

Envision Academy of Arts & Technology

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Envision Academy of Arts & Technology
Street	1515 Webster Street
City, State, Zip	Oakland, CA 94612
Phone Number	510-596-8901
Principal	Eve Gordon
E-mail Address	eve@envisionacademy.org
Web Site	http://www.envisionacademy.org
CDS Code	01100170112607

District Contact Information	
District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	L. Karen Monroe
E-mail Address	
Web Site	http://www.acoe.org

School Description and Mission Statement (School Year 2017-18)

The Envision Academy of Arts and Technology is a small, public charter high school located in downtown Oakland. The Envision Academy program includes 4 R's that set our school apart from other high schools.

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

Rigor: The mission of our school is to prepare all of our students to enter and be successful in college. All of our students take rigorous, college-prep courses that make them eligible for the UC and CSU systems. These courses focus on helping students master essential content standards in each course and the Envision 21st Century Leadership Skills: Critical Thinking, Effective Project Management, Productive Collaboration, Powerful Communication.

Relevance: Teaching and learning at Envision Academy focuses on project-based learning. Our students never ask "When are we ever going to need to know this?" because most of what they learn is in a real-world, engaging context. Students work on projects regularly in order to prepare for success in college and 21st Century careers. Students share their projects throughout the year with their parents and the school community in public Exhibition events. Also, Envision Academy integrates art and technology into the curriculum. Students take Digital Media Literacy & Expression and Performing Arts while in high school. Students learn 21st Century leadership skills through regular use of computer technology – the school maintains a 2:1 ratio of students to laptop computers.

Relationships: Envision Academy maintains an intentionally small school community. Envision Academy serves approximately 330 students. Class sizes are generally lower than other public schools so that students can receive personalized attention from teachers. The small school structure promotes the development of strong, supportive relationships among students and staff. Our students and their learning needs become well known in this family-like environment. Each student has an Advisor, who takes special responsibility for advocating for his or her students, making sure they do not fall through the cracks, and serving as a liaison with their families.

Results: Envision Academy students are prepared to do well on standardized assessments such as the STAR and college entrance exams. All students, in order to earn their diploma, are required to defend their College Success Portfolio in front of a panel, their family, and fellow classmates. This Portfolio contains evidence of the student's mastery of both content skills and the Envision 21st Century Leadership Skills.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	110
Grade 10	115
Grade 11	97
Grade 12	81
Total Enrollment	403

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	37.2
American Indian or Alaska Native	1.2
Asian	2
Filipino	0.2
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	1.2
White	4.5
Two or More Races	1
Socioeconomically Disadvantaged	78.2
English Learners	11.2
Students with Disabilities	11.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	19	18	
Without Full Credential	4	1	2	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	2	2
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Various literary novels, biographies, and short stories. Reading Plus online reading acceleration program.	Yes	0
Mathematics	Algebra 1 - Howard County Public Schools Algebra 1 curriculum Geometry - Discovering Geometry by Michael Serra	Yes	0
Science	Physics: cstephmurray physics (online) PhET online simulations and curriculum Randell Knight adapted instruction (book)	Yes	0
History-Social Science	Advisory - Facing History - Identity and Community Curriculum, The University of Kansas -Possible Selves curriculum. World History - Facing History and Ourselves online resource Holocaust and Human Behavior (Text Book) The Jungle Us and Them A Young People's History of the United States Leopold II: Butcher of the Congo The Bomb Nanking: The Burning City Modern World History: Patterns of Interaction In-Depth Resources Against Forgetting AP Government: ? TCI's Government Alive, and "Government in America (AP Edition) by Edwards, Wattenberg, and lineberry	Yes	0
Foreign Language	Temas AP Spanish Language and Culture, Imagenes: An introduction to Spanish Lanugae	Yes	0
Health	Teacher-created, common-core aligned materials	Yes	0
Visual and Performing Arts	Teacher-created, common-core aligned materials	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Envision Academy occupies three floors and the basement of a five-story building on Webster Street in Oakland California. We are located conveniently close to public transportation, with AC Transit and BART stops within 3 blocks. Our school is in a beautiful and safe building at 15th and Webster St. Major renovation work was done to the building in 2007 to create teaching areas and all work has been done under required building permits. Envision Schools finished this construction and has received all final inspection approvals. Facilities at the school are accessible for all students with disabilities in accordance with the ADA and meets the building department seismic requirements. In 2008, we added three new classrooms by painting and carpeting existing usable space. We added wireless Internet capability to all classrooms and installed a new phone system. In 2009, we added four additional classrooms. During the 2012 summer, we added two additional classrooms. In the summer of 2015, we added three additional classrooms. One of the main attractions to this facility is a beautiful, turn of the century theater designed by Architect Julia Morgan (circa 1913-1915). Our custodial staff works daily to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	43	43	33	34	48	48
Mathematics (grades 3-8 and 11)	11	19	25	27	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.85	42.86
Male	33	33	100	27.27
Female	60	58	96.67	51.72
Black or African American	39	37	94.87	43.24
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	44	44	100	38.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	70	98.59	35.71
English Learners	18	18	100	27.78
Students with Disabilities	13	13	100	15.38

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	90	96.77	18.89
Male	33	33	100	12.12
Female	60	57	95	22.81
Black or African American	39	37	94.87	29.73
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	44	43	97.73	9.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	69	97.18	15.94
English Learners	18	18	100	5.56
Students with Disabilities	13	13	100	0

