

Mid-cycle Visiting Committee Summary Report

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

E3 CIVIC HIGH

395 11th Ave 6th Floor

San Diego, CA 92101

San Diego Unified School District

Date of Original Self-Study Visit

February 26-28, 2018

April 28, 2021

Visiting Committee Members

Dr. Wendy Parcel, Chairperson
Coordinator, Accrediting Commission for Schools WASC

SUMMARY

Include:

- General comments about the school, including summary of achievement data
- Significant changes and/or developments and their impact on the school
- School's follow-up process and process used to prepare the mid-cycle report
- Evaluation of progress on implementation of the schoolwide action plan (i.e. WASC/CDE SPSA or HIDOE/WASC Academic Plan) that addresses student learner needs, school needs and critical areas for follow-up (growth areas for continuous improvement) and impact on student learning. Include relevant evidence to support findings.
- Explanation of why any critical areas for follow-up or growth areas for continuous improvement have not been completely addressed, if applicable. (*Refer to criteria in appropriate WASC FOL manual*)

Include a copy of the hyperlink to the school's most recent schoolwide action plan.

e³ Civic High is a comprehensive charter school authorized by the San Diego Unified School District (SDUSD) to serve students in grades 9-12. The school is located on two floors of the San Diego Central Public Library in the East Village of downtown San Diego. e³ Civic High is a progressive, diverse learning community that is re-imagining education.

e³ Civic High serves 420 students and 68% of the students are socio-economically disadvantaged, 19% are students with disabilities, 24% are English Learners, and 3% are homeless. The majority of students (74%) identify as Hispanic or Latino, 10% as Black or African American, 7% as White, 5% as two or more races, 2% as Filipino, and 2% as Asian.

Mission

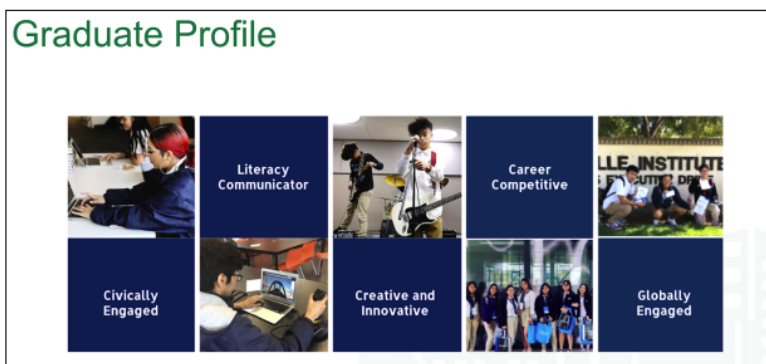
To engage, educate, and empower our learning community to be caring, passionate lifelong learners and civic leaders prepared for college, workforce and life.

The mission statement was updated in 2020 to include the word *caring* as a response to the suffering caused by the pandemic and the racial division, hate, and discrimination being seen in the daily new cycle and in communities across the country. The school and board believe in explicitly stating and discussing their role in changing the future for the better by ensuring that scholars are caring individuals.

Vision

We aspire that every student will be college, workforce and life ready.

Schoolwide Learner Outcomes / Graduate Profile



The graduate profile graphic has been redesigned, making it easier to understand for all stakeholder groups. e³ Civic High has in place most of the metrics used to assess student progress on the learner outcomes and is gathering and tracking this data.

e³ Civic High has developed an awesome table which shows the multiple measures that are used to measure student academic outcomes. All students have a data binder where they keep track of their own data and are able to set goals and reflect upon their progress.

| Academics - Multiple Measures Trajectory to College Readiness | | | | |
|--|---------|----------|----------|----------|
| Academic Targets | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| PSAT / SAT | 960 | 1,010 | 1,060 | 1,110 |
| ACT | 18 | 19 | 21 | 22 |
| RIT Math | 243 | 244 | 245 | 246 |
| RIT ELA | 227 | 228 | 229 | 230 |
| Lexile | 1,265 | 1,340 | 1,390 | 1,390 |
| SBAC Math | - | - | 2628 | - |
| SBAC ELA | - | - | 2583 | - |
| GPA | 3.25 | 3.25 | 3.25 | 3.25 |
| a-g % >C | 100% | 100% | 100% | 100% |

The visiting committee was able to ascertain during the visit that e³ Civic High uses this data to make changes to the instruction program. They seek to understand root causes and then work on solutions to address the issues. Especially heartening to hear about was their dive into lower lexile scores for some students with IEPs and what e³ Civic High has done to address the issue once they understood that phonemic awareness was lacking.

e³ Civic High effectively adapted and adjusted during the pandemic to support their scholars. Other significant changes since the self-study visit include a change in Executive Director. Dr. Cheryl James-Ward was previously the Chief of Academics and Innovation for e³ Civic High and transitioned to leading the school when the previous ED left. e³ Civic High also moved to competency-based grading which has brought its own set of challenges that the school is working through, but has also brought many more plusses, including helping students to develop a growth mindset. Students now hear from staff, “you are not there yet, but we will work with you to reach competency.” Teachers also report that using competency-based grading allows them to truly understand what skills students need to focus on and they are able to work with students individually to meet those needs.

e³ Civic High has in place a robust process for implementing and monitoring the schoolwide action plan. All stakeholder voices are heard and valued.

