



engage • educate • empower

e3 Civic High

*"Preparing Scholars for College, Workforce, and Life..."*

**A College and Career Preparatory High School  
Serving the San Diego Urban Community**

Independent Charter School Renewal Petition  
Submitted to the San Diego Unified School District  
January 11, 2018

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## AFFIRMATIONS AND ASSURANCES

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As the authorized lead petitioner, I certify that the information submitted in this Charter School Renewal Petition (“Renewal Petition”) for e3 Civic High (“e3 Civic High” or “Charter School”), a California public charter school located within the boundaries of the San Diego Unified School District (“SDUSD”), is true to the best of my knowledge and belief. I also certify that this Renewal Petition does not constitute the conversion of a private school to the status of a public charter school. Furthermore, I affirm that e3 Civic High shall follow any and all other federal, state, and local laws and regulations that apply to charter schools and further affirm the following:

1. e3 Civic High shall meet all statewide standards and conduct the scholar assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or scholar assessments applicable to scholars in non-charter public schools. [Reference California Education Code § 47605(c)(1)]
2. e3 Civic High shall be deemed the exclusive public school employer of the employees of the Charter High School for purposes of the Educational Employment Relations Act. [Reference California Education Code § 47605 (b)(5)(O)]
3. e3 Civic High shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Reference California Education Code § 47605(d)(1)]
4. e3 Civic High shall not charge tuition. [Reference California Education Code § 47605(d)(1)]
5. e3 Civic High shall admit all scholars who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for scholars, in which case each application will be given equal chance of admission through a public random drawing process, subject to certain preferences, as described in Element 8 of this Renewal Petition. [Reference California Education Code § 47605(d)(2)(A)-(B)] Preference in the public random drawing shall be given to residents of SDUSD as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code 47605(d)(2) (A) – (C)]
6. e3 Civic High shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code of association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)]

7. e3 Civic High shall adhere to all provisions of federal law related to scholars with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. e3 Civic High shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Reference Title 5 California Code of Regulations § 11967.5.1(f)(5)(c)]
9. e3 Civic High shall ensure that teachers in the Charter High School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Reference California Education Code § 47605(l)]
10. e3 Civic High shall at all times maintain all necessary and appropriate insurance coverage.
11. e3 Civic High shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by California Education Code § 47612.5(a)(1)(A)-(D).
12. If a scholar is expelled or leaves e3 Civic High without graduating or completing the school year for any reason, the Charter High School shall notify the superintendent of the school district of the scholar's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the scholar, including a transcript of grades or report card and health information. [Reference California Education Code § 47605(d)(3)]
13. Will follow any and all other federal, state, and local laws and regulations that apply to e3 Civic High including but not limited to:
  - a) e3 Civic High shall maintain accurate and contemporaneous written records that document all scholar attendance and make these records available for audit and inspection.
  - b) e3 Civic High shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs.
  - c) e3 Civic High shall comply with any jurisdictional limitations to locations of its facilities.
  - d) e3 Civic High shall comply with all laws establishing the minimum and maximum age for public school enrollment.



- e) e3 Civic High shall comply with all applicable portions of the Every Scholar Succeeds Act.
- f) e3 Civic High shall comply with the Public Records Act.
- g) e3 Civic High shall comply with the Family Educational Rights and Privacy Act.
- h) Shall comply with the Ralph M. Brown Act.
- i) e3 Civic High shall meet or exceed the legally required minimum of school days.

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Dr. Helen V. Griffith, CEO/Executive Director  
Lead Petitioner

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Date

## INTRODUCTION

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e3 Civic High (engage, educate, empower) is a high-performing independent public charter school located in downtown San Diego that here seeks a five-year renewal charter term from our partners at the San Diego Unified School District (SDUSD). e3 Civic High (“e3” or “Charter School”), opened in August 2013 in downtown San Diego, located at the new San Diego Central Library. e3 was established through a unique partnership between the San Diego Central Library Foundation, the City of San Diego, and SDUSD with the founding team of e3. The unprecedented co-location of a charter high school within a public library has led to extensive opportunities for collaboration, as both organizations support a mission of lifelong learning and literacy. While the primary focus is on the education of our scholars, this educational model has provided a new design for re-considering urban secondary education as a partnered venture between small high schools and community-based organizations.



e3 launched with 270 scholars in grades 9 and 10 and today serves approximately 432 scholars in grades 9-12. Our scholars are diverse and reflective of the broad diversity of the surrounding community: 79% Socio-economically Disadvantaged (SED), 73% Hispanic/Latino, 11% African American, 8% White, 4% Asian/Filipino/Pacific Islander and 3% Two or More Races; 20% English Learners (EL), 18% Special Education (SpEd), and 6% of our scholars are Homeless.<sup>1</sup>

## Background

e3 is located within the new, nine-story, San Diego Central Public Library in the urban community known as the East Village in downtown San Diego. The Charter 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-century 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 incorporate four large common learning spaces that connect the village studio classrooms. In addition, both floors include several learning niches that are interspersed across the campus. A presentation

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<https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=37683380127647&aggllevel=school&year=2016-17>

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 sixth floor and the Plaza on the seventh floor. A rhythm studio and a nutritional lab are standouts spaces within the campus providing a platform for teaching the property of healing foods, healthy lifestyles, and the importance of fitness, and wellness.

Each scholar receives a MacBook Air equipped with learning software and access to digital curriculum. This device supports a Blended environment, expanding the school day and the school building to facilitate 7/24 learning opportunities. Scholars are supported through a partnership with Cox Cable for low-cost, at-home Internet access.

The location of a charter high school within a public library is unprecedented and offers extensive opportunities for collaboration, as both organizations support a mission of lifelong learning and literacy. e3 partners with the San Diego Central library to use all of its facilities which include the homework center, teen center, children's library, study spaces, City TV studio, and the special event spaces for ceremonies, performances and dances. The library staff provides instruction for Learning Facilitators and scholars on the use of digital and bibliographic research. Scholars also intern inside of the library and job shadow there. The school developed a new course, "Library Science" designed to repopulate city library staff. The library is used to facilitate Module 6, which is a Personalized Study period for scholars during the school day. The school capitalizes on all of the library's literacy, science, workforce development, and arts and culture programming to order to enhance the learning experience at e3.

Over the past four years, e3 has enjoyed a number of significant accomplishments and recognitions, including:

- In 2016, we graduated our first class of seniors with a 98.6% 4-year cohort graduation rate (one out of the 72 seniors did not graduate on time and returned the following year, ultimately graduating with the Class of 2017). Out of the 71 scholars who graduated:
  - 86% completed UC/CSU A-G requirements (compared to 60% across SDUSD).
  - 97% of the scholars planned to attend a two or four-year collegiate program, one graduate enrolled in a trade school program and two joined the Military.
  - The average grade point average for the Class of 2016 was 3.01 with 43 scholars completing at least one concurrent college course in their junior or senior year.
  - 100% of the Class of 2016 completed an internship, job shadow and civic and community service.
- In 2017, e3 had a 100% 4-year cohort graduation rate, with 109 out of 109 seniors graduating. Out of the 109 scholars who graduated:
  - 69% completed UC/CSU A-G requirements.
  - 95.4% of the scholars planned to attend a two or four-year collegiate program, including UCLA, UC Merced, and San Francisco State University, UC Santa Cruz,

- Cal Poly Pomona, George Washington University, and several CSUs. One graduate joined the Military and three planned to go directly into the workforce.
  - The average grade point average (weighted grades 9-12) for the Class of 2017 was 3.11 with 48 scholars completing at least one concurrent college course in their junior or senior year.
  - 100% of the Class of 2016 completed an internship, job shadow and civic and community service.
- On the 2017 California Assessment of Student Performance and Progress (CAASPP), 59% of our 11<sup>th</sup> graders Met or Exceeded state standards in ELA, and 30% Met/Exceeded in Math. As detailed more fully below, some of our subgroups, including African American scholars, Hispanic/Latino and Special Education outperformed both District and State peers, at times by a wide margin.
- In 2015 e3 received an initial WASC accreditation through June 30, 2018; we currently are in the process of renewing our accreditation.
- e3 has been recognized nationally and internationally as an innovator in public education:
  - CNN Money reported e3 Civic High is one of the top 41 Most Innovative K-12 Schools in America (October 19, 2015).
  - Futura Education, a Brazilian Educational Foundation, featured e3 as one of the 12 Most Innovative Schools in the world.
  - One of nine national winners for the AIA Educational Facilities Design Award
  - Earned the California Coalition for Adequate School Housing (CASH) Award for Innovative Facility Design, 2013
  - State of the Art building earning LEED Gold Certification (Leadership in Energy and Environmental Design), 2014
  - Exemplary World Language program receiving the designation as a Confucius Classroom by Hanban and San Diego State University

## Leadership Team

### ***Dr. Helen Griffith, Founding Executive Director and Chief Executive Officer***

Dr. Griffith's career in education spans nearly 25 years. During her career she has specialized in the coaching and mentoring experiences of transformational principals in urban schools. In 2007, she served as vice principal of the newly constructed Lincoln High, joining an administrative team tasked with opening four small schools on one campus. Her experience also includes serving as lead teacher, facilitator, and later, dean of scholars of a new small school at the Crawford High Educational Complex — CHAMPs Community Health and Medical Practices.

Prior to joining e<sup>3</sup> Civic High, Dr. Griffith served as the founding principal of Millennial Tech Middle School for 6 years. During her tenure, the school was designated a "high performing middle school," achieving a 40-point growth in scholar achievement gains in the 2010-2011 academic year.

Among many professional honors, Dr. Griffith received the 2010-11 Educator of the Year award from the California League of Middle Schools — Region 9, the 2010 Outstanding Educator of the Year award from Lambda Kappa Mu and Pi Delta Kappa's 2007 award for Outstanding African-American Educator of the Year. In addition, Dr. Griffith was selected as one of San Diego's 50 People to Watch in 2013 by San Diego Magazine.

Dr. Griffith received her Doctorate of Education from San Diego State University in Educational Leadership, a Master's in Educational Technology, and the Administrative Services Credential from the same institution with honors. Dr. Griffith holds an undergraduate degree from the University of California, San Diego.

### ***e3 Civic High Board of Directors***

Matthew Spathas, Board Chairman  
Partner, SENTRE and Founder, ibrary.com

Laura Andrews  
Senior Outreach Services Coordinator  
Mental Health America of San Diego County

John Eger  
Professor, Chair-Communications & Public Policy & Director of the Creative Economy Initiative  
San Diego State University

Justina Estrada  
Counseling and Wellness  
Scripps Ranch High School

Mel Katz  
Executive Officer  
Manpower Staffing Services of San Diego, Inc.

Ginny Merrifield  
Business Community

Dr. Alberto Ochoa  
Professor Emeritus, Department of Policy Studies  
San Diego State University

Dr. Veronica Ortega-Welch  
Coordinator, Institute of Human Development & Professor, Department of Behavioral Sciences  
San Diego City College

Rebecca Smith  
Executive Director - Offices of Strengths and Vocation  
Point Loma Nazarene University

e3 looks forward to continuing our partnership with SDUSD for a new charter term.

## ELEMENT 1: EDUCATIONAL PROGRAM

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***“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)***

***“The annual goals for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)***

***“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)***

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### School History

e3 is the realization of a unique partnership between the San Diego Central Library Foundation, the City of San Diego, and SDUSD to establish a charter high school at the newly re-built San

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<sup>6</sup>

<https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=37683380127647&aggllevel=school&year=2016-17>

Diego Central Library in downtown San Diego. This represented an unprecedented alliance in the development of a charter high school. e3 Civic High was originally authorized as Downtown Charter High School in November 2011. Prior to opening, a re-naming session was conducted by the Board of Trustees in September 2012 resulting in the permanent name e3 Civic High. The three e's stand for: **engage, educate and empower**. In addition, based upon the location in the heart of downtown, Civic was included in the name to indicate the school's commitment to preparing scholars for active civic leadership and contributions. On January 29, 2013 a material revision was submitted and approved by the San Diego Unified School District to officially change the name from Downtown Charter High to e3 Civic High.

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  - Futura Education, a Brazilian Educational Foundation, featured e3 as one of the 12 Most Innovative Schools in the world.
  - One of nine national winners for the AIA Educational Facilities Design Award
  - Earned the California Coalition for Adequate School Housing (CASH) Award for Innovative Facility Design, 2013

- State of the Art building earning LEED Gold Certification (Leadership in Energy and Environmental Design), 2014
- Exemplary World Language program receiving the designation as a Confucius Classroom by Hanban and San Diego State University
- In December 2017, e3 Civic High was granted partnership in UC San Diego's Chancellor's Associates Scholarship Program, whereby scholars accepted into UC San Diego can receive \$10,000 per year for four years.

As we had hoped, e3 has become a recognized and important part of the downtown community. The organizations, business, colleges and universities listed on the following pages have partnered with e<sup>3</sup> in providing internships and job shadow days, career guest speaker series, educational field trips, college "dual enrollment" courses for our scholars, teacher training and development and community service opportunities for our scholars.



## **e3 Civic High Partnerships Internships and \*Higher Education Partners**

### **AGRICULTURE & NATURAL RESOURCES**

Animal Acupuncture Rehabilitation  
Chula Vista Animal Services  
County of San Diego Department of Animal Services  
Earthwise Pets  
Free Flight  
Furry Tales Doggy Daycare  
Lion, Tigers & Bears  
Olivewood Gardens  
Project New Village  
San Diego Humane Society  
San Diego Zoo  
San Diego Roots- Wild Willow Farms  
The Living Coast Discovery Center

### **ARTS, MEDIA, & ENTERTAINMENT**

3in 1 Design  
ArtForm  
ArtReach  
Chula Vista Cultural Arts  
David's Harp Foundation  
Digital Telepathy  
FabLab San Diego  
Fashion Institute of Design & Merchandising  
Groovy Like A Movie  
KBPS  
LaBlla Symphony  
Media Arts Center  
Museum of Photographic Arts  
Outside the Lens  
Recreational Music Center  
Red Door Interactive  
San Diego City College- Graphic Design Department  
San Diego Symphony  
Tayari Media Group, Inc.  
Union-Tribune  
Voice of San Diego  
WorldBeat Center  
Young Actors Theatre

### **CIVIC & PUBLIC SERVICES**

Assemblymember Shirley Weber Office  
Assemblymember Lorena Gonzalez Fletcher  
City of San Diego Central Library  
City of San Diego Fire Department  
City of San Diego - Project Heart Beat  
City of San Diego - Office of Mayor Kevin L. Faulconer  
Congressman Scott Peters  
Congresswoman Susan Davis  
County of San Diego District Attorney's Office  
County of San Diego - Office of Emergency Services  
County of San Diego - County Counsel  
Cramer Law  
Naval Base Coronado  
Procopio Law Offices  
Robert Hicks & Associates  
Rudolph, Baker & Associates  
San Diego City College Police Department  
San Diego County Juvenile Court  
San Diego County Sheriff's Department  
San Diego Police Foundation  
San Diego StarPal  
San Diego Superior Court  
Senator Ben Hueso  
US Customs and Border Protection

### **BUILDING & CONSTRUCTION TRADES**

City of San Diego Public Utilities  
City of San Diego Public Utilities Water Department  
Electrical Workers Minority Caucus San Diego Chapter  
San Diego Electrical Training Center  
Turner Construction Company  
Women Construction Coalition, Inc.

### **ENERGY, ENVIRONMENT & UTILITIES**

I love a Clean San Diego  
Semptra Utilities



## **e3CivicHigh Partnerships Internships and \*Higher Education Partners**

### **EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES**

Arts for Learning San Diego  
Balboa Park Community Partnership  
Balboa Park Online Collaborative  
Burbank Elementary  
Children's Discovery Museum  
City Tree Christian School  
Elementary Institute of Science  
Evangeline Roberts Institute of Learning  
Gaslamp Quarter Historical Foundation  
Museum  
Higher Education Partnership  
Jewish Family Services  
KIPP Adelante  
Lincoln High School  
Lisa's Little Tikes  
New School of Architecture & Design  
Neighborhood House Association  
Porter Elementary  
Reuben H. Fleet Science Center  
Rodriguez Elementary School  
Roosevelt Middle School  
San Diego Central Library  
San Diego Food Bank  
San Diego History Center  
San Diego United Way  
Serving Seniors  
The Arc of San Diego  
Thomas Jefferson School of Law  
University of California San Diego - Neuro  
Outreach Program  
USS Midway

### **TRANSPORTATION**

De Albas Paint & Collision  
Gonzalez auto Repair  
Mossy Toyota  
San Diego Automotive Museum  
San Diego County Regional Airport Authority  
San Diego Metropolitan Transit System

### **BUSINESS & FINANCE**

Bumble Bee Foods  
California Center for International Trade  
Celadon Bridge Housing  
Diamond Business District Association  
Downtown San Diego Partnership  
Jacobs Center for Neighborhood Innovation  
Klinfelder  
Linquest  
Manpower  
McKinney Advisor Group  
National City Chamber of Commerce  
Primerica  
San Diego Library Foundation  
San Diego Regional Chamber of Commerce  
San Diego Regional Economic Development  
Corporation  
San Diego Workforce Partnership  
The Hidden Gem  
Urban Bank

### **ENGINEERING & ARCHITECTURE**

Carrier Johnson  
LPA Architectural Firm  
Michael Baker International  
Moffat & Nichol  
National Society of Black Engineers  
Northrop Grumman  
HMC Architects  
Raytheon  
Rob Wellington Quigley, FAIA  
Schmidt Design  
Soltek Pacific  
Women in Aerospace

### **FASHION & INTERIOR DESIGN**

B. Kemp Interiors

### **MANUFACTURING & PRODUCT DEVELOPMENT**

Greenfield Paper



## **e3CivicHigh Partnerships Internships and \*Higher Education Partners**

### **HEALTH SCIENCE & MEDICAL TECHNOLOGY**

Alvarado Hospital and Medical Center  
American Chemical Society  
American Heart Association  
American Red Cross  
Avoid Urban Decay  
Carefusion  
Logan Heights Family Health Center  
Paradise Valley Hospital  
Planned Parenthood  
Salk Research  
San Diego City College - Science Department  
San Diego State University Chemistry  
Department  
Scripps Health Care  
Scripps Research Institute  
SCOPE SIO  
Sharp Hospital  
University of California San Diego Health  
Viacyte

### **INFORMATION & COMMUNICATION TECHNOLOGIES**

At&T  
Computer 2 San Diego Kids  
Cyber Center for Excellence  
CyberHive  
Focuscom  
I.D.E.A. District  
Imagination Vent  
San Diego Futures Foundation  
The League of Amazing Programmers

### **HOSPITALITY, TOURISM, & RECREATION**

California Restaurant Association San Diego  
Carnitas Snack  
Cat Cafe  
City of San Diego- Martin Luther King  
Recreation Center  
City of San Diego - Memorial Recreation Center  
County of San Diego Department of Parks and  
Recreations  
Doubletree  
Hornblower  
Japanese Friendship Garden  
ProKids Golf  
San Diego Chinese Historical Museum  
San Diego Convention Center  
San Diego Girl Scouts  
San Diego History Center  
San Diego Padres  
San Ysidro Health Center  
SeaWorld  
Wow Wow Waffle

### **HIGHER EDUCATION PARTNERS**

*\*Point Loma Nazarene University*  
*\*San Diego City College*  
*\*San Diego State University*  
*\*University of California San Diego*  
*\*University of California San Diego School of  
Medicine*

### **e3 Meets Charter Renewal Criteria**

According to California law, a charter school that has been in operation for four years “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Since the California’s Academic Performance Index (API) school performance measure was suspended (after 2013), the first three criteria do not apply. We thus focus on the fourth criteria:

**e3 Civic High’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.**

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

Below is evidence that e3 has met than the only applicable minimum renewal criterion under Education Code section 47607(b), and has also met the new applicable criterion for renewal under Education Code section 52052(e)(4)(C). The California Legislature suspended the API system in 2013. Since e3 first opened its doors in 2013, e3 never received an API score. During the “gap years” in standardized testing between API and CAASPP, there was no State-approved, universal benchmark measure of academic achievement and every single public school in the state (not just charter schools) had to use internal assessments and benchmarks to measure pupil progress. As a result of the suspension of API, the Legislature provided a new charter renewal standard as it relates to academic achievement in Education Code section 52052(e)(4):

“Schools that do not have an API calculated . . . shall use one of the following: (A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) **alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among numerically significant pupil groups.**”

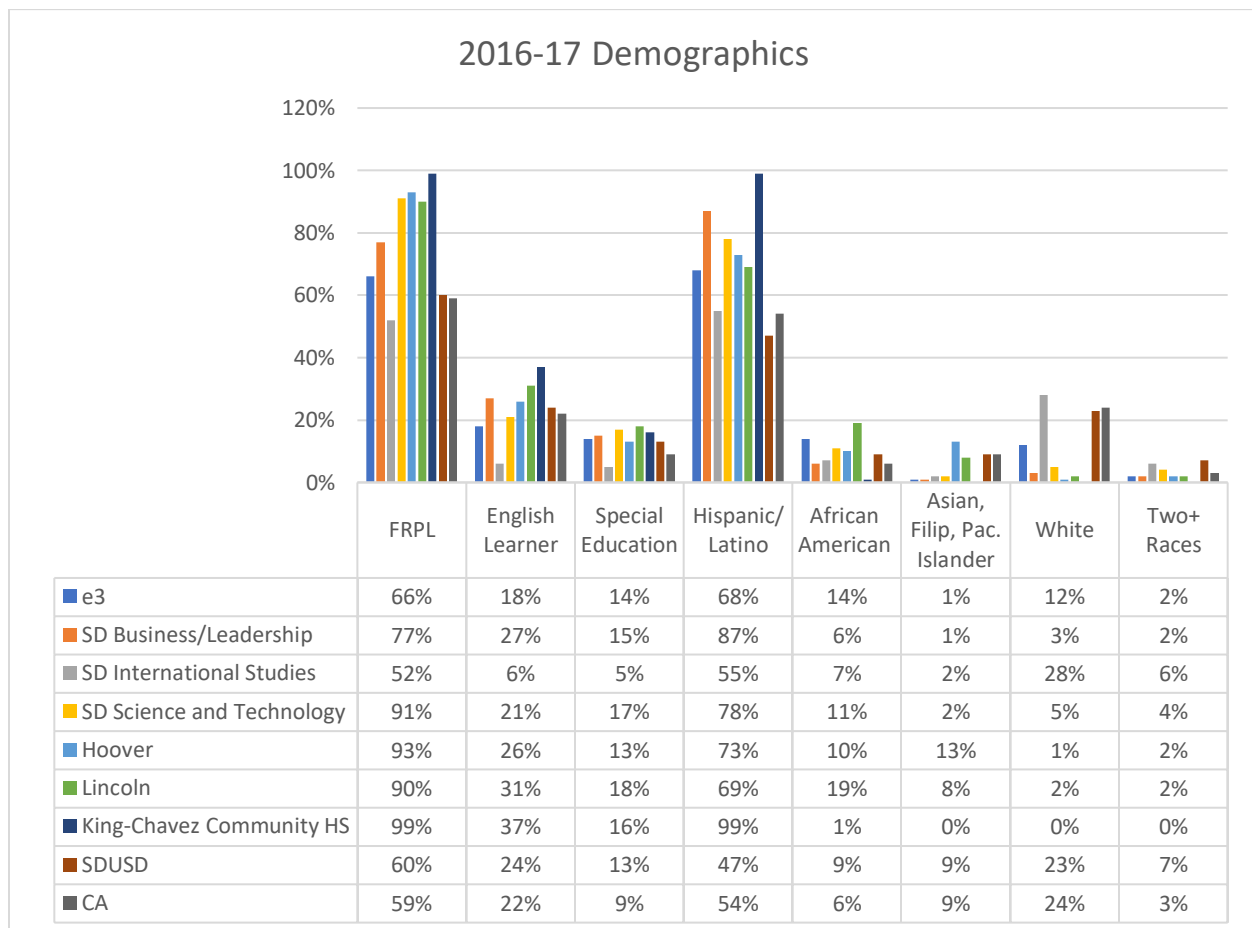
As shown below, e3 has met the new minimum criteria for renewal under Section 52052(e)(4)(C) because our students have demonstrated increases in achievement on the CAASPP (ELA and Math), graduation rate, college enrollment and more.

For purposes of comparison, we use the San Diego High School complex with its three comparative academies, Hoover High School, Lincoln High School, and King-Chavez Charter School:

Grade Levels	# of students (2016-17)	% FRPL	% SpEd	% ELs	% Afric. Amer.	% Hispanic/Latino	% Asian/Filip/Pac. Isl.	% White	% Two+ Races
SD Business/Leadership	614	77%	15%	1%	15%	87%	1%	3%	2%
SD International Studies	1024	52%	5%	10%	53%	55%	2%	28%	6%
SD Science and Technology	753	91%	17%	10%	17%	78%	2%	5%	4%
Hoover H.S.	2,135	93%	13%	26%	10%	73%	13%	1%	2%
Lincoln H.S.	1,447	90%	18%	31%	19%	69%	8%	2%	2%
King-Chavez Community H.S.	524	99%	16%	9%	16%	99%	0%	0%	0%
<b>e3</b>	<b>458</b>	<b>66%</b>	<b>14%</b>	<b>18%</b>	<b>14%</b>	<b>68%</b>	<b>1%</b>	<b>12%</b>	<b>2%</b>

Source: [dq.cde.ca.gov/Dataquest](http://dq.cde.ca.gov/Dataquest).

