

# Executive Summary

*The Executive Summary (ES) provides the institution an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. This document can be used as an optional tool to provide an overview of the institution to both internal and external stakeholders.*

## Description

**Describe the institution's size, community/communities, location and changes it has experienced in the last three years. Include demographic information about the students, staff and community at large. What unique features and challenges are associated with the community/communities the institution serves?**

enCompass Academy (formerly Rainshadow Community Charter High School) is a charter high school serving up to 125 students in the Reno/Sparks area of Northern Nevada. Demographically, enCompass is 47% male, 53% female. 50% of students are Caucasian, 42% are Hispanic, 1% is Asian, 2% is Native Hawaiian or Pacific Islander, 2% is Native American, and 4% is two or more races. 97% of students are considered at risk based upon the following indicators: credit deficiency, at-risk attendance, free and reduced lunch (FRL) qualification, English language learner (ELL) qualification, receives services under special education, child in transition (CIT). enCompass currently serves 105 students, and has steadily increased its enrollment in the past three years. According to 2019 census information, Reno is 49% female and 51% male. 77.5% of the Reno population is Caucasian, 6.4% Asian, 4.7% two or more races, 2.6% black, .8% Native Hawaiian or Pacific Islander, 1.2% Native American or Alaska Native. 19.2% of the population is Hispanic, and 80.8% is not Hispanic. The overall Reno poverty rate is 16.18%. At enCompass, 67% of students qualify for FRL, and 20% are considered CIT or homeless.

enCompass employs 10 full-time staff members, including a school counselor, special education case manager, social worker, registrar, administrator, data coach, and five additional highly qualified instructors. enCompass also partners with a number of local professionals to deliver unique coursework.

Three years ago, enCompass went through a turnaround process. This process led to a relocation and name change, as well as a refocus on the ideals of the program. The relocation allowed for a unique partnership with the Boys and Girls Club of the Truckee Meadows (BGCTM), and allowed our program to offer wraparound services including: before and after school programming, three meals served for free daily, BGCTM memberships free of cost to all students, and the use of a state of the art facility. The partnership also cut costs for enCompass Academy so that there could be a greater focus on academics and the processes to support all students. The school continues to provide unique programming focused on the whole student with the intent to 1) remove barriers to a quality education and 2) improve the life outcomes of the students we serve.

## Purpose

**Provide the institution's purpose statement and ancillary content such as mission, vision, values and/or beliefs. Describe how the institution embodies its purpose through its program offerings and expectations for students.**

### **Mission:**

The Board of Directors approved a change to the mission statement in the fall of 2008. The original mission was:

*The Rainshadow program is dedicated to helping all students, regardless of interests, aspirations or prior academic achievement to become enthusiastic learners through participation in field-based disciplinary studies. Rainshadow students will learn the value of the academic disciplines by applying them to achieve meaningful community goals. Rainshadow's founders believe that students learn best when involved in activities that allow them to use the skills and knowledge they are learning to achieve real world ends. The program will involve students in projects aimed at improving the quality of life in the local community. They may work on helping restore a river or determine how the region can use the river to promote a healthy economy. They might design a museum exhibit, or a museum. The project-based program is designed to help students learn to use the disciplines to think critically and grow in problem solving ability to become productive individuals and capable, caring citizens.*

The original mission is still a critical concept to enCompass Academy's curriculum, and serves as an underlying mentality that is cultivated within the school. The key components to be derived from the mission statement include:

1. enCompass is dedicated to serving the needs of all students, regardless of their educational past, and will provide appropriate coursework to support student achievement.
2. enCompass will focus on the student's relationship with themselves and the community, and how they can be empowered to connect to their world.
3. enCompass will provide opportunities for students to learn in meaningful, authentic ways, and will encourage critical thinking to produce capable caring citizens.
4. enCompass is committed to providing an accepting educational community for our diverse learners.

A new mission statement was developed. This mission was more concise, with an attempt to focus on the true underlying goal of the program:

*Rainshadow Community Charter High School is committed to creating empowered community members through real world education.*

This is the same mission that has been carried through 2015. In 2015, the stakeholders of the school again refined the statement incorporates the underlying goals of the original program, with the vision and image of the partner organization. The new mission for enCompass Academy is:

*Guiding students to bright futures.*

With the opportunity to revisit the mission statement, the stakeholders felt that the statement was still appropriate to our current goals. Stakeholders broke down each of the words in the current mission statement to demonstrate how the mission is applicable, and appropriate, to the current work of the school.