There were seven growth areas for continuous improvement identified by e³ Civic High during the self-study process.

1. Increase scholar awareness/connection of mission, vision, and, especially, the Schoolwide Learner Outcomes. 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. Ensure that scholars use their data binders more consistently and at a deeper level as they begin to monitor their own learning.

2. Increase parent and community partner awareness of e3's mission, vision, and Schoolwide Learner Outcomes. 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. Continue to increase the parents/guardians' involvement in scholars' post-secondary options, four-year plans, SLCs, Naviance, course selection process and parent workshop series. Find avenues to involve more parents in e3 academics, events, activities, and wellness team offerings.
3. Build scholar readiness for AP/college-level rigor. Ensure that all faculty-created assessments align to the rigor defined in the curriculum maps. Implement rubrics across the content areas. Identify critical information for scholar focus, particularly in math and science. Ensure consistent posting and discussion of daily objectives and relevance across all studios and by all LFs. Increase the percentage of scholars who meet PSAT college ready targets. Provide more time for scholars who arrive 3-4 grade levels behind in 9th grade and support to catch up.
4. Increase use of design thinking projects for personalized learning and real world applications. Support Learning Facilitators as they work to build increasingly more relevant curriculum, ensuring attention to cultural sensitivity.
5. Advance the use of technology from the augmentation level to the modification/ redefinition level of the SAMR model.
6. 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 use the findings to inform instruction and intervention practices.
7. Work to procure replacement library cards for scholars in grades 11 and 12.

In addition, the visiting committee identified four additional growth areas for continuous improvement.

1. Refine the logistical challenges related to Module 6 programs, and particularly those related to independent study. Work toward the provision of additional opportunities for scholars who are more than 3 years behind to address college and career readiness. Work to improve logistics and accountability with respect to programs with community partners and the library in particular. Strive to provide the supports and structures necessary for scholars to derive full benefit from the programs available through the library and to

assure clarity of communication with families regarding expectations and student supervision and safety.

2. Improve consistency of communication with families and scholars.
3. Ensure that the Schoolwide Learner Outcomes (SLOs) are well-communicated with staff (and LFs in particular) and scholars. Develop deeper scholar understanding of SLO in connection with their data monitoring through the binders. Support scholar reflection with respect to goals, connection to underlying skills/readiness that the SLO targets infer, and the development of scholar action steps to ensure ongoing growth.
4. Supplement efforts to address rigor schoolwide through inquiry-based learning, critical thinking through Design Thinking by focusing explicit attention to higher-order questioning and thinking skills within the context of daily facilitator-led lessons as observed through classroom walkthroughs and document review.

To help the visiting committee understand the progress made to date on the growth areas for continual improvement and to continue in their work on hearing from all stakeholders, e³ Civic High created a Google doc focused around the areas of growth which asked stakeholders for each area “what has worked well,” “challenges faced,” and “recommendations.” The VC found this a useful document for understanding the school’s progress.

e³ Civic High has made significant progress on all areas of growth. While the work is not done, they have especially excelled at ensuring stakeholder understanding and support of the school’s mission. The visiting committee believes that growth area 7 as identified by the school no longer needs to be included in the schoolwide action plan. Likewise, the visiting committee believes that all the areas of growth identified by the previous visiting committee, except for the second one that deals with student and parent communication, are really included already in the school’s identified growth areas and do not need to be delineated separately.

The school’s action plan is [linked here](#). The school will also upload the revised action plan to the WASC School Portal.

Schoolwide Strengths

1. e³ Civic High believes in ongoing school improvement using a focus on learning process.
2. e³ Civic High has a desire to grow in their learning and understanding of what helps students learn and be successful. e³ Civic High is not complacent, but changes and adjusts.
3. e³ Civic High’s desire is to help students be the best they can be. e³ Civic High helps students reach levels they had not known was possible.
4. e³ Civic High provides a wealth of opportunities for students. Students are provided the technology they will use, but also have access to so many more resources and opportunities.
5. e³ Civic High uses data to inform decisions.
6. e³ Civic High has caring and dedicated staff who work in support of the school’s vision and mission.

Growth Areas for Continuous Improvement:

The VC believes that the growth areas listed below should carry forward and continue to be monitored in the schoolwide action plan.

1. Increase scholar awareness/connection of mission, vision, and, especially, the Schoolwide Learner Outcomes. 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. Ensure that scholars use their data binders more consistently and at a deeper level as they begin to monitor their own learning.
2. Increase parent and community partner awareness of e3's mission, vision, and Schoolwide Learner Outcomes. 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. Continue to increase the parents/guardians' involvement in scholars' post-secondary options, four-year plans, SLCs, Naviance, course selection process and parent workshop series. Find avenues to involve more parents in e3 academics, events, activities, and wellness team offerings.
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In addition, the visiting committee believes that this area of growth should also continue forward.

1. Improve consistency of communication with families and scholars.

Additional Growth Areas for Continuous Improvement

The visiting committee did not add any additional growth areas for continuous improvement.