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	22	23	10	30	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Envision Academy does not offer CTE courses. Instead, our students participate in a Workplace Learning Experience (WLE) internship during their 11th and 12th grade years. During this experience, students find a mentor within a career area they are interested in pursuing. The mentor works with them off site for two weeks to complete a workplace project, and help develop their 21st Century Skills. Students must meet the clearly defined WLE standards as part of Envision Academy's graduation criteria.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.7	22.9	13.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Envision Academy welcomes all parents to participate in our school. Twice a year, parents and families participate in Student Led Conferences, where students, family members, and teachers discuss students' academic progress and goals. This includes reading assessment data, English and Math assessment data, GPA, and progress towards a college eligible transcript. Several times each year families are invited to participate in student's exhibitions, or demonstrations of learning. Parents provide extra support to office staff and teachers, and visit classrooms to shadow their students and support teachers. The school has a Family Teacher Council (FTC), including administration, teachers, and parents. This group meets bi-monthly to review assessment data and school policies.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	19.6	9.7	7.7	59	51.9	47.4	11.5	10.7	9.7
Graduation Rate	66.07	90.28	87.91	21.49	28.53	34.94	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	92.05	84.03	87.11
Black or African American	92.11	73.45	79.19
American Indian or Alaska Native	100	100	80.17
Asian	50	66.67	94.42
Filipino	0	50	93.76
Hispanic or Latino	95.24	96.58	84.58
Native Hawaiian/Pacific Islander	0	50	86.57
White	100	81.82	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	89.55	79.25	85.45
English Learners	66.67	79.41	55.44
Students with Disabilities	100	69.39	63.9
Foster Youth	100	100	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	16.1	14.7	14.1	5.5	5.9	7.0	3.8	3.7	3.6
Expulsions	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Envision Academy is a small school that is purposeful about creating a safe and positive learning environment. By virtue of our small school size, low teacher-student ratios, and Advisory program, we are able to leverage our relationships with students to increase academic performance and enhance our overall sense of safety and community. Security is enhanced by virtue of the school being located entirely inside one building. We have a full-time School Security Officer who gets to know the students well and promotes a positive learning environment. This security officer is on site from 8 a.m. to 8 p.m. each day. All visitors need to be admitted through the front door by a school staff member, and go to the front office to sign in. Other security officers provide building supervision 24 hours per day.

Each student has an Advisor who he/she can consult with regarding academic/social/personal concerns. The school meets once a month for community meetings to communicate about important school-wide issues affecting students, including safety concerns. Also, students who have made the environment unsafe are required to give public apologies. In addition, the Parent Association also meets monthly to discuss safety issues, among other matters. Our School Safety Plan addresses student and staff protocol in case of fire, earthquake, intruder, and other emergencies. We share this information with staff at staff meetings, reinforced through email and written charts and diagrams posted in their classrooms. Staff members train students and debrief with them to improve our practice each time we have a drill.

We have worked very hard to make sure that Envision Academy is prepared for emergencies. We have trained all staff on protocol for specific situations (as stated above), and staff, in kind, has trained students. We have ensured that every staff member is CPR certified. We also collaborate with the Alameda Office of Education and our insurance company in building walk-throughs to seek out and remediate any potential risks.

The school's administrative team meets weekly, and includes safety planning and issues in our agendas. In addition, administrators and the learning specialists get trained and certified in CPI (Crisis Prevention & Intervention). We consider any issues that arise and work as a team to fix them in a timely manner. We aim to be proactive in preparing for emergencies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			Avg. Class Size	2015-16			Avg. Class Size	2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	26	2	14	26	4	12		25	3	13				
Mathematics	25	4	16	26	1	19		26	3	17				
Science	28	1	11	29	1	7	4	27	1	11				
Social Science	25	2	5	24	4	4		23	6	7				

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	200
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,945	\$1,691	\$8,254	\$51,835
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	54.3	

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

Types of Services Funded (Fiscal Year 2016-17)

We use state and federal funds to support the following programs and services:

- Free and reduced lunch services
- Special education services
- Instructional materials (through lottery revenues)
- Art and music supplies (through Art and Music block grant)
- Supplemental school counseling (mental health, emotional counseling, instructional aids, etc.)
- Summer school

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science	2	N/A
All courses	4	19.1

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

EA's Theory of Action towards improving the instructional capacity of staff - and consequently improving the academic achievement of students - is to leverage collaborative learning at the team level. Most EA teachers take on additional leadership responsibilities. The school has a Lead Team, composed of two groups of teachers, the Family Leads and Instructional Leads. Family Leads are the grade level chairs and take on much of the work around student support, the facilitation of our portfolio defense system, and Response to Intervention. They plan their family meeting time during professional learning. Instructional Leads take on the implementation of the school's instructional focus. This year the focus is driving towards Equity by working on improving instruction and relationships with students. The staff is engaged in a book study, using Culturally Relevant Teaching & The Brain, by Zaretta Hammond, and the Instructional Lead Team plans and implements that staff professional development. In addition to weekly site professional learning, EA teachers participate in Envision Schools Professional Learning including three All Envision Days. 100% of Envision Academy teachers attend weekly site based professional development provided by site Instructional and Family Leads focused on analyzing data from Interim Assessments, planning instruction, and building positive student culture.