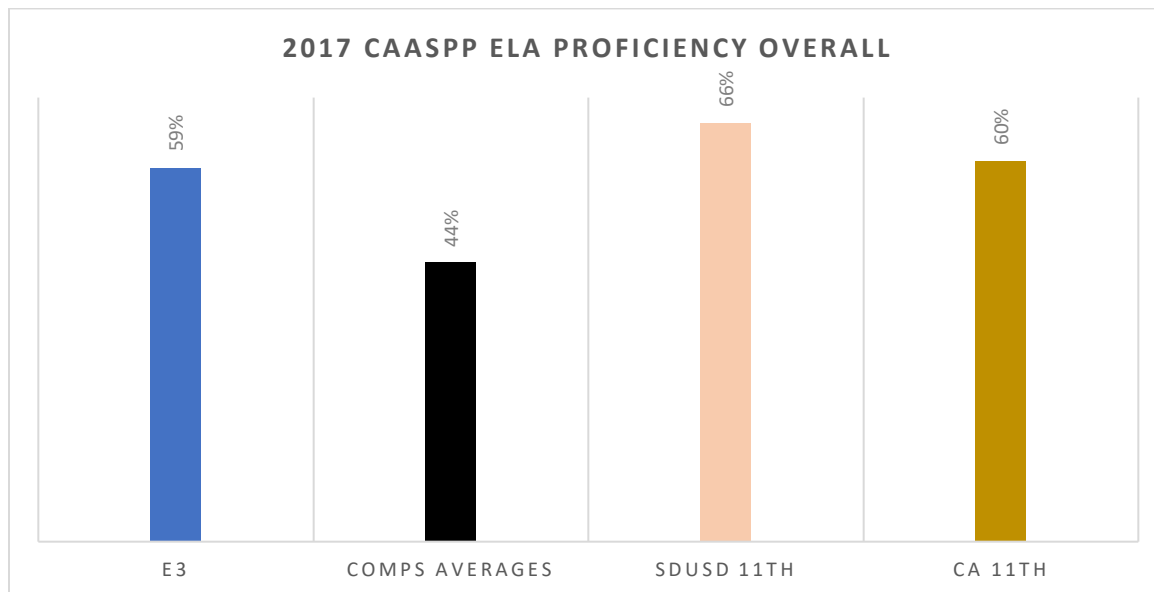
The following illustrates the similarities and differences in enrollment between e3, the nearby comparable schools (“Comps”) and SDUSD overall:



Source: [dq.cde.ca.gov/Dataquest](http://dq.cde.ca.gov/Dataquest).

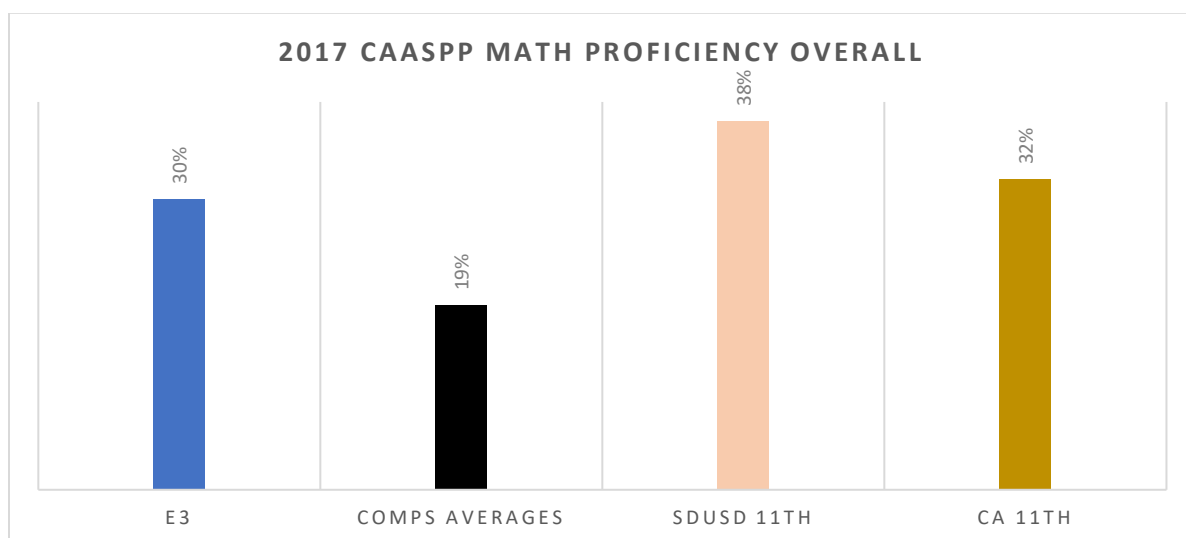
**Smarter Balanced Assessment Consortium (SBAC)/California Assessment of Student Performance and Progress (CAASPP) Results**

On the 2017 CAASPP test, in ELA, 59% of e3's 11<sup>th</sup> graders Met/Exceeded standards, 15 percentage points higher than the Comps average and on par with the statewide average, though one point lower than SDUSD's 11<sup>th</sup> graders across the District:



(<https://caaspp.cde.ca.gov/>)

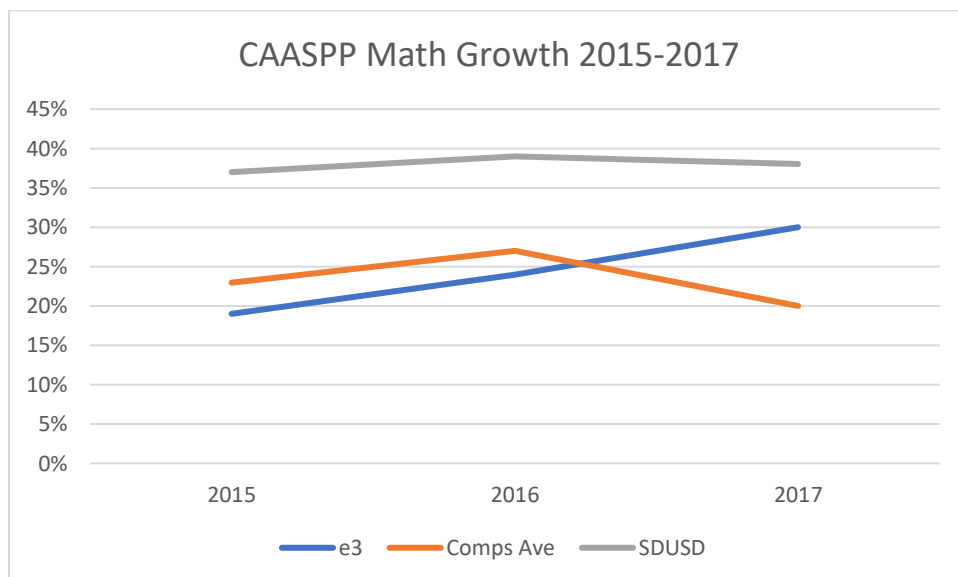
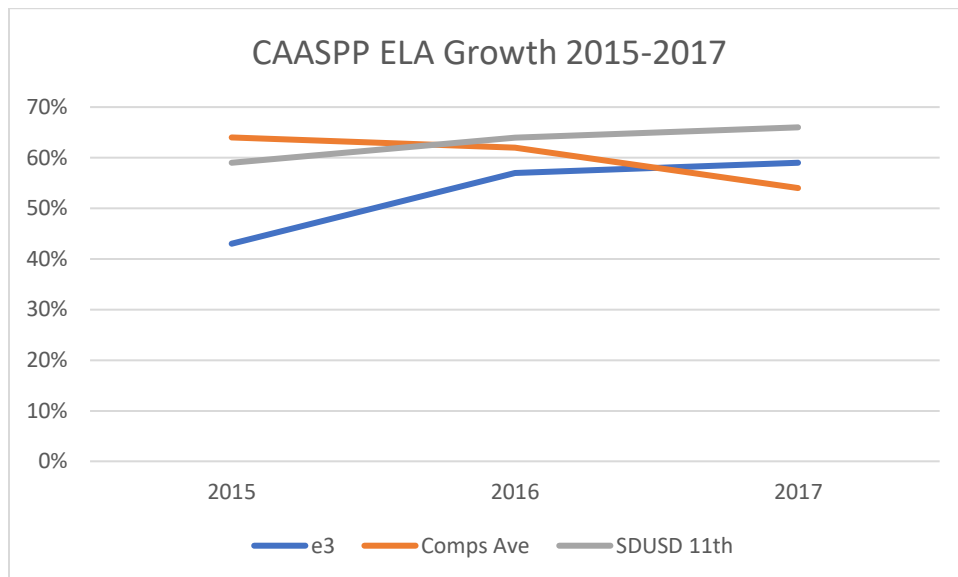
In Math, 30% of e3's 11<sup>th</sup> graders Met/Exceeded standards, 11 percentage points higher than the Comps average and on par with the statewide rate, yet two points lower than the SDUSD average.



(<https://caaspp.cde.ca.gov/>)

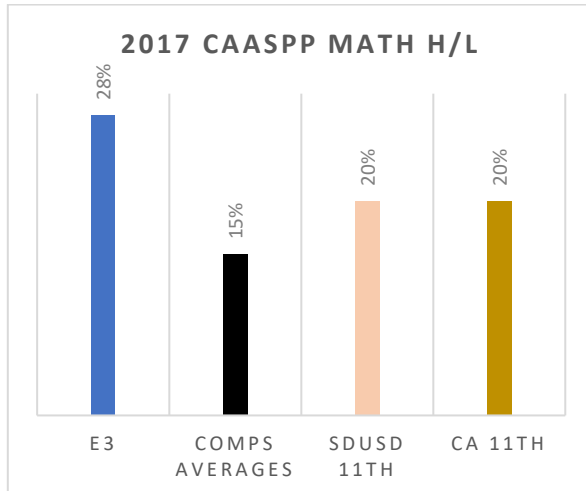
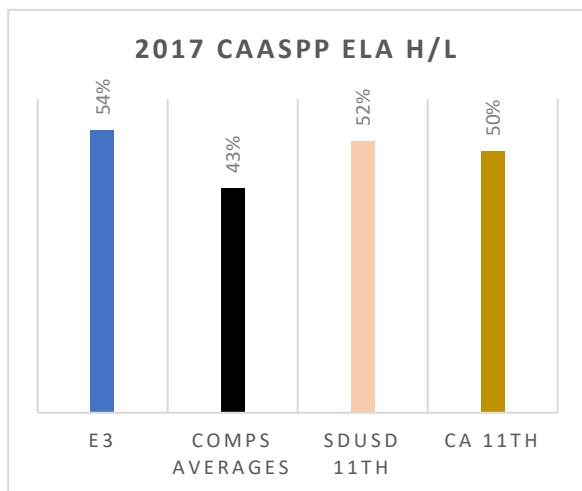
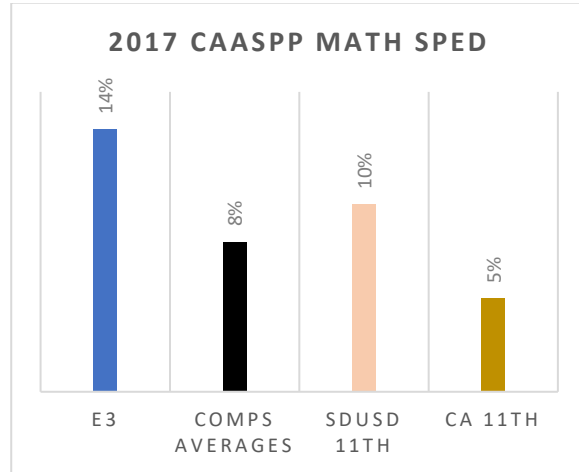
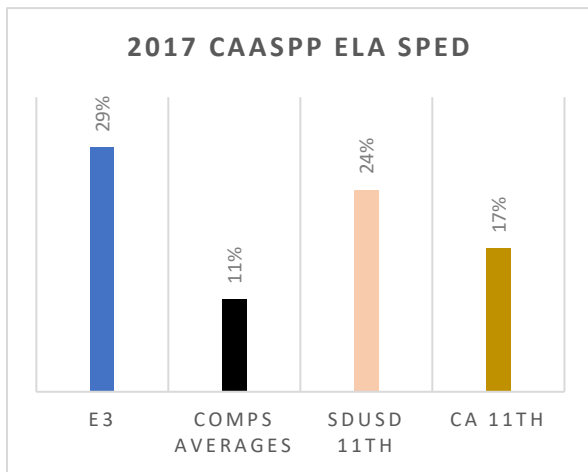
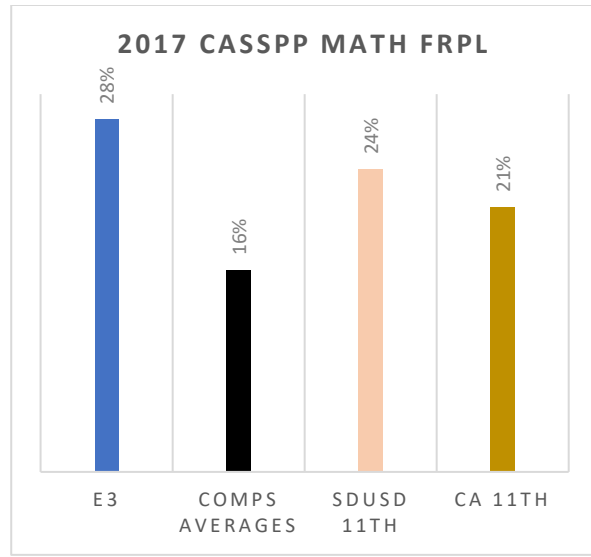


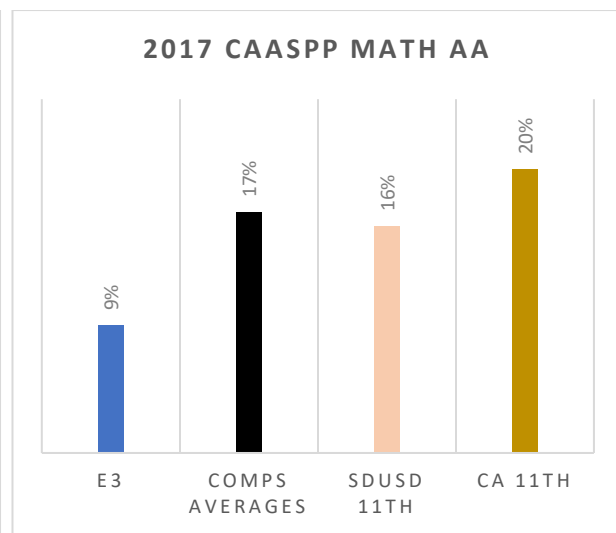
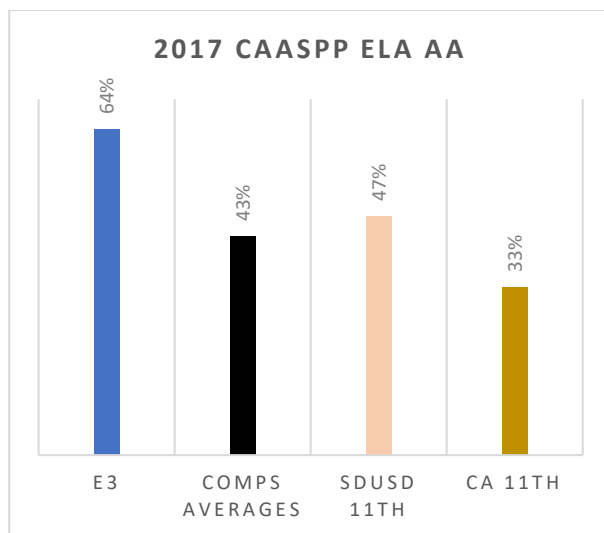
In both ELA and Math, e3 has demonstrated consistent growth over the last three years – a trend not reflected in the Comps’ data:



(<https://caaspp.cde.ca.gov/>)

Subgroup analysis reveals that our FRPL scholars (66% of our population), Hispanic/Latino scholars (68% of our population), African American scholars (14%) and Special Ed (14%) outperformed their peers at local schools, across SDUSD and the State, in some cases by dramatic margins:



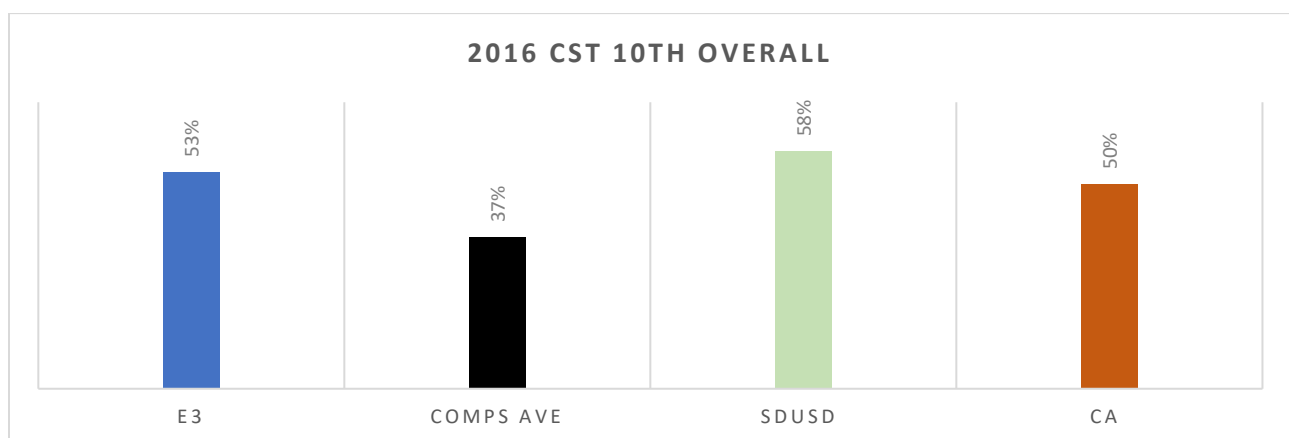


(<https://caaspp.cde.ca.gov/>)

While e3 African American scholars outscored the District, state and the Comps in ELA, they scored below the District, state and their e3 Hispanic peers in mathematics. To address this gap, they are receiving targeted support through IXL, Khan as well as small group tutoring and monitored through MAPs. In addition, scholars are being scheduled in an additional period, Mod 6 to get personalized mathematics support to address specific learning gaps. In 2016, Title 1 funding was allocated by the SSC/SAC to hire instructional tutors with a mathematics specialty to work during the school day and Mod 6 to accelerate academic progress for all subgroups below proficiency.

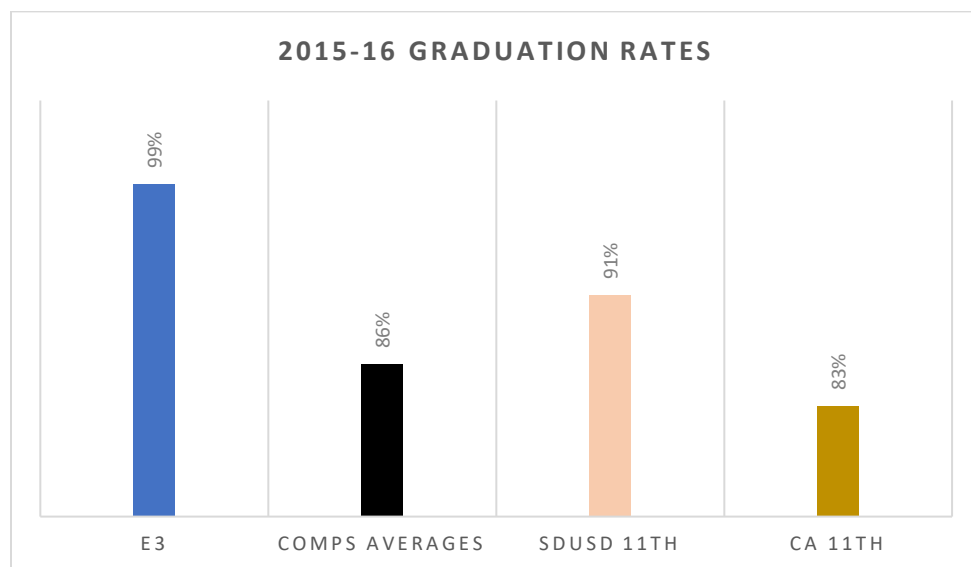
### ***California Science Tests (CAST)***

While 2017 results on the new California Science Test (CAST) are not yet available; the 10th graders at e3 had a proficient/advanced rate on the 2016 Science CST of 53%, higher than the Comps' average of 37% and the statewide rate of 50% and close to the District rate of 58%.



## Graduation Rates

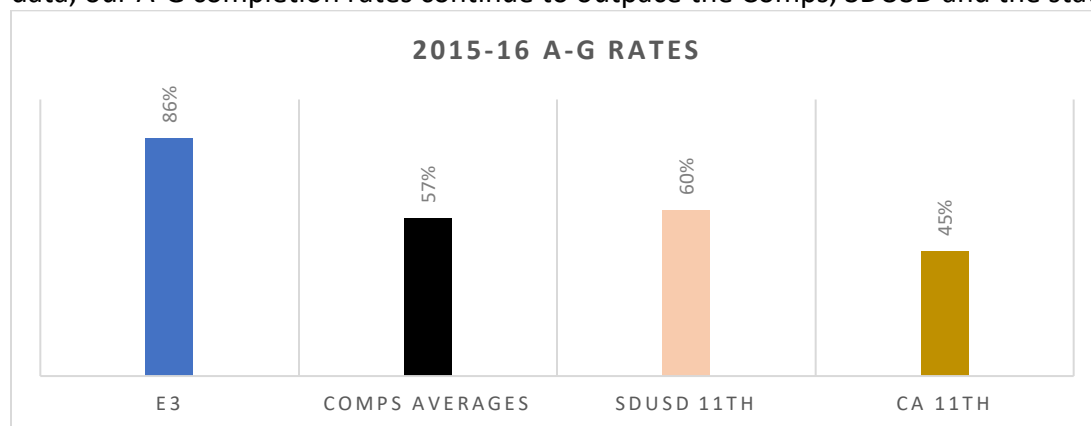
e3's first graduating class in 2016 realized a four-year cohort graduation rate of 98.6%, with 71 out of 72 students graduating. The final scholar graduated after completing an additional semester of coursework.



While we do not yet have publicly available graduation data for the comparison schools for 2017, e3 graduated 100% of our 109 scholars.

## Graduates Completing all Courses Required for UC/CSU ADMISSIONS (A-G COMPLETION RATES)

In 2017, 75 scholars (69%) of our graduates completed all A-G requirements for UC/CSU admission. While data is not yet publicly available for the comparisons schools, based on 2016, data, our A-G completion rates continue to outpace the Comps, SDUSD and the state rates:



In 2017, almost half (47%) of our 109 graduates were admitted to four-year colleges and universities. The official Clearinghouse reports 31 scholars (28.4%) from our 2017 class enrolled in four-year colleges/universities and another 47 scholars (43%) are enrolled in two-year colleges with a total of 78 scholars (71.5%) enrolling into a college or university immediately upon graduation. In 2016, 17 scholars (23%) enrolled in a four-year college and 28 scholars (23%) enrolled in a two-year with a total of 45 scholars (61.6%) enrolling in a college or university upon graduating. These rates increased by 10% from our first graduating class and we hope to continue this trend.

The Class of 2017 earned over \$860,000 in scholarships to attend college, including very prestigious scholarships such as the Presidential and Alumni Scholarships from The George Washington University. The Class of 2017 is now attending very renowned post-secondary institutions such as UCLA, UC Santa Cruz, UC Merced, San Diego State University, Cal Poly Pomona, CSU East Bay, San Francisco State University, CSU Northridge, CSU San Marcos, CSU Maritime, Saint Martens University, George Washington University, Northern Arizona University, and Hawaii Pacific University.

### ***AP Participation and Passing rates***

Of further note, in 2016-17, 55 of our 10-12th grade scholars (16% of the total enrolled students in these three grades) took at least one AP exam. Of these, 25 exams generated scores of a “3” or better, including four scores of “5.”

Year	AP Courses offered	Total # Enrolled 10-12th Grades	# Who Took an AP Exam	% Who Took an AP Exam
2015	2	213	7	3%
2016	7	290	12	4%
2017	9	334	55	16%

(<http://data1.cde.ca.gov/dataquest/satactap>)

### ***English Learner Re-Classification Rates***

As e3’s enrollment has increased from 270 students in our first year to 411 total students currently, our English Learner population has doubled. Dataquest reports include a discrepancy in the data in the percentage of reclassification. The discrepancy is due to a reporting error released to e3 Civic High from Zangle SIS that identified the EL students enrolled at e3 Civic High. Zangle listed students as EL who were contradictorily listed as reclassified in the CALPADS database. Those students continued to receive English Learner Support and when reclassified by e3 Civic High, they were reported as null. We believe the data below is an accurate reflection of our EL and reclassified population each year.

### **Reclassification rates**

Year	Total number of English Learners	Total Reclassified	Percentage Reclassified
2013-14	40	8	20%
2014-15	41	15	37%
2015-16	44	8	20%
2016-17	68	5	8.3%
2017-18	84	TBA	

### ***Student Attendance Rate and Chronic Absenteeism***

Scholar attendance rates have been consistent over the charter term, ranging from 93.8% – 94.8%. Chronic Absenteeism has ranged from 6.7% - 12.8% for the last four years.

