

# e<sup>3</sup> CIVIC HIGH

## USING THE URBAN EXPERIENCE AS AN ASSET AND A CONTEXT FOR LEARNING

### KEY FEATURES:

- ✓ New School
- ✓ À La Carte Blended Model
- ✓ Project-Based and Experiential Learning
- ✓ Early College and Dual Enrollment
- ✓ Higher Education and Community Partnerships
- ✓ Civic Orientation

### AT A GLANCE:

**Start Date:** Fall 2013  
**Grades Served:** 9-12  
**Location:** San Diego, CA  
**Operator:** e<sup>3</sup> Civic High  
**Operator Type:** Charter  
**Setting:** Urban  
**Students at Start:** 270  
**Students at Capacity:** 530

### MODEL TOOLBOX:

**Learning Management System:** Edlio, Inc.

**Student Information System:** PowerSchool

**Gradebook:** PowerSchool

**Assessment Tools and Approaches:** NWEA Map, Mathematics Diagnostic Testing Project (MDTP), Pearson Math XL, Achieve 3000 (Lexile levels)

**Digital Content Providers:** Achieve 3000, Pearson Math XL, Khan Academy, Civics.com, Big History Project.com, Project Lead the Way, Discovering Chinese, Realidades (web-based Spanish curriculum), Brain Pop, Discovery Education Universal Streaming

**Hardware:** 1:1 Apple Air Books; Microsoft tablets (Windows 8), 22" i-macs for digital media and design

“At e<sup>3</sup>, students apply their creativity, innovation, and passion to make deep and systemic change within their lives, their local community, and the global environment.”

DR. HELEN GRIFFITH, EXECUTIVE DIRECTOR, e<sup>3</sup>CIVIC HIGH

**The Vision:** A 2010 study by the Center for Education Policy and Law found that more than half of the 5,000 public high school students that live in downtown San Diego leave the area to attend high school, indicating a community need for more high-performing school options in the downtown area.

e<sup>3</sup> Civic High embraces its urban setting and unique location in the state-of-the-art San Diego Public Library and maximizes its relationship with the downtown community to provide students with powerful learning experiences focused on preparing them for success in college, career, and civic life. In addition, e<sup>3</sup> Civic High engages, educates, and empowers students, teachers, and parents creating a community of passionate, lifelong learners who value excellence, community partnerships, social commitment, and individual success. The school embodies civic engagement and civic partnerships in its structure, design, and goals for learning.

**The Academic Model:** e<sup>3</sup> is designed around the four “P’s:” people, pedagogy, programs, and places.

**People:** The academic model is student-centered via self-paced, mastery-based learning. Teachers work with students to create a personalized learning plan. Students have a voice in not only how they manage and create learning, but also in key

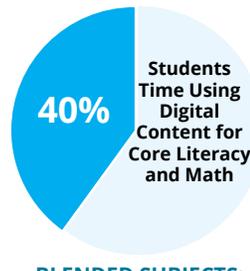
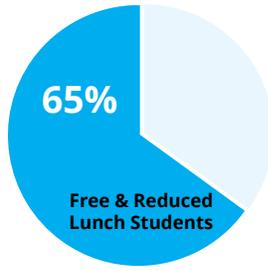
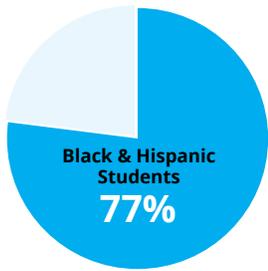
decisions for the school around instruction, culture, and overall design.

**Pedagogy:** Students learn through a mixture of self-paced online instruction, teacher or student-led small-group instruction, direct instruction, and problem-based and project-based work. Hands-on project-based learning is a key instructional strategy and is enabled by technology, from the 1:1 laptop or tablet to the selection of digital content. Through the Advisory program, students loop with the same adult throughout their high school experience. As Advisory facilitators, teachers serve as counselors and guides who focus on life skills and successful learning habits.

**Programs:** With an unwavering focus on preparation for college and career, e<sup>3</sup> offers career exploration courses, job shadowing, internships, early college coursework via San Diego City College, and career and technical courses in bio-medical engineering.

**Places:** The library is not only the home for e<sup>3</sup>, it is a co-educator. Students are expected to take full advantage of the learning environment and its resources: more than 1.2 million resources in its collection, city librarians as instructors for research, auditorium and special events penthouse, a Teen and Homework Center, art gallery, reading room, City Television, and IDEA lab. In addition,

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**BLENDED SUBJECTS:**  
Mathematics, Humanities, Digital Media, Bio-Medical Engineering, Physics, Mandarin, Spanish

## BY THE NUMBERS:

Year 1 public revenue per pupil: \$8,286

Year 1 expenses per pupil: \$10,381

Year 4 revenue per pupil: \$8,515

Year 4 expenses per pupil: \$8,436

Years to sustainability: 3

the downtown community is a home for e<sup>3</sup> and co-educator for e<sup>3</sup> students. Real-world experiences include internships in downtown businesses and service-learning within the local community.

**The Organizational Model:** Because e<sup>3</sup> was designed with intentional co-location in a 21st century library in a downtown city center, the learning space is a key element of the model. Flexible furnishings and room configurations of the learning spaces support a variety of teaching and learning strategies. They are utilized to encourage students to take

ownership of their learning and to learn through active, hands-on, project-based experiences. A research study is tracking how the learning spaces were designed for use.

The model emphasizes cost-efficiency by maximizing human capital, space, and facilities. In-kind contributions from shared use with partners that have a shared mission help to diffuse some of the model's higher costs.

**The Operator:** The governing board supporting e<sup>3</sup> Civic High reflects an extensive community commitment and set of municipal part-

nerships. The school leverages these partnerships to offer a range of services including a pre-paid facilities lease, college-level coursework, college tutors, summer bridge opportunities, community-based internships, professional development for faculty, and research assistance from librarians. e<sup>3</sup> intends to serve as a model for co-location with any entity that embraces a shared mission, whether it is a health care facility, museum, corporate headquarters, or college.

## THE LEARNING SPACE



All spaces are learning spaces. Furniture is flexible (on wheels) in order to quickly change to accommodate a variety of instructional delivery styles. Most walls are writable (glass, white boards, or white board painted walls) for charting of ideas, problems, challenges, solutions, and mind mapping. All classrooms have glass panels, complete walls, and/or glass doors allowing ease of observation and collaboration. There are four common area learning spaces between a village of five classrooms promoting the sharing of resources, teacher time, small group work, student work exhibitions, and mini-assemblies. There are three large gathering spaces with technology to present and instruct. There are various seating nooks allowing for quiet study and/or small groups. A presentation stairway doubles as travel, learning spaces, presentations, tutoring, and seating for meals.

### FOR MORE INFORMATION:

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