<b>Guiding</b>	<b>students</b>	<b>to</b>	<b>bright</b>	<b>futures.</b>
<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Supporting</li> <li>• Partnering</li> <li>• Leading</li> </ul>	<ul style="list-style-type: none"> <li>• Self-aware individuals</li> <li>• Curious about the world</li> <li>• Motivated</li> <li>• Engaged</li> <li>• Cooperative</li> <li>• Ready to be successful in school</li> <li>• Fearless, resourceful individuals with integrity and the ability to persist.</li> </ul>	<ul style="list-style-type: none"> <li>• We are going places</li> </ul>	<ul style="list-style-type: none"> <li>• Successful</li> <li>• Positive</li> <li>• Full of opportunity</li> <li>• Limitless</li> </ul>	<ul style="list-style-type: none"> <li>• College and career bound</li> <li>• Critical thinkers</li> <li>• Contributing members of society</li> <li>• Independent</li> </ul>

**Vision:**

enCompass Academy is a school focused on the whole student. Built upon the premises of Rainshadow Community Charter High School, the academy will incorporate four key elements to educating students: personal pathways, academic achievement, social emotional support, and enrichment (the enCompass Learning PASE). In addition, individual student health and well-being and community collaboration will be essential components to development of a successful student at enCompass. In 2018, with the feedback of enCompass students and staff, school leadership determined that the educational foci should lead to students who have the enCompass “FIRE”: fearlessness, integrity, resourcefulness, and endurance.

As it is built upon the foundation of Rainshadow Community Charter High School, enCompass will continue to focus on the underserved populations of the Washoe County School District. At present, the academy is able to serve up to 125 students in an innovative way. With the collaborative relationship to the Boys and Girls Club organization, students of enCompass will have the benefits of the school in combination with the benefits of the organization.

**Proposed Model and Target Community:**

enCompass Academy will continue to focus on serving the underserved population of the Reno/Sparks community. The academy will work with high school aged students in grades 9-12 who have struggled

in the traditional setting. Currently, enCompass serves 97% at-risk students defined by the following indicators:

1. Credit deficiency by more than 2.5 credits
2. Student is considered a child in transition
3. Student qualifies for special education services
4. Student qualifies for a 504 plan
5. English is not the students primary language
6. Student has a demonstrated history of attendance or behavior issues
7. Student has not performed to standard on required assessments (Accuccess, CRTs, smarter balanced, MAPs, EOCs, etc.)
8. Student qualifies for free and reduced lunch
9. Student has received support services for the school in the past (i.e. received groceries or bus passes)

Additional data to support the at-risk qualification, such as gang affiliation or drug use, is noted with the behavioral issues index.

With the current make-up of students, it is felt that enCompass has an opportunity to refine the educational programming for students in such a way that they will have the opportunity to achieve educational success. There are a number of factors that go into determining if a student is on or off track to graduation such as absenteeism, disengagement (poor classroom performance, poor behavior, poor homework completion, and lack of participation in extracurricular activities), performance on assessments, and family considerations. A school's responsibility in this is to provide relationships and mentors for students while they attend the school. Research has shown that there is no one-size-fits-all solution for the issues of recapturing disengaged youth. While there may be a host of underlying causes, it is clear that the school has a responsibility to support these at-risk students with smaller enrollment size, supportive teachers, positive school culture and relationships between students, and high expectations for rigor in the classroom (Hauser, R. and Koenig, J., 2011). enCompass Academy is committed to providing a platform for relationship building and ultimately engagement. As such, the school has embedded Restorative Justices practices within its program.

The relationship with the Boys and Girls Club and other local charter middle schools has created a natural feeder for the school, especially the growth of strong freshmen cohorts. A student's success in their freshman year is a great predictor of future graduation. The academy uses freshmen on track (FOT) monitoring to ensure that the freshmen we work with are on track to graduate within four years. The previous trend for the school was that it did not receive freshman until they had not had success at their zoned school. The goal is for enCompass to attract at least 20 freshmen per year by the end of the first quarter. In 2017-18, the school attracted 13 freshmen. In 2018-19, the school attracted 20. The more students enCompass is able to capture before they fall behind, the better.

The key pillars of the enCompass Academy curriculum include: academic achievement, personal pathways, social/emotional needs, and enrichment. Each core pillar is linked with the four belief statements for the school.

## **Personal Pathways**

*enCompass Academy will focus on the student's relationship with themselves and the community, and how they can be empowered to connect to their world.*

Every student will be assessed when they first elect to attend enCompass Academy. The diagnostic assessment will include: a basic skill assessment, educational history assessment, parent interview, and personal essay. From the assessment, a personalized student contract will be developed that will serve as a personal pathway through high school. Components of this pathway may include credit recovery and extended day support, college/career preparation, skill intervention, and/or service learning/internship opportunities. These elements will be used to develop the student's schedule. At least once each school year, the personalized contract will be revisited by the academic school counselor and the school social worker. The findings in this process will not negate the enrollment policies of the school.

