



**REVISED ACTION PLAN
May, 2018**

**395 11th Avenue
San Diego, CA 92101**

Authorized By: San Diego Unified School District

ACS WASC/CDE Focus on Learning Accreditation Manual

ACTION PLAN

Prioritized Areas of Growth Needs from Categories A through E

GROWTH NEEDS: **Category A Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

Summary

- The e3 organization is robust and cohesive. All Learning Facilitators and Learning Associates work together in a collaborative and supportive environment for in the interest of scholars and one another. This is done through a number of avenues including SSC, PLCs, Expert Groups, Design Thinking groups, and dedicated collaborative time. Learning Facilitators and Learning Associates work in a transparent and trusting environment to ensure both their success and that of those we serve.
- Our tutoring staff is composed of one e3 alumnus who ultimately plans to enter medical school, one university senior, three grad students in the sciences (including computer science) and two retired engineers (both from the industry sector). Our tutors work closely with our Learning Facilitators and Learning Associates to ensure that we maximize our efforts through whole class instruction, over the shoulder support, small group, and one-on-one instruction.
- The school is based upon sound leadership and has a strong organizational structure. The board of trustees are active participants in the oversight of the school. They work closely with the CEO and leadership to ensure that the site's activities are aligned to the mission and vision of the school. The board of trustees are committed to providing the resources to ensure the site can attain the goals as set by all stakeholders. Scholars, as well as faculty and staff, are provided with a plethora of resources necessary to accomplish the set learner outcomes.
- The mission and vision is clear, actionable, and aligned to the State's eight priorities and the site's LCAP. All stakeholders have ownership for the mission and vision and they buy-in necessary to work toward a common goal. The Leadership team is committed to recruiting, hiring, training, and retaining high quality staff in order to best meet the needs of the learners.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Clearly articulated Mission and Vision
- Mission and Vision Buy-in with Board and Staff stakeholders

- Board of Trustees adheres to their responsibilities and governance
- Leadership is collaborative and shared
- Plethora of resources for staff and scholars
- Committed to ongoing professional development and training
- e3 resides in a state of the art green facility with modern equipment.
- Every scholar is provided with a MacBook Air laptop that includes cutting edge software and a plethora of tools and applications.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Increased awareness of mission and vision for additional stakeholders (scholars and parents)
- Implement a comprehensive parent orientation for new families after enrollment to ensure early engagement
- Provide additional regular communication with stakeholders regarding day to day operations, updates, and opportunities

Category B Standards-Based Scholar Learning: Curriculum

Summary

- e3 uses research on Adult Learning Theory and Shared Leadership, Data Analytics, Restorative Practices, and Instructional Best Practices to guide our work.
- All content areas adhere to Common Core Standards and have been backward mapped from AP course expectations. Every year courses are reviewed and submitted for UC approval.
- e3 uses APEX as a credit recovery platform for our scholars. All courses taken through APEX have been a-g approved.
- Weekly Lesson plans are tied to curriculum maps, which are tied to Common Core standards and AP expectations.
- Learning facilitators work on Design Thinking projects to work collaboratively on cross-disciplinary alignment.
- Advisory and Naviance provide the tools for scholars to plan their post-secondary options and develop their four-year plan.
- SLCs, POLs, Course Selection Process and parent workshops series give parents the opportunity to collaborate with staff on their scholars' goals.
- SAT Prep, Module 6 and Saturday Tutoring provide additional support for scholars.
- College courses on-site, the opportunity for internships, and job shadows allow scholars to explore their interests and begin developing

their post-secondary goals.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Scholar Learning: Curriculum: Areas of Strength

- Providing supports for scholars via: Mod 6, SAT Prep, Saturday Tutoring, and Advisory.
- College/Career opportunities via: UCSD College Courses on-site, Internships, Job Shadows, Naviance Curriculum, Parent Workshops, Four-Year Plans, and a-g courses, including electives.
- Using research to inform instruction via: Articles/Books used during Professional Development for staff, cross-disciplinary collaboration, and curriculum mapping.
- Engaging scholars in Scholar Led Conferences (SLCs) and senior Presentations of Learning (POLs)

