

e3 Civic High

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	e3 Civic High
Street	395 11th Ave., 6th Fl.
City, State, Zip	San Diego, CA 92101
Phone Number	(619) 546-0000
Principal	Cesia Portillo
Email Address	cayala@e3civichigh.com
School Website	http://www.e3civichigh.com/
County-District-School (CDS) Code	37683380127647

2023-24 District Contact Information

District Name	e3 Civic High School
Phone Number	6195460000
Superintendent	Dr. Brett Taylor, CEO
Email Address	btaylor@e3civichigh.com
District Website	www.e3civichigh.com

2023-24 School Description and Mission Statement

e3 Civic High is a free public charter high school serving grades 9 through 12 located in the landmark 400,000 square foot downtown San Diego Public Library. The three "e's" represent and drive our mission to Engage, Educate, and Empower.

The Charter Petition for e³ Civic High was submitted to and authorized by San Diego Unified School District (SDUSD) in September of 2010. e3 opened in the fall of 2013 with an entering class of 265 ninth and tenth-grade students. Currently, approximately 400 students are enrolled in our school. e3 celebrates a diverse population of scholars who come from over 35 zip codes. The unique partnership between e3 Civic High, the San Diego Public Library, the City of San Diego, and SDUSD has created a new mixed-use design model for urban public schools and community-based organizations.

The mission of e3 Civic High is to engage, educate, and empower our learning community to be caring, passionate, life-long learners and civic leaders that are prepared for college, workforce, and life. While the three e3's represent our core values and drives our mission, the 3 R's (reading, writing and arithmetic) drive academic college readiness while the 5 C's (Communication, Collaboration, Critical Thinking, Creativity, Civic Engagement) drive our Workforce and Life readiness. This is the "e3 Way". All e3 scholars have clear college, workforce, and life targets including academic, civic engagement, and internships to prepare them for life after high school. All scholars are offered academic and wellness supports as well as small class sizes. e3 supports all scholars to prepare for and take the PSAT, SAT, and apply to a 2-year college and 4-year universities.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	107
Grade 10	98
Grade 11	87
Grade 12	106
Total Enrollment	398

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.5%
American Indian or Alaska Native	0.5%
Asian	1%
Black or African American	6.3%
Filipino	2.5%
Hispanic or Latino	82.7%
Two or More Races	3.3%
White	3.8%
English Learners	27.6%
Homeless	2.8%
Socioeconomically Disadvantaged	77.6%
Students with Disabilities	21.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.70	59.29	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	3.05	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	13.98	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.30	20.15	194.90	3.25	12115.80	4.41
Unknown	0.90	3.50	243.90	4.07	18854.30	6.86
Total Teaching Positions	26.60	100.00	5994.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.40	74.27	5336.60	88.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	3.59	66.90	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.10	7.94	219.20	3.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	12.29	219.20	3.63	11953.10	4.28
Unknown	0.50	1.81	189.70	3.15	15831.90	5.67
Total Teaching Positions	27.50	100.00	6031.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.90
Misassignments	3.70	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.70	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	3.90	2.90
Local Assignment Options	1.40	0.40
Total Out-of-Field Teachers	5.30	3.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.4	4.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	1.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based	Yes	0

	on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.		
Mathematics	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.	Yes	0
Science	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.	Yes	0
History-Social Science	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.	Yes	0
Foreign Language	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.	Yes	0
Health	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science	Yes	0

	laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.		
Visual and Performing Arts	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.	Yes	0

School Facility Conditions and Planned Improvements

e3 Civic High opened in the fall of 2013 as a high school with grades 9 and 10. It is co-located within the nine-story, San Diego Central Library. Housed within the urban community known as the East Village in downtown San Diego, the school exists on two floors, 6 and 7, with approximately 77,000 square feet. The site is designed with four learning villages that house five studio classrooms each with 21st technology and design. Studios have floor to ceiling glass walls and doors and the site is outfitted with completely mobile furnishings (hard and soft seating), tables on casters, ottoman seating, tech end-tables, cabaret tables, and glass and floor-to-ceiling dry erase walls for charting and problem-solving, etc. Each studio is equipped with smart projectors, document cameras, Apple TV, and ceiling mounted sound systems with cordless microphones.

