Envision Academy of Arts & Technology
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	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	Manuschka Michaud
Email Address	mmichaud@envisionacademy.org
Website	http://www.envisionacademy.org
County-District-School (CDS) Code	01100170112607

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Envision Academy of Arts & Technology
Phone Number	(510) 887-0152
Superintendent	L. Karen Monroe
Website	http://www.acoe.org

School Description and Mission Statement (School Year 2020-2021)

The Envision Academy of Arts and Technology is a small, public charter high school and middle school located in Oakland. Envision Academy's mission is to transform the lives of students - especially those who will be first in their families to attend college - by preparing them for success in college, career, and life.

The Envision Academy program includes 4 R's that set our school apart from other high schools.

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, and 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. 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 2019-2020)

Grade Level	Number of Students
Grade 6	39
Grade 9	102
Grade 10	99
Grade 11	87
Grade 12	85
Total Enrollment	412

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	38.1
American Indian or Alaska Native	0.7
Asian	0.7
Filipino	0.2
Hispanic or Latino	48.1
Native Hawaiian or Pacific Islander	0.7
White	4.6
Two or More Races	5.1
Socioeconomically Disadvantaged	76
English Learners	17
Students with Disabilities	13.1
Foster Youth	1
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	24	21	
Without Full Credential	2	2	7	
Teaching Outside Subject Area of Competence (with full credential)	0	0	7	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	2	1	7
Total Teacher Misassignments*	2	1	7
Vacant Teacher Positions	0	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Various literary novels, biographies, and short stories. Reading Plus online reading acceleration program. Expository Reading and Writing Course (ERWC) in 12th grade 6th: Expeditionary Learning	Yes	0
Mathematics	Illustrative Math - Algebra I & II, Geometry, PreCalc CPM - AP Calculus Illustrative Math - 6th grade, 7th grade	Yes	0
Science	cstephmurray physics (online) - Physics PhET online simulations and curriculum SCALE Project Based Learning Curriculum - 6th grade, 7th grade	Yes	0
History-Social Science	Facing History - Identity and Community Curriculum Possible Selves Facing History and Ourselves Holocaust and Human Behavior 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 TCI's Government Alive TCI's Government in America	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	TCI's - History Alive! The Ancient World TCI's - History Alive! The Medieval World and Beyond		
Foreign Language	Temas AP Spanish Language and Culture Imagenes: An Introduction to Spanish Language	Yes	0
Health	Teacher-created, common-core aligned materials	Yes	0
Visual and Performing Arts	Teacher-created, common-core aligned materials	Yes	0
Science Laboratory Equipment (grades 9-12)	Teacher-created, common-core aligned materials	Yes	0

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

School Facility Conditions and Planned Improvements

Envision Academy High School 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. Our Middle Grades is located one mile away from our high school campus in a two-story facility maintained by Oakland Unified School District. 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
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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 5/2009

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	13	N/A	28	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

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, which are public demonstrations of learning. Parents are invited to provide extra support to office staff and teachers, and visit classrooms to shadow their students. At both the middle school and the high school, there are monthly family meetings. The high school's Family and Community Engagement Liaison coordinates a Parent Association, including leaders, teachers, and parents. This group meets monthly to review assessment data and school policies, and plan parent action and support for school improvement.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	4.9	4.6	3.5	35.3	36.2	35.2	9.1	9.6	9
Graduation Rate	81.5	92	94.1	46.4	49.3	51.9	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	13.0	14.3	4.4	4.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.4		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. 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 they 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, have 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	26	1	16		24	6	10		24	6	10	
Mathematics	26	4	16		25	5	15		23	5	15	
Science	28		12		25	5	7		25	3	9	
Social Science	25	2	10		23	5	7		23	6	7	

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	412

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15173	1801	13372	71411
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,750	
Percent Difference - School Site and State	N/A	N/A	53.2	

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

Types of Services Funded (Fiscal Year 2019-2020)

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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	2	N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All courses	6	18.6

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	7

EA's (MG and HS) 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 Cycles of Inquiry looking at student work, 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.