### ***Suspension/Expulsion Rates***

E3 has maintained fairly consistent suspension and expulsion rates over the first charter term:

Year	Suspension Rate	Expulsion Rate
2013-14	5.2%	.3% (1 expulsion)
2014-15	5.2%	.3% (1 expulsion)
2015-16	1.2%	0%
2016-17	4.7%	.5% (2 expulsions)

### ***Stakeholder Satisfaction***

Each year, we conduct a Parent, Staff and Scholar Satisfaction survey administered by Columbia University's Teacher College. The survey is conducted online. Respondents remain anonymous and have the ability to provide open-ended answers as a follow up to multiple choice and Likert Scale items. The school reviews the data with all stakeholder groups in order to make informed decisions that will improve instruction, school structures, and the culture of e3.

In 2016-17 survey data yielded the following overall assessment. 76% of parents and 85% of staff gave e3 an A or B rating overall; 75% of parents and staff would recommend e3 to a friend or family member. All three stakeholder groups praised the excellent e3 teaching staff: scholars overwhelmingly rated the learning facilitators as the greatest strength of e3; 97% of parents agreed e3 learning facilitators were approachable, respectful and professional. Scholars overwhelmingly rated the learning facilitators as the greatest strength of e3. Data revealed that Project-based learning and the school's high academic standards were very influential in attracting families and staff to e3. All stakeholder groups praised the academic standards at the school and the efforts to offer more advanced courses to scholars; 85% of parents felt the school provided rigorous coursework that challenged their scholar and 92% of scholars agreed their learning facilitators expected them to do their best. Parents also recognized e3's efforts to offer more advanced options and tailor project-based learning opportunities to scholars with different learning styles. 93% of scholars responded that they knew how they were doing in

school. Parents, scholars, and staff felt e3 was a safe place to go to school; 88% rated the environment as very positive. Staff praised their colleagues and stated there is a lot of enthusiasm and collegiality among e3 staff.

Survey data is reviewed annually by school leadership and the Board and plays an important role in annual goal setting and resource allocation; survey results are also communicated to the entire school community.

### ***Operations, Fiscal Performance and Governance***

Built upon a strong fiscal management, for the past four years, e3 audit independent reports have yielded the school meeting the professional standards as required by the Governing Auditing Standards of the U.S. Office of Management. Each year of operation, the school has ended with a positive cash flow of 40% or 145 days while simultaneously providing an abundance of academic resources, instructional materials, services, and programs for the e3 learning community. The Board of Trustees play an active role to ensure that funding aligns with the LCAP goals and works to ensure the school is achieving its mission and vision in preparing scholars for college, workforce and life. This oversight has resulted in having a consistently sound fiscal position and positive outcomes for the current e3 scholars and graduates.

As detailed extensively above, e3 Civic High is successfully meeting our scholars' needs, as indicated by our graduation rates, A-G completion, test scores and other metrics. We have met our scholars' needs by exposing them to a rigorous CCSS-aligned curriculum in each class and using instructional pedagogy that requires scholars to use their critical thinking skills in order to solve a complex problem or answer an essential question. The practices we have adopted at e3 Civic High help our scholars to continually grow and develop their cognitive abilities, while preparing them for the rigor and challenging work they will encounter in college. We are confident that our scholars – many of whom will be the first in their families to attend college – will graduate from e3 Civic High ready to enroll in, and complete four-year degrees at rigorous colleges and universities, and change the trajectory of their families and communities.

### **Mission and Vision**

The mission and vision of e3 Civic High is to engage, educate and empower our learning community to be passionate lifelong learners and civic leaders who are prepared for college, workforce, and life.



## The e3 Model for Next Generation Learning

Mission & Vision		
Why we exist as an organization; enduring truths about our organization that have no expiration date		
To engage, educate and empower our learning community to be passionate lifelong learners and civic leaders that are prepared for college, workforce and life.		
Signature Practices		
The structures and practices through which we seek to achieve our vision		
Design Thinking and Project-Based Learning • Scholar-Designed Projects • Essential Knowledge & Skills Mastery Grading • Revision & Peer Critique • Data Driven • Student Leadership Civic Engagement • Advisory • Digital Portfolios Presentations of Learning (Project Exhibition & Portfolio Defenses) Student Led Conferences • Service Learning • Internships • Concurrent College Enrollment On-Site • Community Service • Use of 5Cs Faculty Professional Development Learning Facilitator Evaluation Focused on Growth Goals, Feedback, & Coaching		
Core Values		
What we believe; fundamental values that are central to our organization and reflect how we want to move toward our mission		
Personalization of Learning • Depth over Breadth • Real-World Context for Learning Student Demonstration of Mastery • Learning by Creating • Collaborative Problem-Solving • Equity & Access for All • Corporate & University Partnerships Integrity, Respect & Trust • Community Building • Commitment to Growth by All High Expectations • Accountability		
Outcome & Results		
What we seek for our scholars and how we will measure our success		
<b>Habits of Mind/Character</b> Civic citizenship Civic leadership Compassion Courage Gratitude Honesty Perseverance Respect Responsibility Self-discipline Trust	<b>21st Century Skills</b> Collaboration Communication Use of academic-language Critical thinking Creativity Problem solving Use of Technology Multilingual	<b>Metrics Dashboard</b> AP, PSAT, and SAT Attendance Rate Graduation rate UC/CSU eligibility rate College placement rate College graduation rate Internships

Revised 1/3/18



## Scholars Served

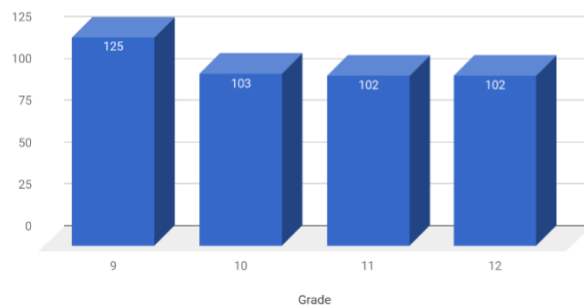
As noted, e3 is co-located on the sixth and seventh floor of the San Diego Central Library, 330 Park Boulevard, in downtown San Diego. As detailed in Element 7, below, e3 engages in both broad and targeted outreach in the community to attract a diverse scholar population to the school. The East Village community in which e3 is located is predominantly low-income, minority community.

Our 432 scholars are diverse and reflective of the broad diversity of the surrounding community: 79% Socio-economically Disadvantaged (SED), 73% Hispanic/Latino, 11% African American, 8% White, 4% Asian/Filipino/Pacific Islander and 3% Two or More Races; 20% English Learners (EL), 18% Special Education (SpEd), and 6% of our scholars are Homeless.<sup>7</sup>

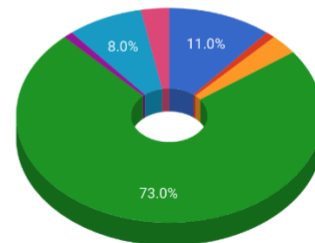
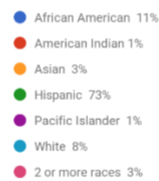
## e3 Demographics 17-18



Total Students By Grade 17-18



Ethnicity (17-18)



## Enrollment Plan

e3 does not anticipate any significant changes in enrollment projections over the next charter term, based largely on the capacity limits of our facility. The following are our enrollment projections for the new charter term:

	2018-19	2019-20	2020-21	2022-23	2023-24
9 <sup>th</sup> grade	125	120	120	120	120
10 <sup>th</sup> grade	120	120	120	120	120

<sup>7</sup>

<https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=37683380127647&aggllevel=school&year=2016-17>

11 <sup>th</sup> grade	105	110	110	110	110
12 <sup>th</sup> grade	100	100	100	100	100
Total	450	450	450	450	450

## An “Educated Person” in the 21<sup>st</sup> Century

e3 Civic High believes that an educated person in the 21<sup>st</sup> Century is someone who can achieve and demonstrate competency in the in the following interrelated five areas: literacy and communication, creativity and innovation, career readiness, and civic and global engagement. These learning expectations that define an educated person in the 21<sup>st</sup> Century extend scholar learning beyond the California content standards and UC/CSU A-G requirements to prepare scholars as creative and innovative learners ready for success in college and careers, participation in a democratic community, and purposeful engagement in the global society.

**Literacy and communication** – e3 capitalizes on our setting in the San Diego Central Library through a strong focus on literacy and communication. Scholars learn to be critical consumers of text and digital information across a range of genres and content areas. In addition, e3 Civic High emphasizes the importance of oral, written, and media communication through classroom discussions, presentations of learning, publication opportunities, and career and service learning explorations and internships.

**Creativity and Innovation** – e3 fosters each scholar’s capacity for creativity and willingness to embrace innovation through a curriculum that encourages new ideas and perspectives, scholar-centered exploration, informed risk-taking, and a confident “yes we can” spirit. Scholars learn to infuse the curriculum with their own personal interests and choose multiple ways of demonstrating their academic growth and proficiency.<sup>8</sup> The visual and performing arts are incorporated to enhance this learning expectation.

**Career readiness** – e3 nurtures career readiness in all scholars. Leveraging our location in an urban center and proximity to business and industry, e3 partners with individuals and institutions that provide our scholars with the self-direction, adaptability, collaboration, accountability, and leadership skills needed to be effective members of a 21<sup>st</sup> century workforce. For a listing of our business partners, please see Appendix G. These partners provide expert consultations on curriculum design and scholar work, serve as career guest speakers, participate on Mock Interview Panels and Presentations of Learning, give feedback during school-wide Exhibitions of Learning, provide one-to-one mentorships, and internships and job shadows for our scholars.

**Civic engagement** – e3 develops critical social literacy and nurtures civic participation through discussions and learning experiences in academic courses, advisories, career

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<sup>8</sup> This learning expectation was informed by the work of the Partnership for 21<sup>st</sup> Century Skills at [www.p21.org](http://www.p21.org).

and service learning explorations and internships. Positioned near San Diego's civic center, e3 is readily able to access resources and engage in learning opportunities related to government roles and citizen responsibilities with partners such as the San Diego Juvenile Court system, the offices of the members of the State Assembly and Congress, the San Diego County District Attorney's office and the Public Defenders department. Our scholars have opportunities to critically analyze social and economic power dynamics, explore community activism and civil rights movements, and consider the roles that individuals and communities play in advocating for change. Through this process, e3 scholars learn to develop and express their own civic voice.

**Global engagement** – e3 responds to our position at an international border on the edge of the Pacific Rim by engaging scholars in projects, investigations, and learning experiences designed to develop global awareness and intercultural competencies. Scholars learn to consider multiple perspectives, ask thoughtful questions, research new areas of inquiry, and empathize with other points of view. Scholars and teachers engage with global communities through international exchanges and on-line partnerships. In addition, all scholars take at least three years of a world language and are expected to develop oral and written proficiency prior to graduation. Further, scholars can choose to participate in an International Study Tour that corresponds to their specific language study. We sponsor two trips: one to China in partnership with SDSU's Confucius Institute and Hanban, and the other to a Spanish speaking country in partnership with UC San Diego Extension Studies. Scholars can obtain UC San Diego Extension credit for the trip to many of the Spanish speaking destinations.

## **How Learning Best Occurs**

The educational philosophy of e3 Civic High is derived from findings of the School Redesign Network and the Design School at Stanford University and the New Urban High School Project as well as experiences of successful high schools including Central Park East Secondary School in New York City and companies such as Google and Apple who employ the principles of Design Thinking. These schools and corporate findings consistently demonstrate the need for small schools that can respond to the individual needs of scholars. e3 supports this finding by enrolling a maximum of 450 scholars. While the work of these successful high schools indicates that small is better, small is not enough. "While it is true that small schools are generally more successful than large schools, smaller size is only a part of the answer." (Darling-Hammond, L. (2002). Redesigning high schools: What matters and what works, 3. Stanford, CA: Stanford Redesign Network.). Accordingly, e3 incorporates key organizational principles that have been found to be critical in supporting the work of successful small schools.

We believe that learning best occurs in an environment of Personalization, Authentic Curriculum and High Standards for All.

**Personalization** – e3 personalizes education by supporting the development of meaningful, sustained relationships between faculty, scholars, and families. These relationships allow teachers and support staff at e3 to nurture scholars' individual strengths and interests and encourage each scholar to invest in his or her education. Central to the development of meaningful and ongoing relationships is the advisory groups. Advisory groups meet three times weekly throughout the school year with a target advisory group size of 20. Each scholar and advisory group has a staff advisor who remains with those scholars for a minimum of two years and, depending upon the staffing available, potentially, four years. Advisors also meet with individual scholars and their families prior to the beginning of the scholar's first incoming school year through a home visit to foster a positive family-school connection. Personalization also is supported through a target academic class size of 20:1, allowing learning facilitators to tailor projects and activities to respond to scholar interests and needs. Scholars choose courses and develop a four-year plan and a post-secondary plan through Advisory. They take ownership for their learning as they monitor their achievement data via their data binders (See Appendix H for the copy of the data binder template). Using their data binders, scholars work with learning facilitators to chart their progress in closing learning gaps and accelerating their progress.

Additionally, scholars engage in college exploration that is suited to their post-secondary goals. The counseling staff develop the College Prep lessons that help guide scholars to the plan that will provide personal success beyond high school. These school wide lessons include online exploration, onsite college reps, trips to national college fairs, college tours and weekly workshops for financial aid and the application process. Parents are also engaged through grade level meetings on the college success process.

**Module 6**, a course that meets four days per week, is designed for scholars to chart their individual learning paths and to either focus on deficient areas or areas to in which they can advance or accelerate their learning. During Mod 6, scholars meet onsite with Learning Facilitators and tutors or in the Central Library in order to maximize the learning opportunities. After each Progress Report, scholars' placement in Mod 6 is re-evaluated using updated grades, the most recent NWEA MAP scores, an assessment of progress toward completing courses for graduation, and scholars' interests in order to place scholars in the most appropriate Mod 6 course. Scholars may be enrolled in any of the following Mod 6 placements dependent upon their needs and interests:

- **Personalized Learning Independent Study (PLIS):** Scholars will meet with their Learning Facilitator and be escorted to the San Diego Central Library to begin personal study and acceleration time. While in the library, scholars may access the online databases for research, log on to the online tutors for immediate feedback, submit writing assignments online for 48-hour feedback, work with certificated teachers, work in study groups using the library meeting spaces, access the homework center, print assignments, and check out books for extracurricular reading. There are also over a dozen extracurricular groups and

clubs offered in the library, including multiple book clubs and various art groups. Scholars take ownership for their learning during this time and access the staff librarians as well as the online supports in order to build competency as they prepare to enter post-secondary study and training. For 12th graders interested in support for the college application process, counselors are also available for personalized support during this time.

- **Academic Advancement:** On Mondays and Wednesdays, scholars report to their Learning Facilitators and are escorted to the Central Library for personalized learning and independent study time (see supports mentioned above). On Tuesdays and Thursdays, scholars report to their Learning Facilitators for specific, focused academic support in mathematics, English language arts or science on site. Using personalized online tools (i.e., Khan Academy, math iXL, Achieve3000, etc.), scholars remain on campus and focus on building skills in their gap areas. These courses are led by the Learning Facilitators and supported by instructional tutors. They provide one-on-one and group instruction during this time.
- **Diploma Attainment:** Designed for 11th and 12th grade scholars to provide support toward on-time, high school graduation. This course meets Monday through Thursday on the e3 campus. Scholars work toward completion of courses required for on-time graduation. They report daily to their assigned Learning Facilitator and Learning Associate.

**Authentic curriculum** – e3 engages scholars in intellectually challenging work that focuses on deep understanding of core concepts, creativity, active learning, and real-world application. Extended class periods, interdisciplinary teaming, and connections with community resources support project-based learning, inquiry-driven instruction and design thinking in all content areas. Using the state standards, scholars can choose to focus on a particular area of interest. Founded upon the principles of Project Based Learning and Design Thinking, scholars regularly demonstrate their learning through public presentations to real-world audiences. In many cases there is service learning deliverable for the projects that provide additional authenticity and civic engagement.

**High standards for all** – At e3 Civic High, we believe that learning best occurs when a scholar experiences physical and psychological well-being. To that end, e3 Civic High is committed to supporting the health and wellness of its scholars and staff through comprehensive wellness policies and practices. Our wellness policy aligns with the "Local School Wellness Policy" and state and federal wellness recommendations, and complies with state and federal nutrition standards. The e3 Civic High plan for scholar wellness incorporates the following goals, among others:

- Nutrition education – Nutrition and biomed Learning Facilitators incorporate lessons designed to foster the skills and knowledge to develop and maintain a healthy lifestyle.

- Physical education – All scholars are required to complete 4 credits of Physical Education in order to graduate. A credentialed PE Learning Facilitator teaches the Health, Fitness and Wellness courses. We use the Rhythm Studio for onsite training, dance and Yoga courses and the downtown community for outdoor cardio training (running, basketball, soccer, etc.). In addition, the school promotes daily structured and unstructured physical activity for scholars and staff, before, during, and after school as all scholars enter and exit the building using our 6-flight staircase. During the day, we travel up and down our Presentation Stairway to access our two school floors. Elevator use is made available for those with special needs.
- Safety education – through a partnership with the American Heart Association, scholars receives basic CPR training.
- Healthy eating environment – the school promotes healthy eating choices by limiting access to food and beverages that do not meet high nutritional standards in meal programs. Studio parties and club snacks are monitored to ensure they are aligned with healthy eating and fundraising efforts. The school does not allow advertising that promotes less nutritious food and beverage choices.
- The school offers courses that promote healthy eating through Sustainable Urban Agriculture and Nutritional Food Science and Biomedical courses. We have hydroponic herb and vegetable gardens onsite and raise crops offsite in a downtown community garden (SMARTSfarm). Scholars learn to grow organic crops and how to prepare them in the onsite Nutrition Lab Kitchen.
- Community outreach – the school promotes educational opportunities to provide a consistent message to school families regarding the importance of nutrition and physical education and the link to academic success through our weekly e-newsletter, email blasts from staff, and at parent meetings and trainings. We also ensure that both scholars and their families understand how to create a positive digital footprint and online presence.
- Personal and psychological wellness, such as a healthy self-image and motivation, are promoted through a campus climate of respect for cultural, linguistic, and personal differences. e3 staffs three full time members of our Wellness Team, two College and Career Counselors who hold PPS credentials and one full time Wellness Coach who is a licensed MFT. All three are equipped to provide socio-emotional counseling and our Wellness Coach is trained to provide deeper levels of mental health care and therapy. Our Wellness Coach (MFT) offers parenting training held on every Saturday of the month, family support groups and individual and group counseling.
- Staff receive yearly training from our Wellness Coach (MFT) on mandated reporting, trauma-informed care, suicide prevention and scholar safety, eating disorders, self-harm, and anger management. In 2016, e3 adopted the principles of Restorative Practices and staff lead the training for all faculty (using the texts Costello, Wachtel, and Wachtel, (2009) *The Restorative Practices Handbook and Restorative Circles in Schools.*)

## Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners

e3 aims to empower all of our scholars to reach their highest potential and become self-motivated, competent, lifelong learners. In order to achieve this, we recognize that secondary scholars in particular require autonomy and a sense of purpose. e3's emphasis on an engaging, project-based, real-world curriculum and active learning allows scholars opportunities to believe that they can achieve and experience the intrinsic satisfaction that comes with true mastery. Scholars approach learning with authentic motivation when they are provided multiple and varied opportunities to develop and demonstrate their mastery of core content, inspiring confidence in their own abilities and desire to serve others.

Our instructional program teaches scholars to learn *how to learn* through instructional delivery that includes learning objectives, which are personally relevant and foster the self-monitoring of both learning progress and understanding. Scholars demonstrate a desire to continuously improve their knowledge and skills as they develop their sense of self while working with their peers in a team setting. This is supported as scholars regularly review their progress through their data binders. Data binders include information about scholars' Lexile levels, current course grades, AP/PSAT/SAT scores, NWEA MAP data and ELPAC scores that they review and update at least eight times per year.

Equipped with a solid understanding of how people learn and current learning theory through our ongoing professional development program, educators at e3 are able to create effective lessons using a standardized e3 template, units of study and projects that ensure each scholar develops core competencies and critical 21<sup>st</sup> century skills for success.

## Annual Goals and the Requirements of California Education Code § 47605(B)(5)(A)(ii)

Each year, e3 engages stakeholders in an annual review and goal setting process as required by the California Education Code, detailed in our Local Control Accountability Plan (LCAP). These goals are described in detail in Element 2, below. A copy of e3's current LCAP is attached in the Appendices.

## Curriculum and Instructional Design

A multidisciplinary approach to learning is central to the curriculum and instructional design at e3 Civic High. While there is a clear expectation of mastery in all core content areas, there is an underlying premise of integration across the different disciplines.

A significant focus of the curriculum at e3 Civic High involves **project-based learning (PBL)**, with an emphasis on **Design Thinking**, real-world connections, personal relevance, authentic problems, and projects. PBL, through the mechanics of Design Thinking, engages scholars in the

investigation of a real-world problem or concern, encourages them to understand the end users and the research or experts, design solutions to the problem, and then present those solutions to an authentic audience. Learning Facilitators assist scholars in designing projects within the framework of the six “A’s” of effective design, articulated by Adria Steinberg (1997) – academic rigor, authenticity, applied learning, active exploration, adult connections, and assessment practices. In addition, scholars are challenged to integrate the five steps of Design Thinking: empathize, define, ideate, create a prototype, and test to strengthen the academic rigor of the projects. One of PBL’s strengths is the opportunity for “just in time” learning, as our Learning Facilitators provide personalized instructional support as projects evolve and immediately see practical applications, assess and refine their own work.

Learning Facilitators assist scholars in building background information to contextualize the problem or concern as well as teach strategies, content and skills to support scholars in their problem-solving investigation. Learning Facilitators act as coaches to help scholars think through problems and solutions in both large and small groups, and to help scholars develop as strong writers and presenters. Learning Facilitators also engage scholars in peer response protocols and the use of the 4 C’s: critical thinking, creativity, collaboration, and communication to refine and polish their work. They engage scholars in critical thinking protocols as they move through the five phases of DT, and facilitate collaboration among group members as well as with external experts and audiences.

Learning Facilitators assess scholar learning using standardized, authentic, and innovative measures. Scholars have the opportunity to publicly present project outcomes through formal and informal presentations. Informal presentations are held throughout the school year and can include audiences of educators, parents, and community members. Presentations may include oral or visual presentations, artistic performances, and/or written or digital publications.

**Formal Presentations of Learning (POLs)** are presented at the culmination of the 12<sup>th</sup> grade year. Seniors artistically present the path they have traveled over the course of the four years, highlighting their most critical intersections of learning. Formal POLs are assessed by e3 faculty and outside experts who have specialized knowledge related to the topic under investigation. A common rubric is used to assess scholar POLs; these rubrics measure investigative and analytical strategies as well as written and oral communication skills. Scholars also reflect upon their four-year career at e3, share their post-secondary plans, and explore how they will contribute to society as a lifelong civic learner.

All scholars maintain an **online digital portfolio** through Weebly.com that they can use well into their professional life. It includes an introduction to their interests and experiences, samples of academic work from all content areas, evidence of career and service learning, external evaluations, and written reflections on learning.



Digital portfolios are reviewed at the end of each semester to measure progress toward meeting academic objectives and career readiness expectations. In addition to quarterly progress reports, bi-annual scholar-led conferences (SLCs) are held to discuss individual scholar progress toward e3 Civic High learning expectations and graduation requirements. Conference participants include the scholar's advisor and parents. Conferences follow a protocol that includes opportunities for scholars to present evidence of their learning and planning for next steps to support future progress and goals.

Woven across all content courses and learning experiences are significant opportunities for scholars to develop as critical readers, writers, creative thinkers, and problem solvers as they develop **21<sup>st</sup> century literacy**:

- The ability to read and understand content-specific texts and effectively communicate content knowledge is critical to discipline-based learning and academic success (Lattimer, 2010; Wineburg, 2001).
- The ability to critically read and evaluate a range of print materials and media-based texts and communicate effectively to a range of audiences for clear purposes through appropriate forms is essential to success in career advancement and civic participation.
- The ability to define and describe a problem, generate potential innovative solutions, and implement and evaluate solutions is essential for success in the workplace and for the benefit of the community.
- The ability to integrate the arts in addressing critical social issues is vital to both understanding and working to solve real world problems.

To ensure that scholars develop the literacy skills necessary for success in college, career, and civic participation, e3 scholars are assessed three times annually to determine their reading Lexile levels using the Achieve3000 LevelSet assessment. Moreover, scholars are required to read a minimum of two Achieve3000 articles each week during advisory. Achieve scholar data is then analyzed weekly to determine whether scholars are reading, and it is also used to determine progress toward overcoming specific reading deficits according to the California Common Core State Standards. Challenge work is used collaboratively across grade levels and content areas to identify common literacy objectives, to develop universal literacy practices, and to regularly review and assess scholar literacy achievement. Ongoing professional development enhances Learning Facilitators' understanding of 21<sup>st</sup> century literacy expectations and effective instructional practices. Particular attention is paid to the development of scholars' written and oral presentation skills as the ability to effectively communicate has been shown to be a "threshold skills" for college achievement and professional advancement (National Commission on Writing, 2004).

Common instructional practices that are followed across content areas and learning experiences to support the development of 21<sup>st</sup> century literacy may include, but are not limited to, the following:

- The use of common writing, presentation, and performance assessment rubrics built on the California Common Core State Standards (CA CCSS) for English and the 2014

ELA/ELD Framework, 6-trait writing rubrics, and National Writing Project and National Council of Teachers of English guidelines.

