
Dean of Students 1.0 fte (Not Measure N)	All Students				Comprehensive Student Supports	
College Advisor (Not Measure N)	All Students				Comprehensive Student Supports	
School Psychologist 0.5 fte (Not Measure N)	All Students				Comprehensive Student Supports	
Partnerships with PSC to provide 1 full time psychologist and 5 part time therapy interns . (Not Measure N)	All Students				Comprehensive Student Supports	

Partnership with College Spring to provide SAT preparation and mentorship for 100% of our 11th graders . (Not Measure N)	All Students				Rigorous Academics	
Partnership with BUILD to provide 4 year entrepreneurship and college prep programming after school (Not Measure N)	All Students				Career Technical Education	
Partnership with UAspire to provide 1-1 financial aid counseling, FAFSA and scholarship support to ALL 12th graders. (Not 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)	All Students	Measure N	\$62,500.00		Comprehensive Student Supports	
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.	All Students	Measure N	\$23,000.00		Comprehensive Student Supports	
Teacher stipends for 2 days of work on the August overnight 9th grade induction trip to UCSC (\$175*2 days*12 teachers)	All Students	Measure N	\$4,200.00		Comprehensive Student Supports	
Activities and support for student motivation and celebration of achievement, proficiency, and academic growth related to our portfolio defense system. (T shirts, awards events, hype posters, etc.)	All Students	Measure N	\$5,000.00			

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged 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.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
3/5/2018	ILT	Planning for end of the year PD sessions to engage whole staff in evaluating our efforts this year towards increasing project rigor, embedding multiple opportunities for students to practice discreet skills before the final assessment, proficiency outcomes.
3/7/2018	11th grade Team	Reflection & feedback on Work Learning Experience process and outcomes this year. Captured ideas and suggestions for improvements for next year.
Monthly Aug-April	College Success Portfolio working group	Discuss current status of student progress towards proficiency and portfolios, brainstorm interventions and systems improvements for this year and next year.
9/14/2017	Family Teacher Council	Shared reading level data and got feedback from parents on our reading needs and ideas to support our school wide focus on reading increases.
3/9/2018	All Students	Feedback survey on Career Day
4/9/2018	Faculty reps (Union reps, Family Lead Teachers, Instructional Lead Teachers = 1/2 the teachers)	Review & implementation planning for Measure N-funded activities for next year

Length of WASC Accreditation:	6 years	Last WASC Self-Study:	2015-2016	Next Full Self-Study:	2021-2022
SCHOOL WASC GOALS					LCAP Goal Category
Increase capacity of teachers to implement rigorous project based learning within the Envision model.					Goal 1: Graduates are college and career ready
Increase student intellectual agency.					Goal 1: Graduates are college and career ready
Increase Students' performance on high stakes tests, such as SBAC and SAT.					Goal 2: Students are proficient in state academic standards