Category B: Standards-based Scholar Learning: Curriculum: Areas of Growth

- Building scholar readiness for AP rigor.
- Increase the percentage of scholars who meet PSAT college ready targets
- Providing more time for scholars who arrive 3-4 grade levels behind in 9th grade time and support to catch up.
- Ensure that all faculty-created assessments align to the rigor defined in the curriculum maps.
- Continue to increase the parents/guardians involvement in scholars' post-secondary options, four-year plans, SLCs, Naviance, course selection process and parent workshop series.
- Support Learning Facilitators as they work to build increasingly more culturally sensitive and relevant curriculum
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- Support Learning Facilitators as they work to build increasingly more culturally sensitive and relevant curriculum

Category C Standards-Based Scholar Learning: Instruction

Summary

- Tightly aligned CCSS, curriculum map, and weekly lesson plans
- Use of AP framework to backward map down to 9th grade curriculum across disciplines to ensure rigor
- Use of a number of up to date software applications and websites such as Khan Academy and College Board
- Use of the Marzano teaching strategies to guide our instructional practices
- Use of the SAMR model to guide technology instructional practices
- Use of data by both Learning Facilitators and scholars to determine scholar growth, modify instruction, and set goals
- Use of APEX online courses for remediation and acceleration

- Use of state of the art science hydroponics equipment for urban agriculture to empower scholars to create healthy lifestyles
- The use of design thinking and project based learning

Category C: Standards-based Scholar Learning: Instruction: Areas of Strength

- Instructional rigor and use of mastery/competency based grading
- Performing at a 3.5 level on the Marzano proficiency scales under Domain 1
- Wide range of data points and sources for data analytics
- APEX courses are used successfully for remediation
- Scholars are able to chart their academic growth through the use of data binders

Category C: Standards-based Scholar Learning: Instruction: Areas of Growth

- Advance the use of technology from the augmentation level to the modification/redefinition level of the SAMR model
- See scholars use their data binders more consistently and at a deeper level as they begin to own their learning
- Increased use of design thinking projects for personalized learning and real world applications
- Use of rubric across the content areas
- Identifying critical information for scholar focus, particularly in math and science
- Consistent posting and discussion of daily objectives and relevance across all studios and by all LFs

Category D: Standards-based Scholar Learning: Assessment and Accountability

Summary

- The staff at e3 have access to and collect a wide variety of assessment data that can be disaggregated at various levels. However, deep analysis and use of the data to modify and improve instructional practices is an area of needed growth.
- There have been multiple occasions where the entire staff has engaged in data analysis with the use of a data analysis protocol, and there have been other occasions where departments have done the same thing.
- At the individual Learning Facilitator level, routinely examining class level scholar performance data to drive daily instruction remains a challenge.
- A close examination of our scholar assessment results and other data reveals that many e3 scholars are not yet meeting the academic standards as set forth in the Common Core State Standards and in the College Board assessment criteria. Staff must complete deeper analysis of data in order to pinpoint the exact nature of the challenges our scholars are having within each content area so that we can conduct the appropriate actions to alleviate these challenges.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Scholar Learning: Assessment and Accountability: Areas of Strength

- The school has collected a wealth of scholar performance data that has been disaggregated and made available to all stakeholders in both printed and electronic formats.
- The Learning Facilitators at our school use a wide variety of formative assessment strategies and formats to assist scholars in achieving proficiency with the CCSS and to monitor their progress toward the schoolwide learner outcomes.
- On the subject of AP exams, our school's data shows an overall increase in the number of AP courses offered, the number of scholars taking exams, and the number of passing scores. Even so, we would like to further improve the number of scholars who pass each AP exam, so we are working with grades 9-11 to provide the foundational skills and supports necessary to reach this goal during the capstone AP courses offered in each discipline.