- The use of common protocols for peer critique and review of written work, oral, and/or artistic presentations.
- Regular opportunities to publish and/or present work for authentic audiences. These opportunities include, but are not limited to and bi-annual presentations of learning (see Element 3 below).
- Regular opportunities to reflect on learning and present progress assessments orally, artistically, and in writing. These opportunities include, but are not limited to self-evaluations of projects and internship experiences, the maintenance of digital portfolios, and annual scholar-led conferences (see Element 3 below).

### ***Course Descriptions***

e3's graduation requirements exceed the UC/CSU A-G requirements – e3 requires three years of History/Social Science instead of two. All curriculum and learning are based on the state content standards, including the CA CCSS, Next Generation Science Standards (NGSS), and the state Curriculum Frameworks, including the 2014 ELA/ELD Framework, 2016 History/Social Science Framework, and standards and frameworks in the Visual and Performing Arts, World Languages, Physical Education, Health and Computer Science.<sup>9</sup>

All scholars who take an AP Course take the corresponding AP Exam at the end of the term. Financial assistance is available for those who qualify.

**Requirement A: History/Social Science** *Three years, including one year of World History, Cultures and Historical Geography, one year of U.S. history and one-half year of U.S. Government and one-half year of Economics.*

### **World History (2 credits) Grade 10**

In this course, scholars will focus on a global perspective of the world, both of the present and in the past. The course will also ask scholars to engage in an intensive study of self and world cultures, through the lenses of race, class, religion, and gender, while paying special attention to how ideas change over time. While doing so, scholars will be asked to analyze common phenomena on different cultures in an attempt to draw the space closer to one another in an increasingly digital world.

### **U.S. History (2 credits) Grade 11**

This course is the interdisciplinary study of English Language Arts and U.S. History, which will examine the promise, fulfillment, and reimagining of the American Dream. Scholars will trace

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<sup>9</sup> <https://www.cde.ca.gov/ci/cr/cf/index.asp>

the foundations of the country, from revolutionaries to immigrants, and try to define what it means to be American. We will analyze not only primary sources of historical records, but also the literature and poetry inspired by historical events.

**AP World History (2 credits) Grade 10** *Recommended prerequisites: B or higher in English 1/2 or a 3.0 GPA*

The AP World History course focuses on developing scholars' understanding of world history from approximately 8000 B.C.E. to the present. The course has scholars investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also addresses themes (interaction between humans and the environment; development and interaction of cultures; state building, creation, expansion, and interaction of economic systems; development and transformation of social structures) that scholars explore throughout the course in order to make connections among historical developments in different times and places encompassing the major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. This course is broken up into two semesters.

**AP US History (2 credits) Grade 11** *(Recommended Pre-requisite: B or higher in English 3/4 and World History or a 3.0 GPA)*

In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

### **U.S. Government & Politics (1 credit) Grade 12**

During the fall semester, you will learn about the foundations of our country and the unique democratic government system it created. You will understand your roles as citizens of the United States and how to protect the liberties you are afforded by the Constitution. In addition, this course will teach you how the American political and election system work.

### **Economics (1 credit) Grade 12**

In this one-semester course, scholars will learn the basic macroeconomic and microeconomic principles that will help them understand how the economy of the United States operates. Scholars will learn how to become financially responsible and prepared for all financial

operations that adults have to perform in order to create a stable, healthy financial life. By the conclusion of this course, scholars will understand a variety of economic terms and principles, including but not limited to: Scarcity, Opportunity Cost, Goal Setting, Setting Up and Maintaining a Budget, Financial Operations, Investments, Circular Flow, Resource and Product Markets, Government's Role, Trade, and Supply/Demand.

**Requirement B: English** *Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.*

### **ENGLISH 1/2 (2 credits) Grade 9**

English 1/2 is the interdisciplinary study of English Language Arts and Civics, including the study of our rights and duties as citizens. Humanities is the study of what makes us individuals and what makes us a community. Using the 21<sup>st</sup> century innovation skills of critical thinking and problem-solving, collaboration across networks, leading by influence, agility and adaptability, initiative and entrepreneurship, effective oral and written communication, accessing and analyzing information, and curiosity and imagination, our scholars will explore what it means to be human. They will closely investigate and interact with complex texts and deepen their skills in writing common-core aligned narrative, information, and argumentative essays.

### **English 3/4 (2 Credits) Grade 10**

This course emphasizes the critical analysis of complex expository and narrative texts. Each standards-based unit of study interrelates reading, writing, oral communication, and language study. Scholars are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. English 3/4 supports in-depth and independent research-based reading and writing as well as critical analyses of a range of challenging literary and informational texts. The course content focuses on teaching scholars skills and strategies for critical, independent reading and writing of increasingly complex and narrative texts. These texts are approached looking at the perspectives, or lenses, of race, class, religion, and gender. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Scholars are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. The goal of instruction is to support scholars in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences. The course's overarching yearly theme is international relations.

### **English 5/6 (2 Credits) Grade 11**

In English 5/6, we will focus our learning on the foundation of the 11th grade Common Core English Language Arts standards. Our curriculum will cover four novels this year, placing a large emphasis on contemporary non-fiction and literature. Additionally, we place a heavy emphasis on writing proficiency. Written expression is a crucial part of communication and critical

thinking. For high school scholars, developing strong writing skills not only helps their high school grades but also prepares them for their academic and professional futures. We aim to make a difference in our community and world through both the written word and incorporating creative deliverables, such as video, photography and art.

**English 5/6 Pre-AP (2 credits) Grade 11** *Recommended prerequisites: B or higher in English 3/4 or a 3.0 GPA*

This course provides integrated reading and writing techniques through an American Literary emphasis. Using literature as its focus, the course will dig deeper into literary movements in America from Early American writing, through Romanticism, Postmodernism and Contemporary writing. Scholars will initiate critical thinking, as well as evaluative and interpretive skills necessary for more challenging courses. Grammar, syntax, and rhetoric are clarified on an independent basis through the discussion of essays and other written efforts. Appropriate performance in this class will adequately prepare scholars for 12th grade AP English courses.

**AP English Language And Composition (2 credits) Grade 11** *Recommended prerequisites: B or higher in English 3/4 or a 3.0 GPA*

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

**CSU Expository Reading & Writing (2 credits) Grade 12**

During both the fall and spring semesters, you will enhance your expository reading and writing skills by completing college preparatory ERWC coursework. The Expository Reading and Writing Course (ERWC) coursework was designed to improve the readiness of high school scholars for English competency in college, whether in the CSU, UC, or the California Community College (CCC) systems, and employs a research based effective practices approach for teaching both reading and writing at a deep level. Course assignments, organized into 14 modules and based mainly on non-fiction texts, emphasize the in-depth study of expository, analytical, and argumentative reading and writing.

**AP English Literature and Composition (2 credits) Grade 12**

*Recommended prerequisites: B or higher in English 5/6 or a 3.0 GPA*

AP English Literature and Composition course engages scholars in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, scholars deepen their understanding of the ways writers use language to provide both meaning and

pleasure for their readers. As they read, scholars consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

**Requirement C: MATHEMATICS** *Three years* of college preparatory math, including or integrating the topics covered in elementary and advanced algebra and two and three-dimensional geometry. (4 years is recommended)

**Integrated Math 1 Readiness (2 credits) Grade 9 (Daily Course A&B days)**

***\*non-A-G approved course***

This course specifically prepares scholars to excel in Integrated Math 1, a course scholars will take in the following school year. In this course, scholars will be introduced to solving equations, working with functions, integrating algebra with geometry, and statistical data.

**Integrated Math 1 (2 credits) Grade Levels vary by scholar's individual sequence of Math Coursework**

This course establishes the relevance of mathematics by connecting an abstract understanding of Algebra and Geometry with practical implementation and problem solving. Aligned to the common core standards, mathematics prepares scholars to use linear and quadratic functions to model trends, to draw critical relationships, and to reveal important implications in authentic data. This course is also a comprehensive look at the study of proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations, facilitating scholars to use coordinate geometry and trigonometry to solve design problems.

**Integrated Math 2 (2 credits) Grade Levels vary by scholar's individual sequence of Math Coursework**

This course is an overview of fundamental mathematical skills relating to functions, equations, inequalities, probability, radicals, absolute value, exponents, polynomials, logarithms, complex numbers, the binomial theorem, rational functions, conics and matrices. This course prepares scholars to understand, model and analyze real-world problems by solving, graphing and comparing polynomial, trigonometric and exponential functions. This course also prepares scholars to use probability and trigonometry to draw conclusions and make decisions. Applications of topics will emphasize critical thinking and incorporate the use of technology. Moreover, scholars will be prepared for advanced studies in mathematics.

**Integrated Math 3 (2 credits) Grade Levels vary by scholar's individual sequence of Math Coursework**

Integrated Math 3 is designed to enable scholars to further explore the principles introduced in Math 1 and Math 2 in preparation for enrolling in advanced mathematics courses. Scholars will expand their knowledge of linear, exponential, and quadratic functions to polynomial,

logarithmic, rational, and trigonometric functions. Scholars will extend their understanding of trigonometry to all triangles and their experiences with data as they solve sophisticated statistical problems. Scholars will experience mathematics as a coherent, useful, and logical subject that draws their ability to make sense of problem situations, and will develop the ability to explore and solve mathematical problems, think critically, and work cooperatively with other scholars and communicate mathematical ideas clearly.

### **Statistics (2 credits) Grade 11, 12**

This course introduces topics typical of a college level statistics course, including data collection, descriptive statistics, probability distributions, confidence intervals, hypothesis testing, correlation and regression. This course is a prerequisite for AP Statistics.

### **Pre-Calculus (2 credits) Grade 10, 11, 12 Prerequisite: Math 3**

This course is designed to prepare scholars to succeed in calculus by extending and drawing on knowledge gained through three years of integrated math in high school. The purpose of this course is to give scholars a deeper understanding of advanced graphical, algebraic and numerical techniques for solving, analyzing, and understanding trigonometry, functions, and multi- variable equations. By the completion of this course, scholars will be able to analyze the properties of functions and appropriately model real-world scenarios. This course continues the natural sequence of math studies from Integrated Mathematics III to establish readiness of all scholars to take Calculus.

### **Applied Calculus (2 credits) Grade 11, 12 *Recommended prerequisite: Pre-Calculus***

Calculus is the mathematics used by scientists and engineers to understand the universe and engineer our modern world. The course introduces limits, derivatives, and integrals. It includes all the topics in the AP Calculus course, but at a more conceptual level. The intent of the course is to prepare scholars for college-level calculus.

### **AP Calculus (2 credits) Grade 11, 12 Prerequisite: Pre-Calculus**

This course is equivalent to the first semester of a three-semester university calculus sequence. This course specifically prepares scholars to excel on the AP Calculus AB exam, which is offered during the spring semester. In this course, scholars will be introduced to limits, derivatives, integrals, and applications of single-variable calculus. Additional support will be provided to scholars who plan to independently study for the AP Calculus BC exam.

### **AP STATISTICS (2 credits) Grade 11, 12 *Recommended prerequisite: B or higher in Statistics***

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns, (2), Sampling and Experimentation: Planning and conducting a study, (3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and (4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete

the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

**Requirement D: LABORATORY SCIENCE** *Three years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics (4 years is recommended)*

### **Biology (2 credits) Grade 9**

This entry-level course provides a broad perspective of biological concepts and principles. Topics include the process of scientific inquiry, the biochemistry of biological macromolecules, metabolism and manipulation of energy by plants and animals, cell division, classical and molecular genetics, development, systems biology, and the evolution and adaptation of living organisms. This course will emphasize four large conceptual themes fundamental to a comprehensive understanding of biology:

- 1) Evolution: The process of evolution drives the diversity and unity of life.
- 2) Cellular Processes (Metabolism and Signal Transduction): Biological systems utilize free energy and molecular building blocks to grow.
- 3) Genetics and Information Transfer: Living systems store, retrieve, transmit, and respond to information essential to life processes.
- 4) Interactions of Complex Systems: Biological systems interact and these systems and their interactions possess complex properties.

The laboratory component of this course provides direct participation in experiments, demonstrations, and discussions related to fundamental concepts in biology. *This course is aligned with Next Generation Science Standards and the Common Core Curriculum.*

### **Chemistry (2 credits) Grade 10**

Chemistry is a rigorous college-preparatory science course designed to collectively mentor scholars interested in exploring a career in health and medicine. This course is based on the California State Standards for Chemistry, which were developed so that every scholar would have access to a uniform quality and quantity of information in science. Scholars will be expected to pursue mastery of the standards with problem-solving, critical thinking, and deductive reasoning skills.

### **Anatomy & Physiology Honors (2 credits) Grade 11, 12 Prerequisite: Chemistry**

This course is designed to be 12<sup>th</sup> grade, advanced study of the human body for scholars with an interest in pursuing a career in a health-related field. Topics include anatomical structures, physiological systems, and body functions. Scholars will acquire skills used in the classification of data, experience in oral and written communication of data, and skills in drawing logical inferences and predicting outcomes. Scholars will apply the principle of physiology to human



health and well-being and evaluate the applications and career implications of physiology and anatomy principles.

**AP Chemistry (2 credits) Grade 11, 12 *Recommended Prerequisite: B or higher in Chemistry or 3.0 GPA***

This AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most scholars, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills.

**Physics (2 credits) Grade 10, 11, 12 *Prerequisite: Integrated Math 1***

This two-semester, algebra-based physics course is designed to provide an introductory experience with the processes of investigating the physical world and the understandings derived from that process. The core content addressed in this course includes the topics of motion and forces, the conservation of energy and momentum, heat and thermodynamics, waves and electric and magnetic phenomena. These topics are presented using an inquiry-oriented, activity-based method and are organized in thematic units. This course meets college entry requirements for a laboratory science.

**Advanced Physics (2 credits) Grades 10, 11, 12 *Recommended Prerequisite: Integrated Math 3***

This course introduces all the topics typically covered in a two-semester algebra-based college physics course and a three-semester calculus-based college physics course (for science and engineering majors). This course includes weekly laboratory demonstrations by scholars. Pre-Requisite: Proficiency with trigonometry and algebra (Integrated Math 3). Concurrent enrollment in pre-calculus or calculus is recommended.

**AP Physics (2 credits) Grades 11, 12 *Recommended Prerequisite: B in Physics or 3.0 GPA***

AP Physics is an algebra-based, introductory college-level physics course. Scholars cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

**AP Biology (2 credits) Grades 11, 12 *Recommended Prerequisite: B in any Biology course or 3.0 GPA***

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following

topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students should have successfully completed high school courses in biology and chemistry. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas: 1) The process of evolution explains the diversity and unity of life. 2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. 3) Living systems store, retrieve, transmit, and respond to information essential to life processes. 4) Biological systems interact, and these systems and their interactions possess complex properties.

**Requirement E: LANGUAGE OTHER THAN ENGLISH** *Two years of the same language other than English or equivalent to the second level of high school instruction (Three years is recommended)*

#### **Mandarin 1/2 (2 credits) Grade 9**

This is an introductory course for non-Chinese speaking scholars who until now have had little in-depth exposure to the intricacies of Mandarin Chinese language and Chinese culture. The main objective of Mandarin 1 is to develop a strong foundation in the Mandarin Chinese language in listening, speaking, reading and writing. The listening and speaking skills in high-frequency common communicative settings will be developed through problem-based and project-based learning. Scholars will also be able to accurately write and depict Chinese characters and effectively develop their phonetic understanding of Pinyin. In addition, Chinese culture will be incorporated throughout the curriculum to help scholars build multicultural proficiency.

#### **Mandarin 3/4 (2 credits) Grade 10**

This is a continuation of Mandarin 1/2. The course is designed to prepare scholars to meet the second language requirement for high school graduation and college. It is also open to scholars who wish to pursue their personal interests in Chinese language and culture. The class is conducted in a learner-centered environment where Pinyin, characters, word usage, sentence patterns, and grammar are taught. Scholars will improve the understanding of the connection between the language and culture.

#### **Mandarin 5/6 (2 credits) Grade 11**

Mandarin 5/6 builds on language skills developed in Mandarin 1/2 and 3/4. The purpose of this yearlong course is to further develop scholars' language accuracy in both formal and informal contexts. The course will more extensively review grammar and sentence structure and will

give scholars the opportunity to practice appropriate use of idiomatic expressions, reading, and writing skills. It will also build vocabulary, expand reading comprehension through studies of classic Chinese literature, and encourage extensive conversation in Chinese. To promote cultural enrichment and greater understanding of Chinese tradition, the course will also introduce the history and concepts of Chinese philosophy.

### **Mandarin 7/8 (2 credits) Grade 12**

In Mandarin 7/8, scholars develop more advanced language skills as they practice listening, speaking, reading, and writing in the target language. Building on skills obtained in the previous three years, scholars continue to expand on their ability to express themselves in a variety of real-life conversations on topics such as traditional holidays in China, the changing of China, healthy lifestyles, travel, equal rights for women, environmental protection, money management, Chinese history, job interviews, and living in China as a foreigner. Scholars hone their ability to use complex syntax and grammar structures acquired from last year and focus on the ability to express their thoughts in an authentic and polite manner while speaking and writing. As they practice speaking, they learn to become more adept at spontaneous speaking. In addition to the textbook, songs, poems, movies, Chinese newspaper articles, blogs, and guest speakers are woven into the curriculum to incorporate cultural topics and authentic sources. Scholars are assessed on each unit in a variety of ways, such as quizzes, tests, compositions, role-play, dialogues and projects.

### **Spanish 1/2 Grade 9, 10 (2 credits)**

Spanish 1/2 is an introductory course based on the 4 essential elements to learn and communicate in a foreign language: listening, speaking, reading, and writing. The acquisition of Spanish will also occur through cultural exposure as seen through art, realia, pronunciation, activities, videos, and readings. The class will encourage learning through individual instruction, group collaboration, hands on activities, and spoken dialogue. It is the philosophy of the learning facilitator that anyone can build their confidence to communicate in a foreign language, and anyone can learn through their mistakes. To learn Spanish is to open the door to an exciting and fun world of adventure!

### **Spanish 3/4 (2 credits) Grade 9, 10**

This course is designed for scholars who have taken Spanish 1/2 and wish to continue their Spanish studies. Scholars work together to develop and enhance integrated skills of listening, speaking, reading, and writing in Spanish. Instruction will emphasize listening, speaking, reading, and writing skills in preparation for advanced work. Scholars will be able to express themselves at a more advanced level in present and past tenses. Additional emphasis will be focused on reading comprehension in the target language.

### **Spanish 5/6 (2 credits) Grade 9, 10, 11**

Spanish 5/6 uses 21st century skills to improve the level of Spanish communication. It will use

today's world languages curriculum and instructions based on the following categories: (1) Communication, (2) Cultures, (3) Comparisons, and (4) Communities. Native Spanish speakers will learn to articulate and improve their functionality in the language; whereas, non- native speakers will increase their mastery and confidence in the foreign language. Scholars will go beyond the learning of isolated words and memorization of limited phrases. Scholars will also continue to practice the elements needed to communicate effectively in a foreign language (listening, speaking, reading, and writing). The class will encourage learning through individual instruction, group collaboration, hands on activities, and spoken dialogue.

**AP Spanish (2 credits) Grade 11, 12 Recommended Prerequisite: Spanish 5/6 or Spanish Learning Facilitator recommendation via assessment**

This course provides scholars with opportunities to demonstrate proficiency in each of the three modes of communication (Interpersonal, Interpretive, Presentational), in the Intermediate to Pre-Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. The exam presupposes an average of three to five years of language instruction at the high school level.

**Requirement F: VISUAL AND PERFORMING ARTS** One year chosen from dance, music, theater or the visual arts

**Choir (2 credits) Grade 10, 11, 12**

Learn the fundamentals of healthy vocal production while experiencing the joy of ensemble singing in two-, three- and four-part harmony. No experience necessary. e3 scholars participating in Choir are invited to participate in the San Diego Central Library Singers, a new singing chorus designed to serve both the school and the community. Explore the rich cultural heritage of choral singing from the Renaissance through the Baroque, Classical, Romantic periods, up to modern pop and jazz.

**Digital Media Arts (2 credits) Grade 10, 11, 12**

DMA is designed to introduce graphic design as an art form and visual communication between creator and viewer. Through the use of color, type, form and marketing research scholars will learn all basic and intermediate tools and techniques that the Adobe Illustrator program has to offer. A strong focus on product development, logo development, photo enhancement, and marketing and advertising layouts, learning both the artistic and commercial side of the graphic design industry. Each scholar will build an understanding of 2D & 3D Design, visual placement and color theory through guided instruction and creative problem solving. Each project will be concluded with a class discussion and critique.

**Digital Media Arts Advanced (2 credits) Grade 10, 11, 12 Prerequisite: DMA**

DMA Advanced is the second sequence in developing knowledge of the Adobe CC Software dedicated to the artistic and commercial connection it plays in the design, marketing and art

world. Scholars will develop strong skills in pre-production and post production commercial design which involves and not limited to introduction of digital photography, Adobe Photoshop and digital photography editing. This course builds off individualistic ideas, process and design; however, it strengthens prior knowledge of Adobe Illustrator skills and foundation learned in Digital Media Art. Adobe Illustrator is also continuously utilized and focused on building skill sets not learned in Digital Media Art. Scholars will have created a breadth of digital work between both courses that can be utilized in applications for college level art portfolios.

### **Drama (2 credits) Grade 10, 11, 12**

This course is for scholars interested in the performing arts. Experience is not necessary, but a willingness to perform is! Each participant works at their own level without comparison to fellow scholars. Throughout the semester, scholars will learn the basics of improvisation and acting as well as character development, script writing, theatrical games, scholar skits and direction of showcases. No prior experience necessary.

### **Advanced Drama (2 credits) Grade 10, 11, 12 Prerequisite: Drama; LF Recommendation**

This course is for scholars who have passed Drama and would like to continue their work in the dramatic arts. Scholars will perform in two showcases (Musical Theater and Classical Theater) as well as present a portfolio in one of three areas (Acting, Directing and Technical Theater) for exhibition at the end of the year.

### **Introduction to Visual Arts (2 credits) Grade 10, 11, 12**

An introduction to art theory, techniques and mediums including beginning practices in drawing, painting, pastels and three-dimensional design; also with a strong focus on art appreciation scholars will learn the historical aspects of the art world; building and understanding of art history elements, art work and the artists who created them. Through hands on experience and the creative process, all scholars will be introduced to new art mediums and practices with formal instruction and class demonstrations. No prior experience necessary.

### **Advanced Studio Art (2 credits) Grade 11, 12 Prerequisites: Introduction to Visual Arts**

Advanced Studio Art is a continuation of Introduction to Visual Arts, which enables the creative scholar to develop independent and advanced skills with the use of higher level artistic tools and a variety of new techniques. This advanced level course will help strengthen the scholar's creative ability with techniques already learned in previous visual art classes. Scholars will develop a capstone project that includes a comprehensive art portfolio. This portfolio can be submitted to gain for college admittance or workforce entry.

### **Madrigals (2 credits) Grade 10, 11, 12 Prerequisite: Previous Choir Experience**

The Madrigal Choir is made up of elite singers from e3's scholar body. Previous vocal music

experience as well as a yearlong commitment is required to be a member of this ensemble. Scholars will perform at several community events throughout the school year including school showcases, KUSI's "Songs of the Holiday Season," the Padres Choir Night, Disneyland workshops and California Music Educators Association festivals.

### **Photovoice (2 credits) Grade 10, 11, 12**

This course is a participatory photography methodology that asks scholars to represent their community or point of view through photography, critical discussion, narrative and expository writing, conducting research and taking action. The framework is intended to give insight into how the storyteller conceptualizes his or her own circumstances and his or her hopes for the future. This course leads scholars through the writing and visual process of exploring identity and the community. Photovoice attempts to bring all perspectives, backgrounds, and ethnicities into civic dialogue. In this course, scholars will engage in deep and meaningful exploration about race and discrimination, and other compelling topics while learning to use photography, digital storytelling and various writing styles to advocate for social change. Scholars will build norms for respect and engage in deep and meaningful exploration as they strengthen their technical and media literacy skills. Working collectively, scholars will combine their skills to offer a creative method for engaging in community issues then advocating for solutions that will make a difference.

### **Show Choir (2 credits) Grade 10, 11, 12**

In this course scholars sing, dance and compete as part of e3's award winning, advanced show choir, "Premiere." Scholars perform a variety of modern and popular repertoire while creating performances that are second to none. No prior experience necessary.

### **Video Storytelling (2 credits) Grade 10, 11, 12**

During the course of the year, scholars will engage in a variety of activities designed to increase their knowledge of video production. This class will ask scholars to express themselves through researching, writing and creating media projects. Hands-on, real-world activities will require scholars to be creative, responsible and professional. Scholars will consistently use critical thinking skills and a good work ethic to achieve an advanced level of media literacy. Video Production enhances the knowledge and skills taught in traditional English courses, focusing on those aspects of communication applicable to all types of video based media.

### **AP STUDIO ART (2 credits) Grade 11, 12** *Recommended Prerequisites: Digital Media Arts*

The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout

the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

**Requirement G: COLLEGE PREPARATORY ELECTIVE** One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

**AP Computer Science (2 credits) Grade 11, 12 Recommended Prerequisite: B in Exploring Computer Science or 3.0 GPA**

AP Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction.

**Coding (2 credits) Grade 11, 12 Prerequisite: Exploring Computer Science and Math 2**

During this course, students acquire basic programming skills in Java through practice. Using professional programming tools such as IntelliJ Idea and GitHub, students develop a mastery of logic, loops, variables and Object Oriented Programming (OOP) and with a firm foundation in problem solving and logical thinking. Understanding OOP is challenging because it requires you to think in an abstract way about technical concepts, but mastering this mindset gives you a powerful tool for breaking complex problems into more manageable ones, which is a paramount skill for any software engineer.