## **Academic Achievement**

*enCompass Academy is dedicated to serving the needs of all students, regardless of their educational past, and will provide appropriate coursework to support student achievement.*

The academy will continue to offer core course curriculum that is aligned with the core academic standards and the Washoe County School District (WCSD). In addition, enCompass will follow all testing requirements mandated by the state of Nevada and WCSD as outlined in NRS 389. The academy will continue to focus on improving academic rigor, as outlined in both the 2018 Accreditation Report and the annual School Performance Plan. Students of the academy will continue to have the ability to earn required credits while following the graduation plan as developed with their school counselor.

## **Social/Emotional Needs**

*enCompass Academy is committed to providing an accepting educational community for our diverse learners.*

A key component of the educational programming that will be incorporated into the academy is the support of social/emotional needs. Through the initial contract that is developed, social/emotional needs will be incorporated. The school has adopted several practices to help facilitate the development of social/emotional needs including the unique project-based class, advisory supports, and Calm Classroom meditation curriculum. Social/emotional learning is included in the school's general programming, and will be addressed in the curriculum. The school employs a full time school counselor in addition to a full time school social worker. Partnerships with local organizations will also serve as reinforcement.

## **Enrichment**

*enCompass Academy will provide opportunities for students to learn in meaningful, authentic ways, and will encourage critical thinking to produce capable caring citizens.*

In keeping with the original intent of the first charter, the academy will continue to offer enrichment activities through project-based interdisciplinary coursework that will align with what is going on in the academic classroom. There will be flexibility for this coursework, however it will be embedded in the school schedule. This time will allow for community forums and speakers, field experiences, hands-on learning experiences, and community collaborations with groups such as the Great Basin Institute, Reno Food Systems, Urban Lotus, the Holland Project, Equus Insight, the Reno Bike Project, Sierra Arts, the Boys and Girls Club, and/or the Children’s Cabinet. Teachers will work on developing the enrichment experience based upon a quarterly theme, in combination with student need.

### **Additional Factors**

enCompass Academy believes that a healthy lifestyle contributes to an individual’s growth. As such, the school provides a free and healthy lunch to all students. In addition, we encourage opportunities for our nature deficient students to get outside to learn about our local community.

Collaborations help the academy to ensure that students are able to take advantage of the local community organizations to learn how to improve their quality of life. Key collaborators include: The Boys and Girls Club, the Great Basin Institute, Monks on the Run, Reno Food Systems, Urban Lotus, Potentialist Workshop and Reno Artworks, Equus Insight, Reno Bike Project, the Holland Project, among others.

Relationship building with parents and caregivers is essential to doing the work of the school. enCompass Academy will hire personnel to support the goal of working in partnership with all parents.

### **The enCompass Learning PASE = Explorer FIRE**

All enCompass Explorers are working to cultivate the scholarly qualities of FIRE: fearlessness, integrity, resourcefulness, and endurance. It is embedded within the culture of the school, and serves to reinforce desired outcomes related to what it takes to be a successful scholar.

#### **Fearlessness**

An Explorer demonstrates fearlessness in both schooling and life by taking risks in his/her educational, relational, and post-graduate pursuits. Explorers are not afraid to feel uncomfortable in new situations that challenge personal growth. Examples of fearlessness may include: sharing a new idea in class, presenting information publicly to a group of people, applying to a “stretch” college, etc. Fearless explorers take chances, welcome failure as a part of growth, and start their growth process from the inside out.

#### **Integrity**

An Explorer demonstrates integrity by being honest about him/herself. Explorers understand that doing the right thing even when no one is looking, and speaking their honest truth, will enable them to continue on in life with a clear-headed purpose. Examples of integrity may include: taking personal accountability for actions, taking care of the school by helping to clean up, telling a friend when they

aren't living up to the Explorer expectations, sharing concerns about the school with individuals who can support change, and taking assessments seriously. Therefore, integrity applies to academics, as well as in social/emotional dealings. Explorers with integrity understand that they reflect not only themselves, but their parents, teachers, school, and community.

### **Resourcefulness**

An Explorer demonstrates resourcefulness by looking for the supports that will achieve answers. Explorers with resourcefulness leave no stone unturned, and know where to look and/or who to ask when the answers are not readily available. Examples of resourcefulness include: researching for information for projects, communicating with support personnel about academic progress, working through a new math problem, using critical thinking skills to connect key information, etc. Resourceful Explorers know that they may not always know where the treasure is, but they do know how to read the map and ask the guide to find its location.