Category D: Standards-based Scholar Learning: Assessment and Accountability: Areas of Growth

- The school needs to develop a systematic, consistent approach for analyzing student performance data. This approach should include the

- use of data analysis protocols and College Board Assessment criteria among grade-level teams, academic departments and the whole staff.
- The school needs to streamline the assessment system in order to consolidate the many ones used currently. The staff needs to develop common assessments within departments and a common grading policy either school wide or within departments.
 - The school needs to increase time for professional development surrounding the ongoing analysis of scholar assessment data, especially at the classroom level, and to using the findings to inform instruction and intervention practices.
 - The school needs to create more opportunities for collecting scholar feedback, supporting proper monitoring of scholar progress and increasing scholars' understanding of the expected levels of performance.
 - Create a single plan for scholar achievement by bringing all the student data into one binder, along with targeted next steps tied to the LCAP

Category E: School Culture and Support for Scholar Personal and Academic Growth

Summary

- Partnerships with local business and the community to support our scholars with internships, workforce development, job shadows, civic service opportunities, Design Thinking, and Presentations of Learning
- Use of restorative practices
- Partnership with the Central Library
- Ongoing cultural proficiency training
- Support services for scholar needs
- Use of personalized learning plans through Naviance and other e3 tools
- Expert group work around growth mindset and restorative practices

Category E: School Culture and Support for Scholar Personal and Academic Growth: Areas of Strengths

- Relationship-building with business and community partners
- Culture of inclusiveness and awareness (sense of family and belonging, school pride, No Place for Hate designation and practices, scholars feel safe on the campus, scholars lead clubs, scholars plan school-wide activities to celebrate differences and cultural uniqueness)

- Making cultural competency part of who we are as a school
- Adding a wholistic wellness team that serves both scholars and parents
- Using experts groups to increase our capacity to address scholar needs
- Strong partnership with the Central Library between the e3 library liaison and teen center director, heavy use of the teen center both during and after school hours, IDEA lab use for scholar projects and programs, use of event spaces for large scale events and the presentation of Design Thinking projects, collaboration with research librarians, and local author talks as well other special events that enrich the learning experience

Category E: School Culture and Support for Scholar Personal and Academic Growth: Areas of Growth

- Work to procure replacement library cards for scholars in grades 11 and 12
- Find avenues to involve more parents in e3 academics, events, activities, and wellness team offerings

Summary of the Critical Scholar Learning Needs

Findings and Analysis:

Lack of Scholar readiness to access grade level content in Mathematics and English Language Arts
Baseline diagnostic assessments confirm that scholars enter e3 2-5 grade levels behind

Lack of scholar readiness to initially commit to an increased level of skills building, homework, and deep engagement

High percentage of scholars reading 2-5 grade levels below 9th grade resulting in challenges accessing grade level content

Low number of scholars passing the PSAT (grades 9-11) which is administered schoolwide

There is a vast disparity between the 9th and 10th grade PSAT scores. 23% of the 9th graders scored College Ready while only 12% of the 10th graders scored College Ready. Learning Facilitators recognized that the 9th graders take the grade 8th-9th assessment while the 10th graders take the 10th-11th grade (NMSQT assessment). 23% of the 11th graders scored College Ready.

35% of 9th graders met the Evidence-based Reading Writing (ERW) portion 21% met the Mathematics portion.

32% of 10th graders met ERW and 12% met the Mathematics portion.

43% of the 11th graders met ERW and 23% met the Mathematics portion.

We believe the longer runway (adding Mathematics Readiness) will assist in gaining more time to re-teach and close skills gaps (catch up). The Mathematics team have identified the need for an additional focus on Word Problems and a deeper analysis of the MAPs data. Teh team will investigate developing a bank of Performance-based assessment items.

Scholars will be unable to meet the PSAT or SAT goals as outlined in the LCAP without intervention.