**Exploring Computer Science (2 credits) Grade 10**

Exploring Computer Science is a yearlong course consisting of 6 units, approximately 6 weeks each. The course was developed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics: 1) Human Computer Interaction, 2) Problem Solving, 3) Web Design, 4) Programming 5) Computer and Data Analysis and 6) Robotics

**Design Thinking in the Workplace (2 credits) Grade 12**

In this course seniors are taught the mechanics of the five-step Design Thinking process. Subsequently they identify a design thinking challenge that is of interest and stirs their passion. They work to solve a problem or improve a process, experience or tangible product for the workplace. Seniors can also choose a challenge that addresses a broader issue related to the internship experience or personal passion. For example, scholars working for a hospital might pursue the following, “How might we reduce the risk of infections for patients in the hospital?” Scholars working in a school setting might design the following challenge, “How might we reduce cyber bullying on middle school campuses?” Finally, since a core e3 focus is

civic leadership all Seniors in the DT/Workforce Development course must not only solve a problem but do something with the solution through an act of civic service.

### **Ecology (2 credits) Grade 9, 10, 11, 12**

Ecology is the primary specialized discipline of life science that studies the relationships between organisms and their environment. This course provides a background in the fundamental principles of ecological science. Scholars will acquire ecological literacy about how the natural world works and develop an understanding of how scientific methods are used to construct ecological knowledge. This ecology course is designed to expose scholars to the complexity of interactions in the natural world through readings, videos, applied activities, field studies, and laboratory work. Scholars will communicate their understandings regularly in journals and lab/field reports. In addition, scholars will take a unit test at the completion of each unit in the course and a cumulative Final Exam at the end of the course.

## **PHYSICAL EDUCATION COURSES** *Four credits are required for graduation*

### **Dance (2 credits) Grade 9, 10, 11, 12**

In this course, scholars learn and explore dance routines including modern dance and hip-hop. Scholars perform at community events. No prior experience necessary.

### **Latin Dance (2 credits) Grade 9, 10, 11, 12** *\*Also offered as an eBlock*

Latin American Culture and Dance is an introductory course. In addition to learning selected Latin American dance styles (mostly focused in the Afro-Caribbean and its influence), the course will cover instruction on other elements that influence dance such as culture, history, musical interpretation, and dance etiquette. Styles of dance within the Latin American genre may include the following: salsa, merengue, cha cha cha, bachata, cumbia, tango, milonga etc. Although the course will follow the California State Standards previous knowledge or experience in dance is not required.

### **PE 1/2 (2 credits) Grade 9, 10, 11, 12**

This course will integrate health and nutrition issues relevant to the modern-day teenage society. Scholars will strengthen civic leadership talents by providing solution to teenage health issues through problem-based, project-based learning. Scholars will present their findings to the public following the completion of their projects. Scholars will also perform daily challenging physical fitness activities, which develop self-esteem, internal motivation, and leadership skills necessary for a future leader.

### **PE 3/4 (2 credits) Grade 9, 10, 11, 12**

This course will integrate health and nutrition issues relevant to the modern-day teenage



society. Scholars will strengthen civic leadership talents by providing solution to teenage health issues through problem-based, project-based learning. Scholars will present their findings to the public following the completion of their projects. Scholars will also perform daily challenging physical fitness activities, which develop self-esteem, internal motivation, and leadership skills necessary for a future leader.

#### **eBLOCK COURSES:** *eBlocks are scholar-chosen elective courses*

In addition to the eBlock options described in the preceding section under P.E., e3 offers the following courses:

##### **Agriculture Food Science (Urban Agriculture) (1 credit) Grade 9, 10, 11, 12**

Scholars will learn about gardening and farming in an urban (city) setting. We will be doing a combination of hands-on activities, including painting garden signs, planting seeds, harvesting food, composting, eating salad and cooking healthy recipes. The focus of the class will be on gaining an appreciation for nutrition and growing food in a manner that does not harm our environment. Many days we will be outside, walking to the garden and getting our hands dirty. Be prepared to stay active and eat great food.

##### **Financial Literacy (1 credit) Grade 9, 10, 11, 12**

Learn the skills necessary to manage a checking account, learn the principles of saving, create and maintain a personal budget, make investments, learn how to manage debt and learn the principles of credit.

##### **Yearbook (1 credit) Grade 9, 10, 11, 12**

This is an elective two-semester course designed to develop basic skills in design, photography, editing journalism, managing and marketing. Scholars are responsible for taking digital photos, conducting interviews, managing clerical operations, making announcements, maintaining signage, and composing, designing, and editing all elements of text, graphic art, and digital photography layouts that will appear in the yearbook. This course requires scholars to be organized, motivated, and possess strong reading and writing skills upon entering the class, as well as be available outside of regular class hours to attend school activities and meet deadlines.

##### **Entrepreneurship (1 credit) Grade 9, 10, 11, 12**

Scholars learn the basics of business and write a business plan of their own. Scholars also work as a team to run a business selling coffee.

##### **Civic Leadership (1 credit) Grade 9, 10, 11, 12**

This course is an introduction to the issues, challenges, and opportunities of civic life in the early 21<sup>st</sup> century. It provides a foundation for understanding the roles of public scholarship,

community engagement, and social action in democratic citizenship and global stewardship. We will examine key research and theory underlying recent thinking about community engagement, as well as explore strategies for responsible social and environmental change. What does successful service- and community- based learning look like? Why do we do it? What positive difference can we really hope to make? Who benefits? Though our focus is global, we'll pay particular attention to the development, present challenges, and future hopes of San Diego, a paradigm 21<sup>st</sup> century city. We will also meet many of the people--civic leaders, city staff, researchers, and community members--who make San Diego work.

### **Technical Theater (1 credit) Grade 9, 10, 11, 12**

Opportunities exist in this class for you to be involved in many areas of the technical production process: set design, costume design, lighting, hair and makeup design, and graphic design. Work begins with the technical course and continues at home, as well as in after school rehearsals as the performance time draws near. Performances are a large part of the course and participation is expected. In addition, *commitment to extra after school rehearsals will also be mandatory*. You are expected to work every day toward greater efficiency and a professional final product. It is recommended that you concurrently enroll in Intro to Visual Arts, Photovoice, DMA 1, or DMA Advanced to expand on the skills you develop in Technical Theater.

### **Career Exploration & Internship (Community Classroom) (1 credit) Grade 10, 11, 12**

Community classroom offers scholars the opportunity to participate in either a Career Exploration or Career Target Internship. Career Exploratory Internships are for scholars who are unsure about their career interest. This type of internship focuses on soft skills and scholars may rotate through various departments to gain an understanding of career options available to them. Career Target Internships are for scholars who are interested in a particular career path. Scholars often work on projects and build skill sets that are commonly found in a particular career.

### **Study Skills (1 credit) Grade 9, 10, 11, 12**

This supplementary, technology-based course is a challenging and rewarding learning program for students significantly below grade level in math and reading. Higher-level thinking, problem-solving, and basic skills are emphasized. A highly structured curriculum provides intensive reading and mathematics practice. Scholars will receive tutorial support on an individual basis or within small study groups. The goal of this program is to close the achievement gap through concentrated focus on skill building and cognitive thinking, using innovative materials and increased time on task.

### **Structured English Immersion (1 credit1) Grade 9, 10, 11, 12**

Structured English Immersion (SEI) is an English Language Development (ELD) class that is designed for scholars who are in the process of learning English (classified as Beginner through Intermediate EL levels). SEI focuses on achieving English proficiency through Literacy and

Language skills (Reading, Writing, Listening, and Speaking) that are rigorously presented through grade level content and aligned with California ELD and ELA (English Language Arts) Standards. The SEI curriculum is designed for scholarly engagement in projects and presentations that facilitate achieving English proficiency.

### **Agriculture Food Science (Nutrition) (1 credit) Grade 9, 10, 11, 12**

Introductory culinary skills are developed progressively by preparing the food of many world cuisines. The fundamentals of nutrition and how dietary choices impact daily performance and long-term wellness are explored.

### **Robotics (1 credit) Grades 9, 10, 11, 12**

Scholars will be introduced to the fundamentals of robotics and engineering and will learn to use the engineering design process to creatively solve problems in teams. We learn to build robotic structures, construct electronic circuits, and write computer code in ways that can help us to overcome complex challenges.

### **Peer Assistance Leadership (PALs) (1 credit) Grades 9, 10, 11, 12**

The Peer Assistance and Leadership course recognizes the potential of youth as a resource and catalyst for change in other youth. Through peer-to-peer mentoring, PAL scholars work to build resiliency and self-confidence in their e3 peers as well as in younger scholars within partnering schools in the downtown San Diego community. The PAL peer helping program philosophy identifies an innate capacity for social understanding, personal well-being, and community participation within every scholar. Scholars will be instructed in different activities for building self-awareness, group dynamics, and communication skills throughout the first six weeks of the course. These skills will then be used in the mentoring of younger scholars in the areas of understanding behaviors, decision making, and problem solving throughout the remainder of the semester.

### **Scholar Learning Coach/Tutor (1 credit) Grades 11, 12**

Scholar Learning Coaches will assist other scholars with specific learning gaps in courses as needed. Specific areas of growth will be identified and the Scholar Learning Coach will provide interventions for support in these areas.

### **Intramural Sports (1 credit) Grade 9, 10, 11, 12**

In this course, scholars improve their collaboration, team-building, and advanced strategies in athletic games while being educated on the importance of health, fitness, and wellness. While many sports and recreational activities will be included, scholars will choose between two main sports: flag football and soccer.

### **Yoga (1 credit) Grades 9, 10, 11, 12**

Do you panic during exams and stress during finals? Do you struggle with focusing in class, or sitting in a chair all day? Do you want to learn more about health and fitness but don't know where to start? Yoga might be the eBlock class for you! Yoga is a practice of self-study that uses breathing to connect the body and mind. In this course, scholars will learn (by doing!) about yoga poses, breathing exercises, holistic health, and ancient philosophy. Scholars will begin practicing self-awareness through movement and breath. Scholars will also learn more about their individual personality and body types, including which foods, activities, and habits that will help them find a balanced lifestyle. Finally, scholars will explore the ethics of mindful living to decide how to best treat themselves and each other in a forever-changing world. These lessons are meant to help scholars cultivate a lifelong practice for personal health and wellness that starts with the easiest and most natural thing - breathing. Yoga is open to all scholars who feel the class will serve their interests and needs. No prior experience, flexibility, strength, or body types are required... only an open-mind!

### **Introduction to Philosophy (1 credit) Grade 9, 10, 11, 12**

What is real? Can we really be certain of anything? What is right? Is there a soul separate from the body? What is the meaning of life? This course will confront these essential questions of existence through a study of western philosophy. Topics will include *Epistemology, Metaphysics, Philosophy of Mind, Self and Freedom, Identity, Philosophy of Science, Ethics and Morality, Political Philosophy, and Aesthetics*. This course is inquiry based and will focus on a combination of primary source reading the actual words of the philosophers, selected readings, reflective journaling and classroom discussions. The course will also include an introduction to the history of western philosophy and formal instruction in critical thinking, formal logic, and logical fallacies. It is our hope that by offering a philosophy course at the high school level, students will be challenged to think in ways that other classes do not require. Students will be required to engage in critical thinking as a routine part of the course. They will be expected to consider multiple perspectives and will have to defend their positions with reason and evidence. It is also our hope that this course instills or nurtures a love of learning for the sake of learning so that students will be lifelong learners. Student writing will be one of the primary methods of assessment for the philosophy course. Students will write approximately 8-10 essays over the course of the school year.

### **Mock Trial (1 credit) Grade 9, 10, 11, 12**

Do you love public speaking? If so, this course might be for you. Do you hate public speaking? If so, this course is definitely for you. In this course, we will work on our public speaking skills in the context of a mock trial. We will learn about all aspects of a trial from opening statements to closing arguments. Scholars will work together to better themselves and their colleagues as they orate, argue, and learn.

### **Library Science (1 credit) Grade 9, 10, 11, 12**

Scholars in Library Science are going to learn how to research using all library resources. They will also learn how to properly format using APA Style.

### **Writing to Publish: Novel Writing (1 credit) Grade 9, 10, 11, 12**

Do you love to write? Are you brimming with story ideas and want to share your work with the world? In this course you will have the opportunity to learn how to use writing elements such as character development, setting, and dialogue that will take your creative writing to the next level. Throughout the year scholars in this course will collaborate in online writing communities, create a Writer's Anthology for the e3 community, and work toward publishing their very own novel.

## **COLLEGE COURSES**

In partnership with UCSD, e3 offers several “concurrent enrollment” college courses each term for eligible students. These courses enable students to earn both high school credits at e3 toward their diploma, while simultaneously earning transferable UC credits for college. Scholars take the courses onsite with UCSD professors and earn high school credit. In addition, they are assigned UCSD undergraduate credit once the course is completed.

In addition, e3 Civic High has a “Dual Enrollment” partnership with the San Diego City College. Scholars in the 11<sup>th</sup> and 12<sup>th</sup> grade can take courses onsite at e3 with City College professors. They are dual enrolled at e3 and City College

### **Introduction to Psychology (2 HS credits, 3 UCSD college Credits) Grades 11, 12**

**Recommended pre-requisites: GPA 2.5 and above**

This course is a survey of the concepts, principles and terminology of psychology as a science. Emphasis is placed on introducing scholars to the diverse areas that make up the field of psychology, preparing scholars for further study in the behavioral sciences and providing scholars with greater insight into human behavior. This course is designed for scholars planning to take advanced courses in the Social and Behavioral Sciences and/ or scholars majoring in Psychology.

### **Introduction to Python (1 credit) UCSD Extension Computer Programming, Grades 9, 10, 11, 12**

Python is a relatively easy programming language to learn. Python statements can be interpreted using various operating systems. This course was developed with the first-time programmer in-mind. Scholars will learn rules and syntax applicable to a modern programming language, learn how to understand and develop algorithms, gain an understanding of general programming constructs including variables, expressions, functions, branching, looping

statements and data storage. Scholars will also design, write and debug simple computer programs using Python. This course serves as a good foundation for scholars looking to further their training in C, C/C++ and C# programming languages.

**Sociology 101 (2 HS credits, 3 UCSD college credits) Grades 11, 12 Recommended pre-requisites: GPA 2.5 and above**

This community college course is an introductory study of the basic concepts, theoretical approaches, and methods of sociology. Topics include the scientific study of social interaction, structure, and organization; groups; socialization and the self; social stratification; culture and diversity; social change; and global dynamics. Topics and examples emphasize present-day America, including cross-cultural and multicultural analysis.

**Communications 103 (2 High School credits, 3 San Diego City College credits) Grades 11, 12 Recommended pre-requisites: GPA 2.5 and above**

This community college course is an introduction to speech making. Emphasis is placed on the skills required to organize and deliver a variety of types of speeches. Scholars give several speeches with and without visual aids. This course is designed for Communication Studies majors and for anyone interested in honing their speech skills.

**e3 ELECTIVES**

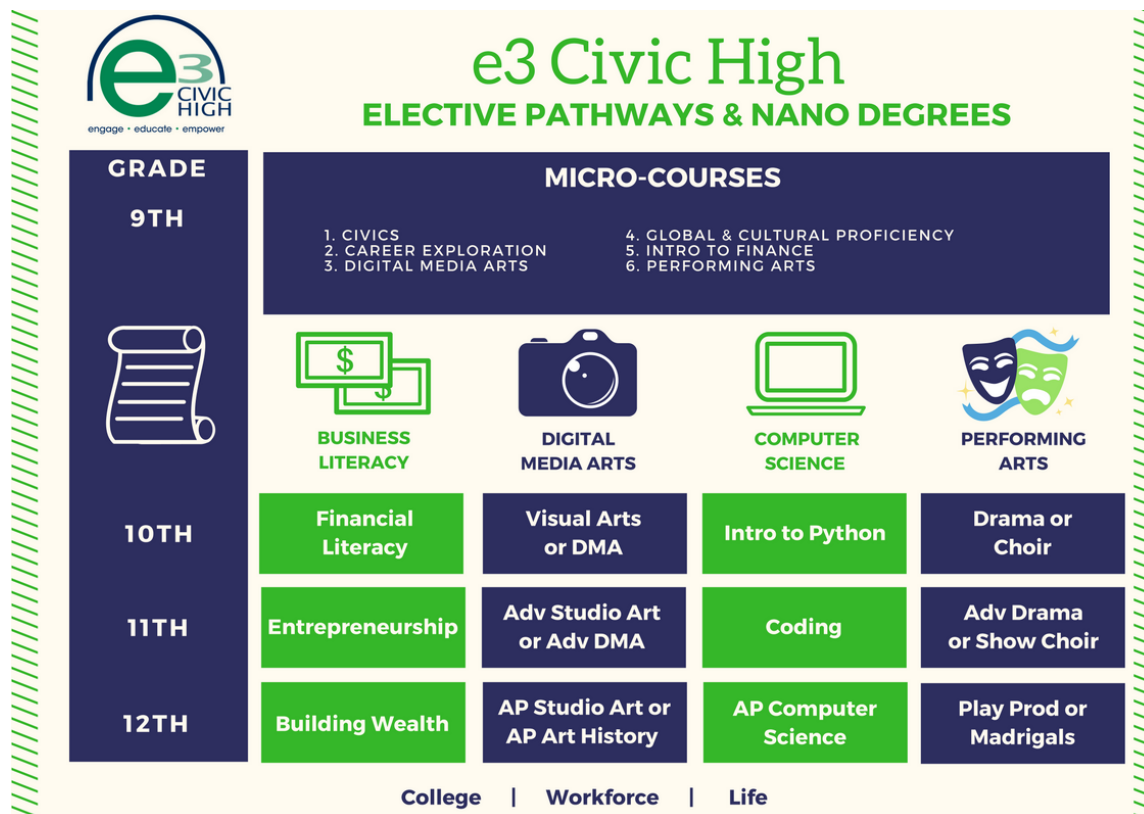
e3 offers three elective pathways: business literacy, digital media arts and computer science. During freshman year, scholars take mini courses providing them with an overview of the elective pathways. At the end of their ninth-grade year, scholars select at least one elective pathway. Each pathway provides scholars with an opportunity to delve deeper into skills sets needed for college, workforce, and life.

**BUILDING WEALTH (2 credits) Grade 11, 12**

In this course, scholars will learn how to build their own financial wealth. They will learn how to invest in: bonds; stocks and shares; and coin currency, as well as gain an understanding of mutual funds, hedge funds, risk tolerance, and best investment practices. Students will be required to develop their own simulated investment portfolio.

**Micro Course - Global Relevance and Literacy GR6 (2 credits) Grade 9**

All 9<sup>th</sup> graders will take a series of 6 micro courses with three courses per semester. The six courses are: Introduction to Finance, Cultural Proficiency and Global Awareness, Civics, Performing Arts, Digital Media Arts, and Career Exploration. Scholars will have six weeks in each mini course. The goal of GR6 is twofold (1) to expose scholars to information needed to understand the relevance of their high school courses and program and, (2) provide them with knowledge to select an elective pathway.



### Personalized Digital Certification (2 credits) Grade 11, 12

In the 11<sup>th</sup> grade, scholars are afforded the opportunity to enroll in mini-courses that will allow them to earn certificates, badges, and nano degrees through online programs, such as, Coursera and Udacity. The goal of this course is to provide scholars with certifications and course badges prior to graduation. These certifications may be helpful in assisting scholars in entering the competitive field of work immediately upon graduation.

### Workforce Development (2 credits) Grade 12

In workforce development scholars engage in extensive internships which provide the opportunity for career exploration and skills development. Scholars can choose a Career Exploration Internships when they are unsure about their career interest. This type of internship focuses on soft skills and scholars may rotate through various departments to gain an understanding of career options available to them. In addition, scholars can choose a Career Target Internship when they express a clear interest in a particular career path. At these sites, it is the intention that scholars will build specific and transferable skill sets as they work on projects, duties, and tasks associated with that. Prior to the internship placement, scholars

learn how to fill out a job application, successful employment etiquette, develop a resume, and job interviewing skills.

## **ADVISORY**

Central to the development of meaningful and ongoing relationships are the advisory groups. Advisory groups meet three times weekly for a total of 145 minutes per week throughout the school year. Each scholar and advisory group has a staff advisor who remains with them for a minimum of two years and, dependent upon the staffing available, potentially, four years. Advisors also meet with individual scholars and their families prior to the scholars' incoming school year through a home visit and twice during each school year through Student Led Conferences (SLCs) to foster a positive family-school connection. Scholars choose courses and develop a four-year plan (See Appendix H for the template) as well as a post-secondary plan through Advisory.

Scholars take ownership of their learning as they monitor their achievement data. Scholars work with Learning Facilitators to chart their progress in closing learning gaps and accelerating their progress. Each scholar's advisor is a primary contact for providing academic, social, and emotional support for scholars and provides an essential advocacy function for the scholars. During Advisory scholars also spend time working on personalized Design Thinking projects related to core courses.

Scholars are taught a variety of appropriate study skills and strategies, discuss habits that support academic success, develop and maintain digital portfolios, and prepare for Scholar-led Conferences (SLC's) as well as Presentations of Learning (POL's). Additionally, Advisory serves as a place to build community, organize school-wide activities and events, and meet with community mentors. The college and career counselors provide a college and career readiness curriculum through Naviance to support the goal for all scholars to become college, career, and life ready. The curriculum is designed to prepare scholars for college, career and life after high school through various lessons in self-discovery, success skills, support networks, career planning, college planning and financial planning. During 12th grade, advisory supports seniors in the application process including: college match, college essays, college applications, financial aid applications and award letters, scholarships, choosing a college and ultimately college and life transition.

**Workforce Preparation and Service Learning:** To meet the mission and vision of preparing scholars for college, workforce and life, e3 Civic High scholars engage in intense career exploration through a four-year long curriculum. Lessons and activities occur on and off campus in order to create relevance and adult world competence. Engaging local partnerships that include business, nonprofits, and local and state government agencies ensure that scholars have rich experience.



**Career Assessments** are administered using the EDITs inventory and the Naviance assessment to help scholars ascertain the top 5 industry clusters of interest. This data is used to direct the workforce development that occurs over the course of their four years in high school. It is used to determine job shadow placement, college exploration, and internship placement.

**Career Guest Speaker Series** are conducted school-wide, during the first week of December. Industry professionals are scheduled to speak during the Advisory module about the specifics of their career. Scholars choose from a menu based upon their personal interest. Speakers address why they chose that particular career path, how to follow the path, the specifics of the work, and the connection between what scholars are learning in school and how it relates to profession.

**Job Shadow Days** are held school-wide, twice per year, in the Fall and Spring semesters. The objective for this activity is to provide a realistic overview of a particular career. In addition, scholars have the opportunity to ask specific questions about the job and observe authentic experiences. The job shadow serves to help scholars understand the connection between what they are learning in school and how it relates to the world of work. Scholars can be scheduled for a job shadow site based upon the results of their career assessment. Scholars have the opportunity to experience at least 4 different sites during their high school career.

**Civic Service Days** are conducted twice per year through Advisory, schoolwide and scholars participate in an alternative learning experience by giving back to the community. Scholars volunteer at a non-profit organization throughout San Diego for 4 to 6 hours. They submit a written reflection and include visual documentation with of the experience in their Digital Portfolio as a credited Advisory learning experience. Civic Service Fairs are conducted on site, allowing scholars to expand their knowledge of the variety of opportunities that exist.

### **Summer Bridge**

In addition to the preceding school year courses, all 9<sup>th</sup> grade scholars and new scholars/incoming transfers are expected to attend the weeklong Summer Bridge program typically held during the month of August. The Summer Bridge is held on the e<sup>3</sup> campus during the day and provides scholars with the skills necessary for the successful completion of a 21<sup>st</sup> Century education at e<sup>3</sup> Civic High. During this week, scholars will begin to establish positive relationships with e<sup>3</sup> staff, assess math and literacy levels, explore their learning styles and personality strengths, set educational goals for college and career, and begin to make lasting connections with other e<sup>3</sup> scholars. An exploration of the downtown community, the Central Library and its resources, guest speakers and other team-building activities also occur during the week of Summer Bridge.