### **Endurance**

An Explorer demonstrates endurance by continuing to put one foot in front of the other, even when the path is not easy. Endurance relates directly to academic stamina. Explorers demonstrating endurance have resilience, grit, determination, and fight. They believe in the power of their goals, and will work to achieve those goals at all costs. Examples of endurance include: completing the requirements to graduate, completing all the components of the senior project including the five applications and presentation, and following through on the individual learning plan which may necessitate that the student stays in school an extra two hours per day. Explorers with endurance go the distance, and their journey is never over (even on their graduation day, which is but one stop on a path of many achievements).

The enCompass Learning PASE, in combination with a team system where each student is a member of a team (North, South, East, or West) throughout their high school career, facilitates the Explorer FIRE. FIRE is broken down into a variety of categories that yield specific team points based upon performance throughout the year. The program is meant to inspire personal and team improvement, competition, camaraderie, and positive school culture.

## **Notable Achievements and Areas of Improvement**

Describe the notable achievements and challenges experienced by the institution in the last three years. Additionally, describe areas for improvement or next step priorities that the institution is striving to achieve in the next three years.

enCompass Academy has changed drastically in the last three years. We have been successful in our turnaround aims, and are continuing to grow and improve as evidenced by the data we have been gathering. Some of our most noteworthy achievements:

- Achieved funding to support a relocation and rebrand to the current location at Boys and Girls Club through the Stacie Matthewson Foundation and the Lifestyle Homes Foundation.

- Renewed Charter two separate times, and currently going through a charter renewal process that will be in place for the next six years.
- More active board membership supporting an annual fundraiser to continue to provide for all students.
- Received grant funding through: Title 1003a, Title IV, and SB 178 to support additional programs. Title 1003a has enabled the school to work with the Academy for Urban School Leadership (AUSL) for intensive training and also provided for a data coach. Title IV grant money provided the school with a social worker on site. SB 178 supports the extended-day programming for credit deficient students including our Edmentum software as well as highly qualified instructors. In addition to these programs, in the 2019-20 school year, enCompass is designated a Title I school, and will receive support.
- Refined programming through collaboration with AUSL, and developed a renewed focus on the culture of the school. Key culture additions: the use of Teams to incentivize students to improve and the use of the Gold and Silver Compass Awards at the end of each semester to reward students.
- The school has continued to improve its community of collaborators, and now is able to use transportation through BGCTM to provide students with the opportunity to go off site for experiential learning each week. The current list of collaborators includes: Sierra Arts, BGCTM, Reno Bike Project, Equus Insight, Reno Art Works, The Potentialist Workshop, Holland Project, Urban Lotus, and Great Basin Institute.
- Academically, the school is leveraging its goals to improve the life outcomes of our students. In 2017-18, the school launched its 5,5, and 30 program for seniors: 5 applications to a post-school program, 5 scholarship applications, and 30 hours of volunteering. 100% of graduates in 2017-18 were accepted to at least one post-school program. In 2018-19, 100% of graduating seniors have also been accepted. We are now focused and committed on improving options and scholarship money.
- The school is determined to see improvement on ACT performance, and has begun to incentivize to help students to have a reason to continue to improve.
- The school has a new award given annually entitled the Transforming Youth Recovery Award. Two awards of \$500 have been given in the last two years to a graduating senior who has demonstrated the ability to persevere despite adversity.
- In terms of improvement statistics, enCompass has demonstrated improvement in: graduation rate, attendance, credit attainment rate, transiency rate and retention, behavioral referrals and suspensions, enrollment, and ACT average.
- enCompass was awarded the ability to remove itself from the Rising Star criteria by moving to the Alternative Performance Framework due to the continued improvement the school has demonstrated, and the type of population the school serves.

While the school has demonstrated a culture of continuous improvement, we still recognize the need to improve the academic outcomes of our student population. We are committed to improving our graduation rate, attendance, and credit attainment over the course of the next several years. We are also committed to developing a college-going culture, whereby all students see that additional school and/or training are necessary to earning a professional career. This includes improving ACT scores, and continuing to refine and support our 5, 5, and 30 goals.

In the next three years, the school would like to be able to demonstrate improvement in all measures, and ultimately be able to move away from the Alternative Performance Framework to the NSPF star rating system, and to be competitive with other similar programs. In addition, the school wishes to improve the family/community connections, specifically connections with business and industry to improve our CTE options and awareness for students.