The two floors of the school incorporate four large common learning spaces that connect the village studio classrooms. In addition, both floors include several learning niches that are interspersed throughout the campus. A presentation stairway connects the two floors for travel, mini assemblies, presentations, study, eating, and gathering. Both floors have a large meeting venue: the Park on the 6th floor and the Plaza on the 7th floor. A rhythm studio and a nutritional lab are standout spaces within the campus, providing a platform for teaching the properties of healing foods, healthy lifestyles, and the importance of fitness and wellness.

Annually and throughout the year as needed, facility walls and floors are refreshed. e3 ensures regular review and compliance with all San Diego city codes.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	37	51	52	47	46
Mathematics (grades 3-8 and 11)	17	7	39	40	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	86	82	95.35	4.65	36.59
Female	48	45	93.75	6.25	37.78
Male	38	37	97.37	2.63	35.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	69	94.52	5.48	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	26	96.30	3.70	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	64	95.52	4.48	32.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	22.22

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	86	84	97.67	2.33	7.14
Female	48	47	97.92	2.08	4.26
Male	38	37	97.37	2.63	10.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	71	97.26	2.74	5.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	66	98.51	1.49	4.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.56	21.00	35.99	38.07	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	100	98.04	1.96	21.00
Female	44	43	97.73	2.27	20.93
Male	58	57	98.28	1.72	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	76	97.44	2.56	14.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	19	95.00	5.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	1.35	17.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

2022-23 Career Technical Education Programs

e3 Civic High is currently preparing to formalize the CTE pathways of (1) Marketing, Sales and Services and (2) Information and Communication Technologies (ICT) to launch formally in 2024-25.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	203
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	78.95

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	96%	98%	95%	99%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

e3 Civic High provides inclusive opportunities for parents as key stakeholders and shared decision-makers influencing school outcomes via School Site Council (SSC), English Language Advisory Committee (ELAC), Parent University, Student Led Conferences (SLCs), and the Community Schools Steering Committee.

Additionally, e³ provides a variety of parent involvement and training opportunities in-house as well as in conjunction with a variety of service providers such as the San Diego Central Library. Training opportunities include: A-G requirements, College and Career curriculum, financial literacy, navigating the school experience, 21st century technology skills, health and wellness, and much more. In addition, parents can access the training within the library to advance their literacy skills and those of younger family members. We partner with other organizations such as; colleges, universities, health and wellness facilities, and local downtown businesses to equip our parents with variety of services that promote successful living. Additionally, e3 is proud to offer a Saturday Parent Collaborative where parents and guardians can come together to learn more about how to support today's youth.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.9	0	3.6	4.2	4.8	4.7	9.4	7.8	8.2
Graduation Rate	87.7	97.7	94.6	85.9	87.9	87.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	112	106	94.6
Female	50	47	94.0
Male	62	59	95.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	11	11	100.0
Filipino	--	--	--
Hispanic or Latino	85	81	95.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	30	29	96.7
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	97	91	93.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	24	22	91.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	419	407	157	38.6
Female	213	207	77	37.2
Male	205	199	79	39.7
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	2	2	1	50.0
Asian	4	4	2	50.0
Black or African American	25	25	12	48.0
Filipino	10	10	1	10.0
Hispanic or Latino	348	338	134	39.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	3	23.1
White	17	15	4	26.7
English Learners	118	112	46	41.1
Foster Youth	1	1	1	100.0
Homeless	14	14	8	57.1
Socioeconomically Disadvantaged	331	321	133	41.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	86	44	51.2

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.23	2.87	8.59	0.06	2.51	2.70	0.20	3.17	3.60
Expulsions	0.00	0.48	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.59	0
Female	4.23	0
Male	13.17	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	20	0
Filipino	0	0
Hispanic or Latino	8.62	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.69	0
White	0	0
English Learners	9.32	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	8.76	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.78	0

2023-24 School Safety Plan

The Comprehensive School Safety Plan was created with input from all stakeholders at e3 Civic High. It is reviewed annually by school administration and approved by the Board of Trustees when changes are made. The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning, and training. The Comprehensive School Safety Plan also functions as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed as an electronic and hard-copy Safety Plan.