## Curriculum and Instructional Materials

As a project-based learning school, e3 Civic High uses authentic, standards-based curriculum that is developed by faculty and incorporates the following textbooks and curricular tools, including but not limited to:

### English Language Arts:

*The Absolutely True Diary of a Part-time Indian, The Alchemist, The Odyssey, To Kill A Mockingbird, Lord of the Flies, Holt McDougal Literature, Grade 9, Achieve3000, CommonLit, 9<sup>th</sup> grade*

*Epic of Gilgamesh, Plato's Allegory of the Cave, Frankenstein, The Strange Case of Dr. Jekyll and Mr. Hyde, Les Miserable, Animal Farm, 4 Perfect Pebbles, I Am Malala, Achieve3000, CommonLit, 10<sup>th</sup> grade*

*The Scarlet Letter, Kindred, Their Eyes Were Watching God, The Great Gatsby, The Things They Carried, The Immortal Life of Henrietta Lacks, Achieve 3000, Common Lit, AP Language & Composition texts- Convergences: Themes, Texts, and Images for Composition, The Language of Composition, 4 Chosen Titles from the AP Language and Composition text list 11<sup>th</sup> grade*

*Cal State University ERWC Curriculum, Into The Wild, 1984, Brave New World, Oedipus Rex, Things Fall Apart, Heart of Darkness (excerpts), Macbeth, Death of a Salesman, Raisin in the Sun, Invisible Man, How to Read Literature Like a Professor, 4 Chosen Titles from AP Literature list, Achieve 3000, Common Lit, 12<sup>th</sup> grade*

### History/Social Science:

Civics: Stanford History Education Group (SHEG), iCivics, PBS Education

World History: *World History, Prentice Hall, 12th edition*

AP World History: *The Earth and Its People: A Global History, Fast Track To A 5 - Preparing for the AP World History Examination*

*US History: The Americas, Stanford Education History Group, A People's History of the United States by Howard Zinn, primary source documents from the Library of Congress*

AP US History: *America's History, For the AP® Course (Eighth Edition), Documenting United States History (First Edition), Documents and texts from the Gilder Lehrman Institute, primary source documents from the Library of Congress, A People's History of the United States by Howard Zinn, Narrative of the Life of Frederick Douglas,*

Economics: *Freakonomics, Economics of Public Issues, We The Economy, The Economist, New York Times*

Government: *The Transcendentalists*, primary source documents taken from multiple sources (Constitution, Declaration of Independence, Federalist Papers, etc.), USA.gov, Library of Congress

### **Mathematics:**

AP Calculus: *Calculus (8th edition)*, Ron Larson, Robert Hostetler, Bruce Edwards (authors), Houghton Mifflin Company (publisher); *Barron's AP Calculus (14th Edition)*, David Bock, Calculus (14th Edition); Khan Academy.

Math Vision Project (MVP) Curriculum (Integrated Math 1 Readiness, Integrated Math 1, Integrated Math 2, and Integrated Math 3): inquiry based math approach that allows students to make connections across other subjects and the real world based upon the Utah Department of Education Mathematics Program.

PreCalc ( Precalculus: Graphical, Numerical, Algebraic): Inquiry based math approach that allows students to make connections across other subjects and the real world

Math IXL (software): an online assessment program used for homework, individualized learning and assessments that provide scholars with tutorials. Provides scholars with personalized practice and immediate feedback.

Khan Academy (software): an online, personalized math program that identifies learning gaps and strengths. Provides scholars with personalized practice and immediate feedback.

Illuminate (software): Standards-based assessment system with online data generation and immediate student feedback

Online PSAT and SAT Practice Tests (Collegeboard.com). College and career readiness

Kuta Software online worksheets: Provide students with practice problems to develop procedural fluency

Statistics: *Elementary Statistics in Social Research (10th Edition)*, Jack Levin, James Alan Fox (authors)

Additional online mathematics Apps such as: DESMOS, Google Sketchup, Geogebra, etc.

### **Science:**

Front Row Science (software with option to print) for hands on science units aligned to NGSS  
Mystery Science provides hands on science and engineering units

Essential Biology (with Physiology) 4th Edition, Campbell  
Next Generation Science Standards (NGSS)  
Openstax-Concepts of Biology ebook  
AP Biology/Chemistry preparation tools  
Khan Academy  
Kahoot Science  
Achieve 3000  
*Physics: Principles and Problems*, McGraw-Hill Education (author); Khan Academy  
Selected sections from **Neil A. Campbell and Jane B. Reece's** *Essential Biology with Physiology*  
**AP Biology Lab Manual for Students**

iBook **EO Wilsons**, *Life on Earth*  
The You Tube Channel: Crash Course Biology (Hank Greene)  
Selected TED talks  
Utah Genetics website  
HHMI's Bio-interactive.

### **World Languages:**

AP Spanish novels *La Cuidea de las Bestias*, *Zoro*, (Isabel Allende) and  
Barrons AP Spanish Workbook Language and Culture  
Triangulo Aprobado (AP)  
Realidades 2 (Spanish 3-4)  
Realidades 3 (Spanish 5-6)  
Realidades 1 (Spanish 1-2)  
Interactive novel: *Mi Vida Loca* (BBC Languages)  
Tejidos (Pre-AP) (Spanish 5-6)  
Assorted Short Readings in *Espalas Besteated* in collaboration with SD Central Library)

Discover Chinese 1  
Discover Chinese 2  
Discover Chinese 3  
Discover Chinese 4

Quizlet  
Duo Lingo

### **Performing Arts:**

Patterns of Sound Volume 1 (Emily Crocker, Joyce Eilers)  
One-Minute Sight Singing-Book 1 (Ronald Slabbinck and Holly Shaw-Slabbinck)  
Music Theory Dot Net (online resource for music theory activities)  
Drama Projects (Fran Averett Tanner)  
175 Theatre Games (Nancy Hurley)  
Scenes That Happen (Mary Krell-Oishi)

**Exploring Computer Science:**

Codehs.com: online modules to teach coding

Khan Academy: online modules to teach coding and web design

Codecademy.com: online modules to teach coding and web design

Code.org: online modules and activities that teaching computer science concepts, coding, and web design.

Exploring Computer Science Curriculum: Lesson plans and computer science related activities.

**College Courses****UCSD Extension Course: Intro to Python**

Canelake, S. (n.d.). A Gentle Introduction to Programming Using Python. Retrieved December 04, 2017, from <https://ocw.mit.edu/courses/electrical-engineering-and-computer-science/6-189-a-gentle-introduction-to-programming-using-python-january-iap-2011/>

How to Think Like a Computer Scientist: Interactive Edition. (n.d.). Retrieved December 04, 2017, from <https://runestone.academy/runestone/static/thinkcspy/index.html>

PyCharm Professional, Educational License for all Scholars, Integrated Development Environment

GitHub.com and GitHub Classroom, Source Code and Assignment Management

Hackerrank.com: Python programming puzzles

**UCSD Introduction to Psychology**

Introduction to Psychology e-textbook (11th edition; Author: James W. Kalat)

**UCSD Introduction to Sociology**

You May Ask Yourself (Dalton Conley, 4th edition)

**Online Electives for Badging & Nanodegrees**

Coursera

Udacity

**Online Courses for Credit Recovery and Acceleration**

APEX for core classes

San Diego City College: Personal Growth 120

Communications 103

**Comprehensive Course Listing**

All of e3's courses have been designed in alignment with the state standards including CA CCSS and NGSS. Graduation requirements also have been designed to align with the UC/CSU A-G requirements, as shown below. e3 offers the following courses in 2017-18:

**e3 Civic High  
COMPREHENSIVE COURSE LISTING  
2018-2019**

A-G Requirements	9th	10th	11th	12th
History/Social Science	None	World History AP World History	US History AP US History	US Government & Politics Economics
English	English 1/2	English 3/4	English 5/6 AP English Language	CSU Expository Reading & Writing Course AP English Literature & Composition
Mathematics	Math 1 Readiness* Math 1 Math 2	Math 1 Math 2 Math 3	Math 2 Math 3 Statistics Pre-Calculus	Math 3 Statistics AP Statistics Pre-Calculus AP Calculus
Science	Biology	Chemistry	Physics Physics Adv AP Biology AP Chemistry	Adv Physics AP Physics AP Biology AP Chemistry Anatomy & Physiology Honors
World Language	Spanish 1/2 or 3/4 Mandarin 1/2 or 3/4	Spanish 3/4 or 5/6 Mandarin 3/4 or 5/6	Spanish 5/6 or AP Spanish Mandarin 5/6 or 7/8	AP Spanish Mandarin 7/8
Visual & Performing Arts		Choir Drama Intro to Visual Arts Show Choir Video Storytelling	Advanced Drama Choir Digital Media Arts Adv Drama Intro to Visual Arts Show Choir Video Storytelling	Advanced Drama Choir Digital Media Arts Adv Drama Intro to Visual Arts Show Choir Video Storytelling
Physical Education	PE 1/2* Cross Country* Latin Dance* Intramural Soccer* Yoga*	PE 3/4* Cross Country* Latin Dance* Intramural Soccer* Yoga*		
Required e3 electives	Micro Courses*	Exploring Computer Science	Personalized Digital Certifications*	Workforce Development* Design Thinking
Business Literacy Pathway		Financial Literacy	Entrepreneurship	Business 101
Digital Media Arts Pathway		Intro to Visual Arts Digital Media Arts	Advanced Studio Art Advanced Digital Media Arts	AP Studio Art AP Art History
Computer Science Pathway		Intro to Python	Coding	AP Computer Science
Performing Arts Pathway		Drama Choir	Advanced Drama Madrigals Show Choir	Play Production Madrigals
Available e-Block electives	Civic Leadership* Career Exploration & Internship* Cross Country* Marine Biology Entrepreneurship Financial Literacy Intro to Philosophy Intro to Python (UC Ext) Intramural Sports* Latin Dance* Agriculture Food Science Robotics Orchestra Play Production/Musical Theater Mock Trial Library Science* Visual Arts/Technical Theater* Yearbook Yoga* Writing to Publish: Novel Writing* UCSD Psychology UCSD Sociology	Civic Leadership* Career Exploration & Internship* Cross Country* Marine Biology Entrepreneurship Financial Literacy Intro to Philosophy Intro to Python (UC Ext) Intramural Sports* Latin Dance* Agriculture Food Science Robotics Orchestra Play Production/Musical Theater Mock Trial Library Science* Visual Arts/Technical Theater* Yearbook Yoga* Writing to Publish: Novel Writing* UCSD Psychology UCSD Sociology	Civic Leadership* Career Exploration & Internship* Cross Country* Marine Biology Entrepreneurship Financial Literacy Intro to Philosophy Intro to Python (UC Ext) Intramural Sports* Latin Dance* Agriculture Food Science Robotics Orchestra Play Production/Musical Theater Mock Trial Library Science* Visual Arts/Technical Theater* Yearbook Yoga* Writing to Publish: Novel Writing* UCSD Psychology UCSD Sociology	Civic Leadership* Career Exploration & Internship* Cross Country* Marine Biology Entrepreneurship Financial Literacy Intro to Philosophy Intro to Python (UC Ext) Intramural Sports* Latin Dance* Agriculture Food Science Robotics Orchestra Play Production/Musical Theater Mock Trial Library Science* Visual Arts/Technical Theater* Yearbook Yoga* Writing to Publish: Novel Writing* UCSD Psychology UCSD Sociology

\*Denotes non-A-G Course

Updated: 1/4/18

\* Indicates a semester course

\*\* Indicates course that meets the College Prep Elective Requirement

## **Transfer Students, Graduation and College Entrance Requirements**

Upon enrollment, including for transfer students, counselors and Advisors work with individual students to create a plan for graduation. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. All A-G courses at e3 are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. e3 has secured WASC accreditation (currently in the process of renewal) and approval on UC Doorways. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with College Counselors. Every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking toward graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned.

### **Graduation Requirements**

All e3 courses have been designed in alignment with the California content standards. e3 courses have also been designed to meet the UC A-G requirements. While our course requirements align with A-G (e.g., three years of Math, three years of History/Social Science), to be eligible for graduation from e3, scholars must complete all required courses with a grade of D or better (meeting A-G requires a C or higher). A total of 44 credits is required to graduate; each year-long course is 2 credits. Beginning with the Class of 2019, all scholars will be required to take the SAT Exam during their 11<sup>th</sup> grade spring semester. It is the expectation that all 12<sup>th</sup> grade scholars will develop a Presentation of Learning (POL) that reflects on their high school career.



## e3 High School Graduation Requirements & Recommendations 2017–2018

Subject	Required Courses	e3 Graduation Requirements 2.0 GPA 44 Credits	A-G Requirements 3.0 GPA C or higher
History/Social Science	World History US History US Government Economics	6 Credits (3 years)	6 Credits (3 years)
English		8 Credits (4 years)	8 Credits (4 years)
Mathematics	Math 1 (Algebra) Math 2 (Geometry)	6 Credits (3 years) <i>4 yrs recommended</i>	6 Credits (3 years) <i>4 yrs recommended</i>
Laboratory Science	Biology Chemistry or Physics	6 Credits (3 years) <i>4 yrs recommended</i>	6 Credits (3 years) <i>4 yrs recommended</i>
Language other than English <i>*same language</i>	Spanish or Mandarin	4 Credits (2 years) <i>3 yrs recommended</i>	4 Credits (2 years) <i>3 yrs recommended</i>
Visual and Performing Arts		2 Credits (1 year)	2 Credits (1 year)
College-Preparatory Elective		2 Credits (1 year)	2 Credits (1 year)
Physical Education		4 Credits (2 years)	
Electives		6 Credits (3 years)	
Other Graduation Requirements	<ul style="list-style-type: none"> <li>SAT Exam</li> </ul>		

*\*Class of 2019 & beyond*

### Sample Daily Schedule

Scholars meet for Advisory on Mondays, Tuesdays, and Thursdays. Core classes and college-prep electives take place during Modules 1-4. As detailed above, Module 6 is a course that meets four days per week, designed for scholars to chart their individual learning path and to



either focus on deficient areas or areas in which they can advance or accelerate their learning. Additional instructional support in Mod 6 is augmented by tutors. This serves to lower the teacher-to-scholar ratio and provides focused instruction that can build skills and close learning gaps. Scholars who demonstrate low performance as measured by the MAPs assessment and grades are scheduled in specific sections that are designed to build competence and subject-matter proficiency. Finally, the eBlock elective module is held once per week.

#### MONDAY

	Start	End	Length
<b>*Advisory</b>	09:00 am	10:05 am	65 mins
<b>Module 1</b>	10:08 am	11:13 am	65 mins
<b>Module 2</b>	11:16 am	12:21 pm	65 mins
<i>Lunch</i>	12:24 pm	12:54 pm	30 mins
<b>Module 3</b>	12:57 pm	02:02 pm	65 mins
<b>Module 4</b>	02:05 pm	03:05 pm	60 mins
<b>Module 6</b>	03:08 pm	04:00 pm	52 mins

#### TUESDAY & THURSDAY

	Start	End	Length
<b>Advisory</b>	08:00 am	08:40 am	40 mins
<b>Module 1</b>	08:43 am	10:07 am	84 mins
<b>*Module 2</b>	10:10 am	11:39 am	89 mins
<b>Module 3</b>	11:42 am	01:06 pm	84 mins
<i>Lunch</i>	01:09 pm	01:39 pm	30 mins
<b>Module 4</b>	01:41 pm	03:05 pm	84 mins
<b>Module 6</b>	03:08 pm	04:00 pm	52 mins

#### WEDNESDAY

	Start	End	Length
<b>Module 1</b>	08:00 am	08:56 am	56 mins
<b>*Module 2</b>	08:59 am	09:55 am	56 mins
<b>Module 3</b>	09:58 am	10:54 am	56 mins
<b>Module 4</b>	10:57 am	11:54 am	57 mins
<i>Lunch</i>	11:57 am	12:27 pm	30 mins
<b>eBlock 5</b>	12:30 pm	03:05 pm	155 mins
<b>Module 6</b>	03:08 pm	04:00 pm	52 mins

#### FRIDAY

	Start	End	Length
<b>Module 1</b>	08:00 am	09:23 am	83 mins
<b>*Module 2</b>	09:26 am	10:49 am	83 mins
<b>Module 3</b>	10:52 am	12:15 pm	83 mins
<i>Lunch</i>	12:18 pm	12:48 pm	30 mins
<b>Module 4</b>	12:51 pm	02:14 pm	83 mins

#### FINALS SCHEDULE

	Start	End	Length
<b>Module 1</b>	08:00 am	10:30 am	150 mins
<b>*Module 2</b>	10:35 am	01:05 am	150 mins
<i>Lunch</i>	01:05 pm	01:35 pm	30 mins

**\*Nutrition Break included**

(revised 6/19/17)

## **Instructional Calendar**

The e3 Instructional Calendar offers a total of 177 days of instruction and exceeds the minimum number of minutes as set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

e3 offers a total of 177 days of instruction each year, and exceeds minimum instructional minutes requirements by 7,619.

In addition to instructional time, the yearly calendar includes a 23-day Professional Development Institute for faculty and staff (12 days at the beginning of school and 10 days at the end of the school year), 4 hours weekly for whole staff professional development during the school year, an additional 1.5 hours of Professional Development for new Learning Facilitators during the school year, and a 10-day Competency Based Summer School Intersession.

e3 Civic High - Instructional Calendar 2018-2019													
	Item		Days	Start	End	Weeks							
	School Year	187*				43		*Includes 10 Comp Based Summer School Days					
	Instructional Year	177	8/27/18	6/14/19	37								
	Non Instructional	25											
	Holiday	8											
	Prof Development	23	Aug	June									
	Minutes (tot/avg)	(72,419)	6.82										
SEMESTER 1						Instr.	SEMESTER 2						Instr.
Week	MON	TUES	WED	THUR	FRI	Days	Week	MON	TUES	WED	THUR	FRI	Days
1	30-Jul	31-Jul	1-Aug	2-Aug	3-Aug		27	28-Jan	29-Jan	30-Jan	31-Jan	1-Feb	4
2	6-Aug	7-Aug	8-Aug	9-Aug	10-Aug		28	4-Feb	5-Feb	6-Feb	7-Feb	8-Feb	5
3	13-Aug	14-Aug	15-Aug	16-Aug	17-Aug		29	11-Feb	12-Feb	13-Feb	14-Feb	15-Feb	4
4	20-Aug	21-Aug	22-Aug	23-Aug	24-Aug		30	18-Feb	19-Feb	20-Feb	21-Feb	22-Feb	4
5	27-Aug	28-Aug	29-Aug	30-Aug	31-Aug	5	31	25-Feb	26-Feb	27-Feb	28-Feb	1-Mar	5
6	3-Sep	4-Sep	5-Sep	6-Sep	7-Sep	4	32	4-Mar	5-Mar	6-Mar	7-Mar	8-Mar	5
7	10-Sep	11-Sep	12-Sep	13-Sep	14-Sep	5	33	11-Mar	12-Mar	13-Mar	14-Mar	15-Mar	5
8	17-Sep	18-Sep	19-Sep	20-Sep	21-Sep	5	34	18-Mar	19-Mar	20-Mar	21-Mar	22-Mar	5
9	24-Sep	25-Sep	26-Sep	27-Sep	28-Sep	5	35	25-Mar	26-Mar	27-Mar	28-Mar	29-Mar	0
10	1-Oct	2-Oct	3-Oct	4-Oct	5-Oct	5	36	1-Apr	2-Apr	3-Apr	4-Apr	5-Apr	0
11	8-Oct	9-Oct	10-Oct	11-Oct	12-Oct	5	37	8-Apr	9-Apr	10-Apr	11-Apr	12-Apr	5
12	15-Oct	16-Oct	17-Oct	18-Oct	19-Oct	5	38	15-Apr	16-Apr	17-Apr	18-Apr	19-Apr	5
13	22-Oct	23-Oct	24-Oct	25-Oct	26-Oct	5	39	22-Apr	23-Apr	24-Apr	25-Apr	26-Apr	4
14	29-Oct	30-Oct	31-Oct	1-Nov	2-Nov	5	40	29-Apr	30-Apr	1-May	2-May	3-May	5
15	5-Nov	6-Nov	7-Nov	8-Nov	9-Nov	5	41	6-May	7-May	8-May	9-May	10-May	5
16	12-Nov	13-Nov	14-Nov	15-Nov	16-Nov	4	42	13-May	14-May	15-May	16-May	17-May	5
17	19-Nov	20-Nov	21-Nov	22-Nov	23-Nov	0	43	20-May	21-May	22-May	23-May	24-May	5
18	26-Nov	27-Nov	28-Nov	29-Nov	30-Nov	5	44	27-May	28-May	29-May	30-May	31-May	4
19	3-Dec	4-Dec	5-Dec	6-Dec	7-Dec	5	45	3-Jun	4-Jun	5-Jun	6-Jun	7-Jun	5
20	10-Dec	11-Dec	12-Dec	13-Dec	14-Dec	5	46	10-Jun	11-Jun	12-Jun	13-Jun	14-Jun	5
Sem 2 Total = 85													
21	17-Dec	18-Dec	19-Dec	20-Dec	21-Dec	5	47	17-Jun	18-Jun	19-Jun	20-Jun	21-Jun	*5
22	24-Dec	25-Dec	26-Dec	27-Dec	28-Dec	0	48	24-Jun	25-Jun	26-Jun	27-Jun	28-Jun	*5
23	31-Dec	1-Jan	2-Jan	3-Jan	4-Jan	0	49	1-Jul	2-Jul	3-Jul	4-Jul	5-Jul	
24	7-Jan	8-Jan	9-Jan	10-Jan	11-Jan	5	50	8-Jul	9-Jul	10-Jul	11-Jul	12-Jul	
*Comp Based Summer School = 10 days													
25	14-Jan	15-Jan	16-Jan	17-Jan	18-Jan	5	51	15-Jul	16-Jul	17-Jul	18-Jul	19-Jul	
26	21-Jan	22-Jan	23-Jan	24-Jan	25-Jan	4	52	22-Jul	23-Jul	24-Jul	25-Jul	26-Jul	
Sem 1 Total = 92													
53 29-Jul													

## The Day in the Life of an e3 Scholar

At 8:50 a.m. on a Monday, Sienna, a junior at e3, gets off the trolley stop near the San Diego Public Library and walks across the street into the state of the art new building to begin her school day. She feels a sense of pride in walking into such a modern, innovative school facility. She walks up six flights of stairs, greeted by her friends and the morning music in the e3 Park, “Happy” by Pharrell.

At 9:00, the bell rings and Sienna is seated in her Advisory studio. Mr. Marquez has been Sienna’s advisor since she started 9<sup>th</sup> grade at e3. Over the past two and a half years, she and her advisory group have become very close. Mr. Marquez expects a lot from his scholars, and is one of the biggest influences in Sienna’s desire to attend University of Boston or NYU School of the Arts. Mr. Marquez went to San Diego State and talks a lot about his experiences there. During Advisory, scholars discuss the training they have on *Leading through Restorative Practices* (a training provided to e3 11<sup>th</sup> graders by a partnering agency) and how they can use what they’ve learned to address personal issues at home and at school. Mr. Marquez reminds them that they will all take the SAT in April and that they will have SAT prep every other Monday.

Mod 1, Sienna’s first core class of the day, is Exploring Computer Science. Here she continues to create an HTML website that demonstrates her creativity and digital media skills.

Since classes are shorter on Mondays, 65 minutes, at 10:10 Sienna moves on to Mod 2, Pre-AP world history. She works hard to maintain her weighted A and notes that she plans on taking AP World Language her senior year. During class, scholars debate current event issues using the tenets of Critical Thinking: discipline of mind (commit to engaging in the other 7 tenets), thinking about their thinking, open-mindedness, empathy, humility, questioning, healthy skepticism, and reflection. Debating current issues is one of Sienna’s favorite parts of the AP World History class. In world history the learning facilitator discusses their work for the Hamilton Performance. All 11<sup>th</sup> graders have been invited to the play, Hamilton!

After history, Sienna meets her friends for lunch. They eat in the plaza and then move to the e3 Park to listen to the music.

During Mod 3, AP Biology, Sienna enjoys learning about body tendons from Dr. Chowdhury who is also a researcher at UCSD SALK Institute for Biological Studies. Dr. Chowdhury teaches the lesson via story telling.

Sienna moves onto Integrated Math 3 with Mr. Pappas. She is lucky to have two tutors in math working with scholars on both gaps in their learning as well as common core grade level content standards. Sienna works with Meghan, a tutor who is currently a senior at SDSU. Meghan has been with the class since September.

After Mod 3, Sienna is off to her internship at the Pacific Arts Movement!

**Internships** – Through activities in the design thinking and workforce development courses, 12th grade scholars in module 4 research and apply for internships in the local community that align with a core interest. For a number of scholars, their internship takes place within the San Diego Central Library where they learn the skills needed to work in a 21<sup>st</sup> century library. Some internships focus on the data management aspect of the library and allow scholars to work closely with the Information Technology department. Others focus on the administrative or customer service aspects of the library or help support the children, teen, or computer centers. During the internship, a triad meeting between the site community mentor, scholar, and an internship representative allows for reflection and feedback on the experience. The internship experience will later be incorporated into the scholar's digital portfolio and résumé and may also be incorporated into a Presentation of Learning or Design Thinking project exhibition presentation.

### **Academic Supports for Scholars**

As noted previously, e3 Civic High engages all scholars in a rigorous college and career preparatory curriculum. The instructional design of the school takes into account the diverse needs of a range of learners and is purposefully organized to support low achieving scholars, English Learners, and special education students while simultaneously challenging high achieving and gifted scholars to excel. Decades of research have clearly documented that ability grouping or tracking, though often well-intentioned, perpetuates social inequalities and limits scholars' educational and career opportunities. As such, e3 Civic High does not track scholars but instead will provide differentiated instruction in integrated studios. Smaller class size, personal relationships, use of APEX online courses, Udacity nanodegrees, Coursera courses, eblock, block periods, and ongoing professional development opportunities for teachers help to facilitate this differentiation.

When appropriate, additional supports are provided to scholars to ensure that all are able to be successful in meeting e3 Civic High goals and learning expectations. Additional supports may include but are not limited to the following:

- Morning and afternoon tutorials provided by e3 Civic High faculty as well as college and community tutors.
- Summer pre-session for all incoming newly enrolled scholars.
- Online learning labs that provide enrichment as well as remediation and credit recovery support.
- Scholar success team meetings to identify concerns and develop action plan.
- Optional college-level coursework through online learning opportunities and partnership agreements with UCSD and the San Diego Community College
- Individualized internships responsive to scholar interests and needs.
- Community mentors
- Udacity and Coursera courses

- Mod 6
- Saturday school support
- Ongoing professional development for all teachers and administrators.