Scholars need more readiness and assistance to access and be successful in AP coursework.

SCHOOLWIDE ACTION PLAN

Area of Improvement	Steps	Responsibility	Timeline	Resources/PD	Evidence
Raise the academic performance of English Learners in order to create English proficiency and Reclassification by grade 12	Increased PD in EL instructional strategies (SIOP, etc.)	Academic Team & EL Literacy Coach	August, Ongoing	PD	ELPAC scores MAPs scores PSAT Reclassification rates
	Increased intervals of performance monitoring	EL Literacy Coach	Every 3 weeks	Sheltered Instruction Observation Protocol	Grades
	Parent Training to support at home learning	Faculty EL Expert Group	2-3 workshops per year	120 Content Strategies for English Learners, J. Reiss, 2012	Parent Survey Data CAASPP (grade 11) ELA
Increase reading performance for all scholars as measured by Lexile up to 1385L by grade 12	Increased PD reading instruction across all content areas to include phonics, fluency, and comprehension strategies	Academic Team Sped Team	August, Ongoing	PD resources REWARDS Lindamood Bell Seeing STARS program	Achieve 3000 Level Set Lexile Scores MAPs scores PSAT
	Increased Reading Instruction across all content areas	All Faculty	Ongoing	Achieve 3000 Read Naturally	CAASPP (grade 11) ELA
	Small group, targeted	Sped Team	Ongoing	Central Library	

Area of Improvement	Steps	Responsibility	Timeline	Resources/PD	Evidence
Increase the percentage of scholars performing at or above proficiency in Mathematics. Goal is 60%	reading instruction (pull outs)				
	Continued PD in PLC on instructional best practices in Mathematics.	Academic Team and Math Dept Chair	August, Ongoing	Utah Mathematics Vision Project (MVP)	MAPs scores PSAT
	Increased use of the Utah Mathematics Vision Project (MVP)	Math Team	Ongoing	Art of Problem Solving Khan Academy	CAASPP (grade 11) Mathematics Grades
	Increased focus on Word problems aligned to the PSAT and CAASPP	Math Team	Ongoing	DESMOS iXL Laptop for all scholars	
	Increased use of Khan Academy for personalized skills building	Math Team	In and out of school day	Geogebra Math Manipulatives	
	Adding Mod 6 for closing learning gaps	Admin Team	Mod 6	Common Core State Standards	
	Increased Tutorial Staff during, and after the school day Saturday Math Camps	Administration Math Team and Tutors	Ongoing 10 school months	College Board AP Framework for Calculus & Statistics	

Area of Improvement	Steps	Responsibility	Timeline	Resources/PD	Evidence
<p>Increase the percentage of scholars performing at or above proficiency in English Language Arts. Goal was 60%; move to 70%</p>	<p>Increased PD reading instruction across all content areas to include phonics, fluency, and comprehension strategies</p> <p>Increased Reading Instruction across all content areas</p> <p>Small group, targeted reading instruction (pull outs)</p> <p>PD on strong writing strategies across the curriculum</p> <p>More targeted time for reading, research, critical analysis, and writing instruction</p> <p>Training on using a common writing</p>	<p>Academic Team</p> <p>Sped Team</p> <p>All Faculty</p> <p>Sped Team</p> <p>Academic Team</p> <p>All Faculty</p>	<p>August, Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>No RED Inc. Turn-it in.com</p> <p>Common Core State Standards</p> <p>College Board AP Framework for English Language</p> <p>How to Read Literature Like a Professor</p> <p>10 Things Every Writer Needs to Know</p> <p>What a Writer Needs to Know</p> <p>Focus: Elevating the Essentials to Radically Improve Scholar Learning</p>	<p>MAPs scores</p> <p>PSAT</p> <p>CAASPP (grade 11) ELA</p> <p>Grades</p> <p>Writing Samples</p> <p>Rubric Scores for Writing</p>

	rubric Parent Training on literacy building			They Say, I Say: The Moves That Matter in Academic Writing Common Writing Rubric	
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Appendices:

- A. Local Control and Accountability Plan (LCAP)**
 - i. LCAP Board Approved 17-18
 - ii. LCAP Summary
- B. Results of staff, parent, & scholar questionnaire/interviews**
 - i. [School Climate Survey 2016](#)
 - i. [School Climate Survey 2017](#)
- C. Master schedule**
 - I. 2017-18
- D. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>**
 - i. [e3 Civic High Approved AP Course List](#)
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>**
 - i. [e3 Civic High Approved UC A-G Course List](#)
- H. Additional details of school programs**
 - i. MOU San Diego City College Courses on site
 - ii. MOU UC-San Diego Undergraduate Courses on site
 - lii. Digital Citizenship Curriculum for online instructional protocols

- I. [California Local Control Funding Formula \(LCFF\) Eight State Priorities Rubric Performance information](#)
- J. [School accountability report card \(SARC\)](#)
- K. CBEDS school information form
- L. [Graduation requirements](#)
- M. Additional Pertinent Data
 - [Faculty Expert Groups](#)
 - [e3 Feature in UC-San Diego Triton Magazine](#)
 - [e3 Named one of the Top 41 Most Innovative K-12 Schools in America, CNN Money, October 2015](#)
 - Copies of the e3 Weekly e-NEWSLetter
 - [e3 Digital Use Policy](#)
 - [e3 Digital Citizenship Presentation](#)
- N. Budgetary information, including school budget
- O. Charter Petition, e3 Civic High
- P. Glossary of terms unique to the school

Civic Service Days

As civic leaders, scholars are given multiple opportunities to give back to our community. On Civic Service Days, scholars choose a place to serve and make a difference. We can change the world through our service!

Data Binder

Every scholar tracks their individual performances on assessments such as tests, quizzes, NWEA Reading and Math, PSAT, SAT, and Achieve 3000. This allows the scholar to monitor which standards and skills they need to work on and improve.

Continuous improvement will help them to be ready to compete in college, a career in any field of their choice, and in life's many personal and civic tasks such as managing finances, voting, and creating a positive impact within our struggling society.

e-Block

A extended module within the school day that meets once per week on Wednesdays. eBlock hosts elective courses and core, credit recovery courses. eBlock meets for 172 minutes and include courses that were created by scholar interest. The eBlock course offerings are listed in the School Course Catalog section of the Scholar & Parent Handbook. College courses are also held during this time to accommodate the minimum amount of instructional minutes needed for credit at the college level. (See the Scholar & Parent Handbook for a complete course listing.)

Exhibition

Imagine an art gallery filled with displays that are interactive, with hands-on activities, perhaps a food demonstration and a variety of musical performances. This is the e3 Exhibition. All students transform the campus with the culmination of projects that showcase the learning for each semester.

Presentations of Learning

The culmination of the scholars entire educational experience is the highlight of the POL. Scholars summarize the impact of their 4 years at e3 before a panel of faculty, students, parents, and business and community members. It Is Their final Show Time!

Scholar Led Conferences

This is their time to share their progress with parents or guardians and their Learning Facilitator for Advisory. The scholar leads the conversation that is focused on their academic progress, a time to provide data to support their growth and discuss their challenges. Scholars also set goals for growth and answer questions from parents and their Learning Facilitator. Typically, scholars use their Digital Portfolio to lead the conversation.

Digital Portfolio

This is an electronic platform to showcase a scholars' educational career while at e3. They upload work samples for each content area, college exploration, career opportunities (Job Shadows & Internships) Civic Service, projects and future goals. This professional document is intended to be a representation of their Best Self!

Design Thinking (DT)

DT is a five-step process used to solve complex problems using empathy, data analysis, ideation, prototyping. and evolution. Our scholars, as well as staff are trained in the process and use it as a strategy to address our educational challenges, and its used as an instructional strategy.