The plan is a living document to be updated as necessary to meet site, district and community needs, forms or requirements. The last review, update, and discussion took place January 2024.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	14	1
Mathematics	24	6	8	3
Science	25	8	9	1
Social Science	23	8	8	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	12	7	
Mathematics	22	7	10	
Science	21	8	6	
Social Science	21	7	3	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	15	8	0
Mathematics	19	16	4	0
Science	19	13	8	0
Social Science	22	11	3	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	132.67

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.20
Social Worker	
Nurse	.05
Speech/Language/Hearing Specialist	.10
Resource Specialist (non-teaching)	4
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,073.96	\$5,080.18	\$11,993.78	\$62,740.56
District	N/A	N/A		\$90,641
Percent Difference - School Site and District	N/A	N/A		-36.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	44.8	-33.4

Fiscal Year 2022-23 Types of Services Funded

e3 Civic High is a proud recipient of the California Community Schools Partnership Program Planning Grant (CCSPP), Cohort 3. As an evolving Community School, e3 Civic High provides extensive resources, programs and supports aligned to the Four Pillars of Community Schools: (1) Integrated Student Supports, (2) Active Family and Community Engagement, (3) Expanded and Enriched Learning Time and Opportunities, and (4) Collaborative Leadership and Practices. We provide a robust SEL-Mental Health support system at Tiers 1-3 that includes onsite one-on-one clinical counseling. Our partnership with the Central Library affords many opportunities for students to connect the classroom learning experience to the rich resources found in the library during and after school.

Transportation: The school supports a limited number of scholars in providing full and partial need-based scholarships for MTS transportation passes. These passes are used to get scholars to and from school, internships, job shadows, college exploration trips and educational field trips.

Griffin Learning Hub (GLH): To support academic advancement and acceleration, e3 funds a before and after school tutoring center (GLH) that is staffed by certificated faculty and instructional tutors in mathematics, social sciences, English language arts, and science. Scholars can attend in order to receive additional content support to reach mastery in these content areas. Recently, e3 has been utilizing the Teen Center in the Central Library as an additional space for learning, tutoring and academic support, providing staff for supervision and instruction.

Saturday Parenting Collaborative: Historically, e3 has funded a Saturday session for parents to support best practices known to advance the learning of adolescents and young adults. The Saturday session is staffed by the e3 MFT (Marriage and Family Therapist) who also makes home visits and leads the year-long parent training institute. These sessions are designed to help the entire family build scholar success during high school and beyond.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,743	\$55,550
Mid-Range Teacher Salary	\$77,105	\$80,703
Highest Teacher Salary	\$107,402	\$109,418
Average Principal Salary (Elementary)	\$145,885	\$137,703
Average Principal Salary (Middle)	\$151,051	\$143,760
Average Principal Salary (High)	\$164,119	\$159,021
Superintendent Salary	\$375,000	\$319,443
Percent of Budget for Teacher Salaries	32.34%	30.35%
Percent of Budget for Administrative Salaries	4.66%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	77.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	9
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

e3 Teaching Staff will engage in an additional 10 days above and beyond 180 work calendar days to engage in professional development, training, and preparation of lessons and materials for diverse scholars; Summer Bridge. Topics include how to best serve English Learners, Foster Youth, Homeless Youth, Low-Income Youth, SPED scholars. Training also cover topics relating to differentiation of teaching, facilitation, Design Thinking, IMAGO, grading for equity, e3 Learning Model and Framework, college and career readiness, the workforce, Innovation and the global financial marketplace, and culturally responsive and relevant education.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	110	110	90