### ***Plan for Scholars Who are Academically Low Achieving***

Although all scholars at e3 Civic High are expected to engage in a rigorous college and career preparatory curriculum, it is recognized that not all scholars enter the school at the same level of readiness. It is also recognized that scholars may at times struggle with academic success during high school due to a multi-faceted range of learning, social, and emotional challenges. e3 Civic High is committed to working with all scholars in the school to ensure academic success and is continually be alert for and responsive to scholars who struggle. This begins with home visits to all incoming ninth graders to learn about the whole child as well as preliminary testing to ensure that supports are in place when scholars begin classes at e3.

In addition to the aforementioned, grade level teams collaboratively work to identify scholars who are struggling academically. They schedule meetings with individual scholars and their families to identify strategies to support the whole child. If these strategies don't work, scholars are recommended for a Scholar Support Team.

Once a scholar has been identified by the Scholar Support Team (SST) as needing additional supports, the Dean of Scholar Support, SST Coordinator, notifies parents. The SST process includes the scholar, the scholars' Learning Facilitators, Advisor, Counselor, parents/guardians and other school professionals as appropriate. During an initial SST meeting, the team identifies the scholars' strengths, areas of concern, and the intervention(s) needed to better support scholars' academic success. Together, the team sets attainable goals for the scholar as an improvement plan. The SST team monitors scholar progress and meets regularly to assess progress, recognize success, and make modifications as needed.

### ***Plan for English Learners***

e3 will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, learning facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. e3 Civic High will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness as well as follow state guidelines for program placement.

#### Process for Identifying ELs

After a scholar enrolls at e3, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the scholar's home. The scholar's cumulative file will also be checked for information about the scholar's English language proficiency status.

Scholars from homes where the primary language is not English (as determined by the HLS and other data) will take the English Language Proficiency Assessments for California (ELPAC); within thirty days of enrollment and at least annually thereafter until re-designated as fluent English proficient, unless the school has proper documentation of the scholar's re-designation as fluent English proficient. The ELPAC (along with scores on the Smarter Balanced ELA/Literacy test, benchmark assessments, learning facilitator evaluations, and English Language Arts grades) will be used for the annual assessment of each scholar's English Language Development (ELD) level.

Scholars will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test

	performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

e3 will provide parents of ELs with required Title III notifications, as well as any applicable information regarding their child in both English and in the parent’s primary language (whenever possible and practical; all notifications are provided in other languages). Within the first month of the school year (or within thirty days of the student’s enrollment), e3 will notify the parents of its responsibility for ELPAC testing, scholar’s prior ELPAC results if available, EL identification, program placement options, scholar’s academic achievement level, and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and e3 will notify parents of scholar’s ELPAC results within thirty days of receiving the results from the publisher.

The ELPAC will be used for the initial and annual assessment of each scholar’s ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and benchmark tests.) Depending on the assessment results, the school administration, learning facilitators and EL Literacy Coach will determine the most appropriate placement and support strategies for the scholar, and inform parents (in writing) of their child’s placement (the parent notification letter). Using learning facilitator feedback, observations, and analysis of the scholar performance data, the school team collaborates to create a portfolio for each EL student that will include recommended scholar placement and writing samples, test scores and anecdotal notes. This portfolio will be regularly reviewed and adjusted when necessary to best fit the individual scholar’s needs.

#### Educational Program for English Language Acquisition

e3 bases its English Learner support program on the new California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, e3 Learning Facilitators and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Scholars will be expected to advance at least one ELD level, or the



equivalent ELPAC Proficiency Level Descriptor, annually. Our EL Literacy Coach partners with the classroom Learning Facilitators to include ELD goals on scholars' learning plans.

All e3 learning facilitators are expected to have a CLAD (Cross-cultural Language and Academic Development) or BCLAD (Bilingual Cross-cultural Language and Academic Development) certificate or equivalent certification. Biliteracy learning facilitators are specialized in content areas as necessary. e3 learning facilitators and support personnel receive ongoing professional development that is responsive to current research, best practice understanding, and the 2014 ELA/ELD Framework for Instructional Design.

Courses available for English Learners include an option for scholars to listen to the text in addition to reading it themselves. This strategy helps to increase scholar comprehension of the material while supporting their English language skills. Additionally, English Learner instructional strategies include:

- Vocabulary and language development: learning facilitators introduce new concepts by discussing vocabulary words key to understanding that concept
- Guided interaction: Learning facilitators structure lessons so that scholars work together to understand what they read (by listening, speaking, reading, and writing collaboratively about the academic concepts in text)
- Metacognition and authentic assessment: learning facilitators use a variety of authentic assessments to check scholars' understanding, acknowledging that scholars learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills
- Explicit instruction: the direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
- Meaningful context and universal themes: learning facilitators reference and link prior knowledge and meaningful experiences from scholars' lives and use them as springboards to interest and motivate students in new academic concepts.
- Modeling, graphic organizers and visuals: learning facilitators model language and academic outcomes, use a variety of graphic organizers to scaffold academic learning, and incorporate visual aids that include: pictures, diagrams, and charts in order to help scholars easily recognize essential information and its relationship to supporting ideas, as well as making language and content more accessible for English Learners

All English Learners will have opportunities to enhance their learning in the studio and before/after school. Some examples of these opportunities are:

- L2 (second language) Online and in class, L2 learning opportunities will include published curriculum, web-based modules, and small group and individual tutoring that helps EL scholars to develop phonemic awareness, academic vocabulary, reading comprehension, and writing in English.

- Extended learning opportunities: EL scholars face multiple learning challenges – Many are working to develop L2 (ELD and academic) proficiency while concurrently working to master academic content. In addition, a disproportionate number of EL scholars are economically disadvantaged (California Legislative Analyst’s Office, 2007, p. E-123). Additional time in an academic learning environment is needed to respond to these multiple challenges (Gandara & Rumberger, 2008). e3 Civic High provides the following extended learning opportunities to EL scholars:
  - Summer pre-session for all incoming scholars.
  - Module 6 Course (extended school day Monday through Thursday): Structured English Immersion (SEI)
  - eBlock Course: Structured English Immersion (SEI)
- Home and community support: To support home language and second language academic development outside of school, e3 Civic High works with parents/guardians to ensure that literacy resources and learning opportunities are available at home. Parents are provided with skills in navigating the essential tasks to connect their children with the A-G core curriculum through special training programs (e.g., Parent Institutes).

#### Process and Specific Criteria for Reclassification

The established criteria for reclassification are as follows: EL classification uses the 2012 California English Language Development Standards’ three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).

The three levels represent the stages of English language development, describing expectations for how well scholars can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012)

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Both learning facilitators and administration will monitor the progress and performance of each scholar identified as an English Learner with the goal of helping these scholars reclassify to Redesignated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Literacy Coach begins to analyze the data and determine the eligibility for re-designation of each scholar within 30 days of receiving the scores. The re-designation criteria is as follows:

- ELPAC scores: between levels 3-4
- MAPs scores for English (reading & language): Proficient or above
- 11<sup>th</sup> grade CAASPP English scores of Meet or Exceeds Standards (for students in Grade 11 or 12)
- Grades: Grades of A, B, or C in English
- Teacher recommendation
- Parent approval

The EL Literacy Coach monitors classroom instruction, updates ELD levels in the PowerSchool Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that scholars and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Literacy Coach shares the progress and performance of ELs with the scholars and works with them to make the final decision regarding progression to the next ELD Proficiency Level.

#### Process for Monitoring Progress of English Learners and Reclassified (RFEP) Scholars

ELs are continually monitored by the EL Literacy Coach, learning facilitators, and school leaders. The EL Literacy Coach monitors scholar progress by analyzing scores and data, assessing samples of academic work, and following up regularly with the scholar's ELA/English learning facilitators and EL Literacy Coach to discuss the scholar's progress.

Learning facilitators regularly evaluate scholars' ELD progress by examining data, and modify their instructional practices to better serve each scholar as needed. In order to document progress, the EL Literacy Coach maintains an ELD portfolio for each of the school's English Learners. This portfolio is used to monitor scholar progress at their targeted ELD level. The EL Literacy Coach, in collaboration with learning facilitators, uses these portfolios to collect scholar work samples, assessments, and monitor progress towards proficiency in English. Portfolios are reviewed regularly. The EL Literacy Coach reviews the ELD folder as well as the cumulative folder for each scholar early in the fall semester in order to provide teachers with the most accurate reflection of the scholar's progress to date. The goal is for each scholar to progress by at least one level per year on the ELPAC until they can be reclassified.

Reclassified scholars are monitored for a period of two years following their re-designation to ensure that they are making progress on their content and basic skills assessments, and

maintaining at least a 70% in their ELA/English class. Reclassified scholars are monitored by the EL Literacy Coach.

#### Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)

The school monitors the progress of scholars who are classified as Long Term English Learners (LTELs) or At-Risk of LTEL status. The EL Literacy Coach works to identify the reasons why a scholar has not acquired Academic English at the expected rate and collaborates with school staff and leaders to determine the best support system for that scholar moving forward. An action plan is created and placed in the scholar's portfolio, and parents/guardians are consulted. If necessary, additional tutoring, and targeted curriculum and supplemental materials are obtained to further support the scholar.

### **Special Education**

e3 Civic High recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with SDUSD and the El Dorado County Charter Special Education Local Plan Area (SELPA) to ensure that a free appropriate public education is provided to all students with exceptional needs, pursuant to Education Code 47641 (a). The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, e3 Civic High will comply with SDUSD and El Dorado Charter SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded during the charter term is being proposed by the e3 Civic High for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition. The specific manner in which special education and related services will be provided and funded shall be set by the SELPA "Procedural Guide for Special Education." The SELPA is a consortium of Local Education Agencies (LEAs) responsible for the development of special education policies and procedures, distribution of federal and state special education funds, and providing a range of professional development pertaining to special education.

#### SELPA Affiliation

Pursuant to Education Code Section 47641(a), e3 Civic High participates as a Local Education Agency (LEA) in El Dorado County Charter SELPA for the purpose of compliance with federal and state law and for eligibility for federal and state special education funds. e3 Civic High has been a member in good standing of El Dorado County Charter SELPA since April 24, 2014. A change in LEA status or SELPA membership shall require a material revision of this charter.

e3 Civic High assumes full responsibility for providing special education and related services to eligible students, in accordance with state and federal law. e3 Civic High receives state and federal special education funds in accordance with the applicable El Dorado County Charter

SELPA fiscal allocation plan. e3 Civic High is solely responsible for all costs above and beyond state and federal special education funding.

e3 Civic High follows policies and procedures of the El Dorado County Charter SELPA and shall utilize their forms and information systems necessary to identify and serve students who qualify for special education. e3 Civic High collaborates with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records.

#### Commitment to Serving All Scholars

e3 Civic High is committed to meeting the needs of all scholars, including those with exceptional needs. All scholars have access to e3 Civic High and no scholar shall be denied admission nor counseled out of e3 Civic High due to the nature, extent, or severity of his/her disability or due to the scholar's request for, or actual need for, special education services.

As described above, the instructional philosophy of the school is designed to meet the diverse needs of all scholars, including those with special needs. Central to the educational philosophy of e3 Civic High is the goal of serving all scholars in a fully inclusive setting. e3 Civic High will meet all the requirements mandated within a scholar's Individualized Education Program (IEP). The school includes all special needs scholars with non-disabled peers. e3 Civic High also recognizes that this commitment may not suit the needs of all scholars with disabilities and that other special education programs may be more appropriate for meeting the needs of some scholars. If the scholar's needs as documented on the IEP require a program other than inclusion, e3 Civic High will work with the San Diego Unified School District and SELPA to provide an appropriate placement and services.

#### Staffing

All special education services at the e3 Civic High will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. e3 Civic High employs individual staff and faculty and contracts with independent providers for special education services such as: compliance review, assessment, and all services including Designated Instruction and Service as specified in California Education Code and IDEA.

e3 Civic High assumes responsibility for special education staffing and service delivery. e3 Civic High assumes the responsibility for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. e3 Civic High shall ensure that all special education staff hired or contracted by e3 Civic High are qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

e3 Civic High currently employs three Education Specialists for specified caseloads with duties listed in Element 5. The school will provide Education Specialists and several Learning Associates (also known as Special Education Assistants) in quantity as needed to match enrollment, provide individualized instruction in alignment with students' IEP goals, as well as Learning Associates, School Counselors, Wellness Coach (licensed MFT) and a part-time (or

contracted) School Psychologist. The school also contracts with other Non-Public Agencies as needed for specialized services, including but not limited to: Speech Pathology, Occupational Therapy, Assistive Technology, Adaptive PE, and Vision Therapy. All teaching staff at e3 Civic High are involved in ensuring that all IEPs and 504 plans are properly implemented for their scholars.

The e3 Civic High certificated Education Specialists, among other duties, will be responsible for overseeing case management of all special education scholars and for arranging provision of services required by their IEP.

The Education Specialists will:

- ▣ Ensure that all aspects of the IEP are followed;
- ▣ Arrange for the general education Learning Facilitator(s), LEA Admin Designee, and any necessary service providers of the scholar to attend IEP team meetings;
- ▣ Ensure that parents are informed about progress made toward attaining the goals stated on the scholar's IEP,
- ▣ Ensure that parents are provided a written Notice of Procedural Safeguards at least once per year (e3 Civic High will utilize the Notice of Procedural Safeguards used by the SELPA);
- ▣ Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of scholar progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- ▣ Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- ▣ Provide a report of scholar progress on the same schedule as scholars in general education.

#### Special Education Training for e3 Civic High Staff

The CEO/Executive Director, Deans of Scholar Support, regular and special education teaching staff, as well as other appropriate e3 Civic High faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the authorizer (SDUSD), the San Diego County Office of Education and the El Dorado SELPA.

e3 Civic High utilizes the professional development opportunities for its staff with trainings facilitated by internal staff members, the County Office of Education, El Dorado Charter SELPA, partner colleges and universities (SDSU, UCSD, USD, and PLNU), and/or private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### Child Find

e3 Civic High understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

e3 Civic High implements a multi-tiered instructional and support framework prior to referring a child for an evaluation under IDEA. e3 Civic High works to ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or an e3 staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated multi-tiered instructional and support framework process. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. e3 Civic High may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

As an independent LEA for special education purposes, e3 Civic High shall be solely responsible for compliance with state and federal Child Find requirements. e3 Civic High currently implements policies and procedures of the El Dorado Charter SELPA to ensure timely identification and referral of students suspected of having a disability.

### Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Parents/guardians are informed that special education and related services are provided at no cost to them.

The referral process is a formal, ongoing review of information related to scholars who are suspected of having disabilities and show potential signs of needing special education and related services. e3Civic High's referral for assessment process will include examining scholar screening information and making a decision about whether or not to conduct a formal educational assessment.

The parent/guardian of any scholar suspected of needing or qualifying for special education services may also make a referral for an evaluation. If the referral is made verbally, e3 Civic High shall assist parent/guardian to submit a request in writing.

In the event that e3 Civic High receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow El Dorado Charter SELPA policies, procedures, and timelines. e3 Civic High will respond in writing within 15 days. Parents will be given Notice of Procedural Safeguards, and Special Education Rights of Parents and Children.

If e3 Civic High concludes that an assessment is appropriate, the parent will receive a written Assessment Plan, including Prior Written Notice. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education

Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment. When referral is made 20 days or less prior to the end of the regular school year, IEP must be developed within 30 days after the start of the subsequent regular school year.

#### Assessment for Special Education

e3 Civic High shall be solely responsible for conducting special education assessments deemed necessary and appropriate by e3 Civic High. An e3 Civic High Education Specialist will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include:

- ☐ Individual testing;
- ☐ Observations;
- ☐ Interviews;
- ☐ Review of school records, reports, and work samples; and,
- ☐ Parent input.

In conducting an assessment for special education, e3 Civic High will follow the following assessment guidelines. If a conflict with El Dorado SELPA policies and procedures exists, then El Dorado Charter SELPA policies and procedures will govern.

- ☐ Parents or guardians of any scholar referred for assessment must give their written consent for the school to administer the assessment;
- ☐ The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- ☐ When referral is made 20 days or less prior to the end of the regular school year, IEP must be developed within 30 days after the start of the subsequent regular school year;
- ☐ The scholar must be evaluated in all areas related to his/her suspected disability;
- ☐ Assessments must be conducted by a person with knowledge of the scholar's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- ☐ Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- ☐ Assessments must be delivered in the scholar's primary language, unless a qualified interpreter is provided;
- ☐ Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and



- ▣ Assessments will be adapted as necessary for scholars with impaired sensory, physical or speaking skills.
  - ▣ Materials and procedures used to assess a student with limited English proficiency are selected to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the scholar's need for special education. An Education Specialist will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

#### Development and Implementation of IEP

e3 Civic High shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. e3 Civic High will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE). Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- ▣ The scholar's parent(s), legal guardian, or an individual selected by the parent;
- ▣ At least one special education teacher of the scholar;
- ▣ Administrator or LEA Administrative Designee (other than the scholar's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- ▣ At least one general education teacher of the scholar if the scholar is, or may be, participating in the general education environment;
- ▣ If the scholar has reached the age of majority (18 years), the scholar;

When appropriate, the IEP team may also include:

- ▣ The scholar, if the scholar has not yet reached the age of majority (18 years);
- ▣ An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team, or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor; and
- ▣ Other persons who possess expertise or knowledge necessary for the development of the IEP.

e3 Civic High views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

The scholar's IEP will include the following:

- ☐ A statement of the scholar's present levels of academic achievement and functional performance;
- ☐ Measurable annual goals;
- ☐ A description of how the child's progress toward meeting the annual goals will be measured and when reports will be provided;
- ☐ A statement of the special education and related services and supplementary aids and services to be provided to the child;
- ☐ An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils;
- ☐ Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- ☐ The projected date for the beginning of the IEP services and modifications;
- ☐ The anticipated frequency, location, and duration of those services and modifications; and
- ☐ For scholars 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the scholar in reaching those goals.

A copy of the IEP will be given to the parent. Upon the parent or guardian's written consent, the IEP will be implemented by e3 Civic High, in cooperation with the District or SELPA in which e3 Civic High is a member.

IEP meetings will be held according to the following schedule:

- ☐ Yearly to review the scholar's progress and make any necessary changes;
- ☐ Every three years to review the results of a mandatory comprehensive reevaluation of the scholar's progress;
- ☐ After the scholar has received a formal assessment or reassessment;
- ☐ Within 30 days of a parent's request for IEP meeting;
- ☐ When an Individual Transition Plan is (ITP) required at the appropriate age;

- When e3 Civic High seeks to suspend or remove the scholar for a period of 10 days or more for the same behavior, in order to determine if the scholar's misconduct was a manifestation of his/her disability.

#### IEP Review

e3 Civic High is responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

The IEP team will formally review the scholar's IEP at least once a year to discuss the scholar's present levels of performance, determine whether the scholar is achieving his or IEP goals, and discuss whether the scholar's placement and services remain appropriate. As with all IEP meetings, e3 Civic High will make every effort to include parents in these annual IEP meetings, including providing written notice of the meeting and scheduling the meeting at a mutually agreeable time and place.

In accordance with IDEA regulations, the IEP team conducts a formal review of the IEP once every three years in which the scholar is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the scholar's progress.

If a parent or faculty member feels the scholar's educational needs are not being met, either may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, e3 Civic High will follow mandated timelines to meet the needs of the scholar.

Unless otherwise specified on the scholar's IEP, parents will be informed of the scholar's progress toward meeting annual goals at the same time that the parents of non-disabled scholars are notified of progress. This will serve to document the method by which the scholar's progress toward achieving the annual goal is measured; the scholar's progress during the relevant period; the extent to which it is anticipated the scholar will achieve the annual goal prior to the next annual review; and where needed, the reasons the scholar did not meet the goal.

#### Interim and Initial Placements of New Charter School Scholars

For scholars who enroll in e3 Civic High from another school district during a school year with a current IEP, e3 Civic High shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, e3 Civic High shall work with the SELPA to implement the existing IEP at e3 Civic High or as otherwise agreed by the parent/guardian.

- e3 Civic High complies with Education Code Section 56325 with regard to students transferring into the e3 Civic High within the academic school year.
- e3 Civic High shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.
- For students transferring to the e3 Civic High from another school within the same SELPA (El Dorado Charter), e3 Civic High, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the

existing approved IEP, unless parents/guardians and e3 Civic High agree to develop and implement a new IEP.

- For students transferring to e3 Civic High from another school within a different SELPA, e3 Civic High, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time e3 Civic High shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.
- For students transferring to e3 Civic High from a school outside of California, the e3 Civic High shall provide the student with a free appropriate public education (FAPE), including services comparable to those described in their existing IEP, until e3 Civic High conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by e3 Civic High, and develops a new IEP, if appropriate, in accordance with federal and state law. IEPs as deemed appropriately by the IEP team members.

#### Non-Public School Placements/Non-Public Agency Services

As a Local Education Agency, e3 Civic High will work closely with the SELPA to select, contract with, and oversee all non-public agencies used to serve special education scholars. e3 Civic High will immediately notify the SELPA of all parental requests for services from nonpublic schools or agencies, unilateral placements, and/or requests for reimbursement.

#### Special Education Strategies for Instruction and Services

e3 Civic High offers a comprehensive inclusion program that includes specialized support and differentiation within the core classrooms, or pull-out support as needed for personalized work in alignment with coursework and the students' IEP goals, and an extended school year is offered per IEP specifications to provide more opportunities for learning. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP is built around the student's needs. If a student's IEP team determines that the scholar requires placement outside of a general education classroom, e3 Civic High will provide the necessary placement and/or services. The instruction outlined in each student's IEP is delivered by personnel qualified to do so. Extended School Year services are offered when the student shows the possibility of regression over the summer months as determined in the IEP process. The IEP team examines relevant data and explores a decision regarding Extended School Year services with parental input.

#### Reporting

e3 Civic High, in collaboration with El Dorado Charter SELPA where appropriate, will collect and maintain the following information on disabled scholars as required by IDEA:

- ▣ A calculation of all school-age scholars with disabilities being provided special education services by age, grade, category of disability and the number of scholars with disabilities who are English Language Learners;

- ▣ The number of scholars provided with test modifications and the types and the number of scholars exempted from District assessments;
- ▣ The settings in which scholars with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- ▣ The number of scholars with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- ▣ The basis of exit from e3 Civic High of scholars with disabilities (*i.e.*, attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the e3 Civic High Lead Education Specialist, as supervised by the CEO/Executive Director. The CEO/Executive Director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The CEO/Executive Director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a scholar's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

#### Procedural Safeguards

Parents or guardians of students with IEP's at e3 Civic High must give written consent for the evaluation and placement of their student, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their student's IEP. The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. e3 Civic High will utilize the Notice of Procedural Safeguards used by the El Dorado Charter SELPA.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. e3 Civic High shall work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. The scholar's Education Specialist will ensure that parents are provided a written Notice of Procedural Safeguards at least once per year.

#### Dispute Resolution

e3 Civic High acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of e3 Civic High's alleged failure to provide FAPE to students enrolled in the charter school. e3 Civic High may also initiate a due process hearing or request for mediation with respect to a student enrolled if it determines such action is legally necessary or advisable.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, e3 Civic High may choose to defend the case. In the event that e3 Civic High determines that legal representation is needed, e3 Civic High may choose to be jointly represented by legal counsel of the SELPA's choosing.

#### Complaint Procedure

Parents or guardians have the right to file a complaint with El Dorado SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

#### **Section 504/ADA**

e3 Civic High shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all scholars with disabilities in accordance with the ADA.

e3 Civic High recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any scholar having a disability that substantially limits a major life activity, and by reason of that disability needs accommodation to benefit from his or her education in the same manner as non-disabled scholars, shall be eligible for accommodation through use of a Section 504 Accommodation Plan.

A 504 team will be assembled by the Dean of Scholars and shall include the parent/guardian, the scholar (where appropriate) and other qualified persons knowledgeable about the scholar, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the scholar's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the scholar has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation shall be carried out by the 504 team who will evaluate the nature of the scholar's disability and the impact upon the scholar's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a scholar with impaired sensory, manual or speaking skills.

The 504 Team consists of, but not limited to: Dean of Scholar Support (Lead), College and Career Counselor, Wellness Counselor (MFT), Attendance Lead (Scholar Support Liaison), and a Learning Facilitator. Other professionals (i.e., school psychologist, etc.) will be consulted as necessary.

The final determination of whether the scholar will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the scholar in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the scholar for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the scholar is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the scholar receives the free appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the scholar, drawing upon a variety of sources, including, but not limited to, assessments conducted by the e3 Civic High professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the scholar's education, including substitutes and tutors, will be given a copy of the scholar's 504 Plan. The Dean of Scholar Support and Instructional Coaches will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the scholar's cum file. Each scholar's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## **Family and Community Involvement**

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their scholars. Educational research validates that support at home is critical to a child's academic success. e3 offers many opportunities for parents/guardians to be involved at the school site, including: governance committees such as the School Site Council/School Advisory Council and the English Learner Success Team, college prep training workshops, parenting workshops, chaperoning on field trips and school events,, fundraising events, attending the Scholar led Conferences, classroom guest speakers, providing job shadows and internship sites, attending the monthly parent coffee with the CEO, attending board meetings, assemblies, parent dinners, award ceremonies and shadowing instruction. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

As detailed in Element 4, parents have an active voice in school decision-making through the school's School Site Council/School Advisory Council. Parents also are encouraged to attend Board meetings and provide feedback

Additional opportunities for family and community involvement include the following:

- Family orientation – During the open enrollment period, a series of informational meetings are held to provide prospective scholars and families with information about the school. Annual on-site school orientations provide all enrolled scholars and their families with more detailed information about the upcoming school year. Advisors visit the home of each scholar who is new to the school or visit with new scholar families if so requested as an alternative.
- Monthly parent coffees, both in the morning and evening, allow a forum for parents to discuss topics of concern as well as to catch up on current school events and get board meeting updates.
- Parent trainings are scheduled that focus on technology usage, project based learning, monitoring scholar data using PowerSchool, parenting, scholar wellness, and other topics of interest. The counseling team also hosts grade level parent meetings designed to assist with all aspects of the college going process and completing the A-G curriculum.
- Blackboard (our mass communication system) is used to inform parents of e3 events and any school information. We send regular updates on Blackboard using email, phone calls and text messages. Stakeholders also receive a weekly e-newsletter with important events and school news.
- The e3 Civic High website provides parents with real-time, updated information regarding school policies and calendar events.
- Each year, all parents have the opportunity to give feedback through a school improvement survey administered by the Teachers College of Columbia University.
- Prior to the beginning of each school year, the site works with the parents to plan a Welcome Back event at the beginning of year to welcome back former families and to welcome in new families. e3 Civic High sponsors a back-to-school event just prior to the first day of the academic year. The event provides an opportunity for parents, scholars, and staff to get acquainted over a meal and engage in activities designed to build community and relationships.
- **Scholar-led conferences** – Parents will be made aware of scholars’ academic growth through regular progress reports as well as annual scholar-led conferences with teachers, advisors, and peers who act as “critical friends.” Conferences will follow a protocol that includes opportunities for scholars to present evidence of their learning, feedback and assessment from conference participants, and planning for next steps to support future progress.
- **Presentations of learning** – Parents and community members are invited to observe and actively participate in responding to scholar projects and learning outcomes during bi-annual Presentations of Learning (POLs).
- **Progress reports** – Parents receive quarterly reports that describe their scholars' progress. Grade reports are accompanied by teachers’ written commentaries. In addition, parents are able to monitor scholars' progress through their Student Information System login (currently using PowerSchool).



- **Extra-curricular clubs and activities** – Scholars, parents, and community members will have the opportunity to engage in extra-curricular clubs and activities that respond to scholar interests and community needs. Clubs and activities may include, but are not limited to the following: Acapella Club, ACE (Architecture, Construction & Engineering), American Heart Association Club, Basketball, Biodiversity, Black Student Union, Creative Writing, GSA (Gender and Sexuality Alliance), Running, Surfing, XYZine Magazine Club, etc. Clubs will be sponsored by e3 Civic High scholars and they may hold meetings and events before or after school. Each club has an e3 Advisor who is a staff member and is overseen by the Civic Leadership Class (aka Associated Student Body). Each club must have a constitution, bylaws, officers, members and a mission and vision. Parents help to fundraise for the clubs, act as guest speakers, help supervise club trips and service projects. They attend performances, competitions, exhibitions, etc.

## **Professional Development for Faculty and Administrators**

e3 provides integrated adult learning opportunities to nurture the professional growth and development of faculty and administrators. An underlying premise at e3 is that professional development activities should be generated from the needs and perspectives that emerge from within the learning environment and allow for “educators to take charge of their own learning.”<sup>10</sup> Moreover, our staff is intimately involved in both leading and receiving professional development. We have scheduled 23 days of professional development prior to and after the school year. During the school year, each week affords 5 hours of professional development through study, department/content team or grade level Professional Learning Community meetings (PLC’s), instructional coaching, peer learning/observation walks, and expert group study time. Faculty and staff can also participate in offsite Learning Tours conferences and workshops. Additionally, our Learning Facilitator (LF) design thinking teams tackle challenges and next steps for e3 as a part of our improvement cycle. A detailed description of the Professional development opportunities include the following (See Appendix H for a copy of the full PD calendar):

**Professional Learning Communities (PLC’s)** – Learning facilitators meet in their grade level PLCs once monthly and in their department PLCs once monthly each for 90 minutes. During the grade level PLCs, learning facilitators use the Critical Friends protocol (D. Bambino, Critical Friends, March 2002) to share out scholars demonstrating challenging behaviors and receive input from their colleagues (See Appendix H for a copy of the protocol). During department PLCs another e3 specific protocol is used to share data and instructional strategies to continuously improve.

**Expert Group Professional Development** – e3 has established six expert groups led by faculty and staff. They are: technology, growth mindset, mastery grading, creativity,

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<sup>10</sup> McDonald, J., Mohr, R., Dichter, A., & McDonald, E. (2007). *The power of protocols: An educator’s guide to better practice*. New York, NY: Teachers College Press. P.1.

restorative practices, and design thinking. These groups collectively engage in book clubs, watch videos/webinars, participate in offsite learning tours and consult with outside experts. The faculty and staff become the e3 experts in their area and then lead the training and development for the whole staff. They also bring this expertise to department and grade level PLC meetings. See Appendix H for a complete listing of the Expert Group assignments.

**Coaching and Growth Plans** – e3 has two instructional coaches who work with all Learning Facilitators. In addition, they provide extensive support to all new learning facilitators during advisory in the first quarter of the school year. During this time, new LFs are not assigned to an advisory so that they can learn the e3 way and best, research-based, instructional practices. Coaches under the direction of the Chief of Academic Innovation push into classes working with all Learning Facilitators to do side-by-side teaching, observing classes with LFs to discuss observed best practices, and ways to improve instructional delivery.

**Learning Walks** – Twice monthly, LFs participate in learning walks. These walks begin with readings of a shared book, at present the book is **Where Great Teaching Begins**. After a brief book discussion and overview of the focus for the visits, observations to a single studio for 15 minutes ensues. This is followed by a discussion of the visit using the Learning Walk template (See Appendix H). The goal of learning walks is two-fold, one provides a platform for instructional discussions and two move all participants along their personal professional continuum (See Appendix H for a copy of the Learning Walk Growth and Feedback Form).

**Growth plans – they cover a two-year span** and during this time, faculty collaborate with the Instructional Coach and the Chief of Academic Innovation to set personalized learning goals. LFs are provided the support and resources needed in order to grow and develop in their chosen area(s). See Appendix H for a copy of the Growth Plan template.

**Late Start, Monday Morning PD and Collaboration** – Every Monday, the instructional schedule for scholars affords a late start. This allows for additional professional development time. The Monday schedule alternates between training in Cultural Proficiency, Expert Group collaboration, and Design Thinking teams.

**Conferences and Institutes** – e3 faculty and administrators participate in regional, national, and international conferences and workshops such as: the California Charter Schools Association, Illuminate Education, AP by the Sea, CAASSP Institutes, ELPAC Workshops, California Collaborative for Educational Excellence LCAP Institute, PowerSchool Workshops, Naviance, and institutes to develop and share discipline and pedagogical expertise. In addition, staff attend Learning Tours at various schools within the county and tours sponsored by the partnership with Next Generation Learning Challenges (funded by the Gates, Broad and Hewlett Foundations) .

### **Professional Texts for Faculty and Staff**

In addition to the text read by LFs in their Expert Groups, the following texts are professional readings for all staff in order to build research-based practices designed to support effective teaching and learning, data driven instruction, and a positive school culture and climate: *Where Great Teaching Begins*, by A. Reeves, and *Cultural Proficient Learning Communities* by Lindsey, Jungwirth, Pahl and Lindsey. Moreover, the admin team is currently completing the book, *The Social Justice Leaders our Children Deserve*, by Theoharis.

### **The Educational Design as Guide**

The educational design outlined in this petition represents a meaningful guide for developing specific educational programs, scholar outcomes, and methods of assessment at e3 Civic High. Some modifications to what is presented in the petition may occur at the discretion of the Board or the CEO/Executive Director to best meet the needs of the scholars enrolled at e3 Civic High and its staff. The charter school authorizer would be informed of any materially significant change to the educational design outlined in the petition prior to the change being implemented.

## ELEMENT 2: MEASURABLE SCHOLAR OUTCOMES

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***“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)***

e3 Civic High is grounded in the belief that all scholars who are provided with access to high quality instruction in a personalized learning environment with appropriate supports can achieve high quality academic results and be prepared for success in college, career, and civic participation.

### **The Requirements of California Education Code § 47605(B)(5)(A)(ii)**

e3 Civic High will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Scholar performance and achievement of schoolwide, subgroup and individual scholar progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Scholar Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this renewal petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, e3 Civic High’s stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions e3 Civic High anticipates at this point in time.

Information on the methods of assessment used to measure outcome attainment can be found in the chart in Element 3.

**GOAL:** To maintain a high-quality faculty with 100% appropriately credentialed and assigned and high-quality staff through hiring and ongoing professional development and training.

**ACTIVITIES:** Recruit and hire qualified faculty and staff; Provide coaching and mentoring for all faculty via the oversight of the Chief of Academic Innovation during the school day; Provide

coaching and mentoring for the Leadership team via the Chief Executive Director; Professional development sessions planned and led by faculty; Release time for peer observations, reflection and feedback; Release time to attend study tours, conferences and exhibitions; Payment for conferences, trainings, & workshops as per the approved budget; Professional consultants and trainers to lead development aligned with common core standards and project-based learning; Supply faculty and staff with professional, research-based texts to enhance practice.

**GOAL:** Provide and maintain high quality basic services for all students including all subgroups (including foster youth and low-SES).

**ACTIVITIES:** Provide curricular and instructional materials that are aligned to support the Common Core and Next Generation Science Standards; Issue a Mac Air Book to every student to check out for academic use throughout the school year; Mac Air Book cases to ensure protection for the devices; Apple Care for each machine to protect against theft, loss, & extensive damage; Provide supplemental educational services; Provide extended learning opportunities during summer school that target instructional support to students in need of assistance and/or academic remediation; Foster youth will receive counseling support; Unlimited school day access to the San Diego Central Library with more than 1.4 million resources; Instructional materials to support the Project-based Learning environment; Building services support staff for day and evening clean-up to maintain the facility; Provide deep cleaning and repairs during all school breaks.

**GOAL:** Increase annually (estimated 2-3%) the percentage of scholars who Meet/Exceed standards in Mathematics and English Language Arts as measured by the Smarter Balanced Assessment Consortium (SBAC); increase annually scholar scores as measured by the PSAT with a goal of all scholars achieving a school of 480 in Reading & Writing and 510 in Mathematics by 11<sup>th</sup> grade.

**ACTIVITIES:**

**Mathematics:** Curriculum aligned to the common core standards using integrated mathematics courses; San Diego Unified Mathematics as core curriculum; supplemental curriculum College Prep Mathematics (CPM) and APEX, Integrating web-based mathematics tools to teach learning gaps and accelerate content mastery (DESMOS, Kahn Academy, iXL); Using Benchmarking tools to measure mathematics growth aligned to common core standards (MAPs, Interim CAASP assessment, Math iXL, PSAT, SAT, MDTP, etc.); Illuminate to support data driven instruction and student ownership for mastery; Qualified Mathematics faculty and on-going and extended Professional Development, coaching and mentoring for Mathematics Faculty; Parent Training on the web-based tools to support off-site learning; and extended school day for additional academic support for EL scholars in mod 6 (Monday – Thursday). Weekly Acceleration Course supported by web-based, personalized curriculum (APEX); Push in faculty during and after the school day; push in tutors during and after the school day; extended school day for additional academic support for scholars in mod 6 (Monday – Thursday).

**English Language Arts:** Curriculum aligned to the common core standards using Integrated ELA courses and Social Science; Integrating web-based ELA tools to teach learning gaps and accelerate content mastery; Using Benchmarking tools to measure literacy proficiency that is aligned to the Common Core standards English Language Arts growth aligned to common core standards (MAPs, Achieve 3000, Turn in In.com, APEX, etc.); Extensive reading, research, critical analysis and writing instruction; timed writings, APA format; Qualified English Language Arts faculty (double credentialed Social Science & ELA) and on-going and extended weekly Professional Development; and coaching and mentoring for Humanities Faculty; Parent Training with web-based tools to support off-site learning; and extended school day for additional academic support for EL scholars in mod 6 (Monday – Thursday); All students enrolled in year-Long Humanities course with strong writing instruction, research, reading and critical analysis; Weekly Acceleration Course supported by web-based, personalized curriculum (APEX); Push in faculty during and after the school day; push in tutors during and after the school day; extended school day for additional academic support for scholars in mod 6 (Monday – Thursday).

**GOAL:** Ensure that 100% of students successfully graduate after completing a rigorous A-G high school program with a STEAM focus, and provide access for a least 2 concurrent community college courses in grades 11 & 12 each semester, and 100% completion of at least 1 internship & 2 job shadows per year in grades 9-12.

**ACTIVITIES:** A/B schedule with yearlong courses; daily mathematics and humanities courses with extended instructional minutes; A-G course offerings for every student; Advisory Module for Individual Learning Plans and Monitoring with same instructor for 4 years (staff permitting); Access to an additional Acceleration Module in Master Schedule for Credit Recovery using online courseware (Apex); Early Community College courses within the school day; College courses counting toward High School Graduation; Weighted grades for college courses for the High School GPA; Career Assessments to identify Interests, Aptitude, and Abilities to direct College Choice & Internships (EDITS, or Naviance); place students in a workplace experience as interns aligned to their Career Interest data; Offer the Workplace Experience course (elective); Provide school wide and individual Job Shadows, classroom Guest Speakers, Career Field Trips, and College Learning Tours; Provide workplace feedback and performance evaluations; Student Exhibitions that include workplace competencies and proficiency; -Align Workplace experience to classroom content learning through qualified faculty; Senior year all 12<sup>th</sup> graders enrolled in the year-long e3 Design Thinking Workplace Internship.

**GOAL:** Reclassify English Learners at a comparable rate to District reclassification averages for the same grade levels, as measured by the following criteria: ELPAC core/level, ELA assessment (Smarter Balanced CAASP, Achieve 3000, or MAPs), teacher recommendation, and parent permission. In addition, monitor and support full English Language proficiency for English Learners and Reclassified EL Students.

**ACTIVITIES:** Integrated ELD support across the content areas; Push in support within Humanities and Mathematics by certificated faculty and staff; Integrate web-based academic

programs to support English Language Development using (Achieve 3K, APEX, etc.); Specialized English Instruction (SEI) through eBlock, 1:1 computer based instructional initiative to support full English Language proficiency; Host onsite parent meetings and trainings with translation to inform parents of students' academic progress; host the parent group English Learner Support Team (aka ELAC) to monitor progress and support to English Fluency; extended school day for additional academic support for EL scholars in mod 6 (Monday – Thursday).

**GOAL:** To support optimal learning, increase and maintain high attendance rates, reduce absenteeism, and maintain a low suspension and expulsion rate. Maintain a minimum 93% school wide attendance rate through positive interventions and behavioral supports that reduce chronic absenteeism and maintain a low suspension rate under 4% and low expulsion rate under 1%.

**ACTIVITIES:** Provide a relevant and engaging curriculum using Project Based Learning and Design Thinking to increase student attendance; Qualified Faculty; Offer student focused activities that build culture and interest; Train parents on how to support regular attendance; School wide Celebrations, Incentives, Awards, and Assemblies for Attendance showcase; Provide 1:1 and Group Counseling with MHC for attendance- challenged students. Create a reward system to incentivize regular attendance; Refer students to SART and SARB; Provide family referrals to MHC interns for assistance and intervention; Auto Communication system to send phone alerts and email messages. Teach Character Education Curriculum through the c3 Advisory Course; Integrate Civic Leadership and citizenship throughout all content areas; Provide Group & Individual counseling to develop strong inter and intra personal skills and self-management skills; Training for staff and students around building a culture of respect, kindness and excellence; Train staff on the principles of Restorative Justice and integrate schoolwide; Provide referrals for student and family therapy and/or the use of Clinical Counseling Interns; One week Summer Bridge program for Incoming students to teach the skills for successful decision making; initiate Home Visits for all e3 families over the course of the year.

**GOAL:** Increase the yearly number of parents attending any school activity and training opportunities

**ACTIVITIES:** Provide parent training workshops onsite and available online to support a successful high school experience and the successful transition to college and career; Parent training sessions led by Faculty, the Counseling and Guidance Staff, and the Administrative Team; Use of the Online Communication system to update parents on all school events and activities; Website to post all school related information, activities and events; Parents to participate in Student Led Conferences (SLC's) and Presentations of Learning (POL's); Attend School wide Student Exhibitions; Hosted Monthly Parent Coffee with Chief Executive Officer/Executive Director; provide translation for large school events, conferences, meetings, etc. Host family events to build a strong school culture; Publish Weekly e-Newsletter and additional E-Blasts to parents; Invite parents to volunteer within every aspect of the school

(Committees, SSC/SAC, Parent-Teacher-Student Organization, Booster Club, tutor, chaperone, guest speaker, class shadows, exhibition panel members, Intern or Job Shadow provider, etc.).



### ELEMENT 3: METHODS OF ASSESSMENT

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*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

#### Assessment Methodology and Philosophy

The assessment methods at e3 Civic High are based on the following understandings:

- **Transparent** – Effective assessments specifically correspond to clear and specific achievement targets and directly correlate with the instructional program (Stiggins, 2001).<sup>11</sup> e3 Civic High teachers use a backward design approach (Wiggins & McTighe, 2005)<sup>12</sup> to ensure that assessments and instructional plans map onto the learning objectives. Scholars recognize assessment objectives and measures and have opportunities to self-assess their progress against pre-determined standards.
- **Multiple measures** – e3 Civic High teachers use multiple forms of assessment to consider a range of dimensions of scholar learning. Assessments include informal classroom observations and progress checks, formal presentations and written work, and standardized tests and calibrated rubrics designed to measure scholar progress against a pre-determined norm.
- **On-going** – Scholars and teachers need regular assessments in order to evaluate learning and make data-driven instructional decisions. e3 Civic High teachers use formative assessments to ascertain scholar progress, identify individual strengths and weaknesses, and determine next steps in instruction. Teachers use Summative and portfolio assessments to measure progress against content and school-wide learning objectives, set individual learning goals within and across grade levels, confer with parents/ guardians, and evaluate programs and instructional practices.
- **Informative** – Effective assessments generate data that support reflection and self-evaluation on the part of scholars, teachers, and administrators. Teachers provide regular opportunities for scholars to critically assess their own work and progress, for teachers to collaboratively analyze and reflect on scholar work, and for parents and community members to provide feedback.
- **Authentic** – When possible, assessments should allow scholars to demonstrate what they know in a manner that approximates real world measures of achievement (Prensky, 2010).<sup>13</sup> Assessment at e3 Civic High emphasizes project-based performance tasks, scholar presentations, and written work published for an authentic audience. Teachers score scholar work against rubrics that respond to state and national norms.

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<sup>11</sup> Stiggins, R. (2001). *Scholar involved classroom assessment*, 3<sup>rd</sup> ed. Upper Saddle River, NJ: Prentice Hall.

<sup>12</sup> Wiggins, G., & McTighe, J. *Understanding by design*, 2<sup>nd</sup> ed. Alexandria, VA: ASCD.

<sup>13</sup> Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. Thousand Oaks, CA: Corwin.

All e3 Civic High scholars maintain digital portfolios of their work. Regular reviews of scholar digital portfolios are one measure used to determine progress toward anticipated outcomes.

### Assessment Measures

e3 Civic High shall comply with all state assessment and accountability requirements applicable to charter schools. The school shall certify that its pupils have participated in the state-testing program in the same manner as other District scholars. e3 Civic High scholars take the CAASPP (or California Alternative Assessment), California Science Test (CAST) and any other mandated accountability assessments (e.g., ELPAC, Physical Fitness Test) as required in Section 60602.5.

In keeping with the stated objectives of college and career readiness, e3 Civic High scholars also take the PSAT and SAT in the 10<sup>th</sup>, 11<sup>th</sup>, and/or 12<sup>th</sup> grades. Scores from these assessments provide an additional source of data for measuring individual academic progress as well as school-wide achievement.

e3 faculty use a variety of formative and summative assessment measures to monitor student achievement, including the following:

Assessment	Purpose	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	9-12	Daily and/or weekly
Publisher-Designed Assessments	Assess mastery of unit/lesson content.	9-12	End of unit/end of semester or year.
AP Exams	Assess end-of-course master of college-level course content.	10-12	May
CAASPP	State Criterion-Based Assessment in ELA and Math	11	May
California Alternative Assessment (CAA)	State Assessment in ELA and Math for qualifying students with disabilities	11	May
California Science Test (CAST)	State Criterion-Based Assessment in Science	10	May
NWEA MAP	Nationally norm-referenced benchmark assessments in ELA and Math	9-11	3 times annually (beginning, middle and end of year)

PSAT/SAT/ACT	College entrance	9-12	October, November, or December
ELPAC	Measure English language acquisition	9-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	11	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for gauging student progress	11	February
Physical Fitness Test (PFT)	To assist students in establishing lifetime habits of regular physical activity	9	February to May

### Use and Reporting of Data

e3 Civic High is transparent in its use of assessments and reporting of data to the state of California, SDUSD, the e3 Civic High governing board, teachers, parents, and scholars. Data is compiled and stored using our own instance of PowerSchool.

Teams of Learning Facilitators and school administrators meet regularly to collaboratively analyze samples of scholar work, assess progress, and make appropriate adjustments to classroom instruction, program structures, and scholar supports. Learning Facilitators meet bi-weekly in grade level teams to plan interdisciplinary projects and identify necessary interventions for individual scholars. Ten of our staff development days are also designated for Learning Facilitators to meet in content area teams to articulate growth across 9<sup>th</sup> through 12<sup>th</sup> grades and ensure progress prior to school's opening. Throughout the year, data is reviewed weekly in grade level and content team meetings to ensure progress toward standards-based proficiency in core content classes.

Annual Presentations of Learning (POLs) and bi-annual scholar-led conferences (SLCs in Fall and Spring) provide opportunities to holistically review scholar progress and elicit feedback from educators, parents, scholars, and community members. e3 Civic High Learning Facilitators and administrators meet regularly during professional development session to review data to evaluate the effectiveness of e3 Civic High initiatives, make adjustments to improve programs, and enhance learning opportunities for scholars.

Scholars and parents are informed of school-wide achievement through the School Accountability Report Card (SARC) as well as through regular communication via printed newsletters, mailings, e-mail, weekly e-newsletter, parent coffee with the CEO, Back to School Night, Board Meetings, and the school website. Scholars and parents are made aware of

scholars' individual progress through quarterly grade reports with teachers' written commentaries, annual scholar-led conferences, and bi-annual Presentations of Learning. Additionally, parents are able to access scholars' digital portfolios at any time and may request additional contact with teachers and counselors to discuss questions or concerns.

e3 complies with state and federal mandates regarding the reporting of data. Annual SARC reports with more detailed analyses of state test data, demographic data describing the scholar population served by e3 Civic High, and a narrative description of the school's program is available on the school's website. Additionally, e3 Civic High administrators meet regularly with the e3 Civic High Board and the School Site Council/School Advisory Board to share, explain, and discuss assessment data.

## ELEMENT 4: GOVERNANCE STRUCTURE

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***“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)***

The governance structure of e3 Civic High has been designed to support and advance the mission, vision and purpose of e3 Civic High, and to meet the educational needs of all scholars enrolled.

### Nonprofit Public Benefit Corporation

e3 Civic High is operated by a California nonprofit public benefit corporation named “e3 Civic High, a California nonprofit public benefit corporation” pursuant to California law, with 501(c)(3) status from the Internal Revenue Service (IRS). Attached as Appendix A are the Articles of Incorporation, Corporate Bylaws and Conflicts of Interest (Code/Policy).

### Board and Governance Organization

As provided for in the California Corporations Code, e3 Civic High shall be governed by the corporate Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

### Board of Directors

The Board of Directors consists of three (3) to fifteen (15) members serving staggered three-year terms. Board member qualifications are as described in the corporate bylaws, including the ability to attend Board meetings; a willingness to actively support and promote the corporation; and a dedication to its educational endeavors, philosophy and goals.

Attached as Appendix B is the list of the current Board of Directors with a corresponding resume/vita for each member, their term, appointed affiliation (if any) and their email addresses.

The Board is responsible for overseeing e3’s operation and governance. The Board is responsible for hiring and supervising the CEO/Executive Director. In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of e3 including but not limited to the following:

- Ensure e3 meets its mission, vision and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission
- Hire, supervise, and evaluate the CEO/Executive Director
- Approve contractual agreements in accordance with Board policies
- Approve and monitor the school’s annual budget, budget revisions, financial reports and monthly cash flow statements

- Act as a fiscal agent which includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Schools
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish committees as needed
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support the Charter School
- Review requests for out of state or overnight field trips
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning, including the annual LCAP update and goal setting process
- Approve the schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit and performance report
- Appoint an administrative panel to take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which e3 is established.

### **Board Meetings**

All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The annual meeting is held at the end of the school year (June) and is noticed according to the provisions of the Brown Act.

Regular meetings of the Board of Directors are held at dates and times set by the Board. Meetings currently are held once per month during the academic year. Meetings are held within the SDUSD boundary at the school building inside the Central Public Library. Meeting times are scheduled in the evening in order to accommodate greater stakeholder participation (staff, faculty, scholars, parents and community). Meeting notices and agendas are made available and posted to the public prior to board meetings (both online posting to the school website [www.e3civichigh.com](http://www.e3civichigh.com) as well as physical posting at the school site for public viewing on the first floor of the school entrance). For all regular meetings, an agenda will be posted 72 hours in advance. A book of minutes of all meetings, proceedings, and actions is kept at the school in the office of the CEO/Executive Director. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda.

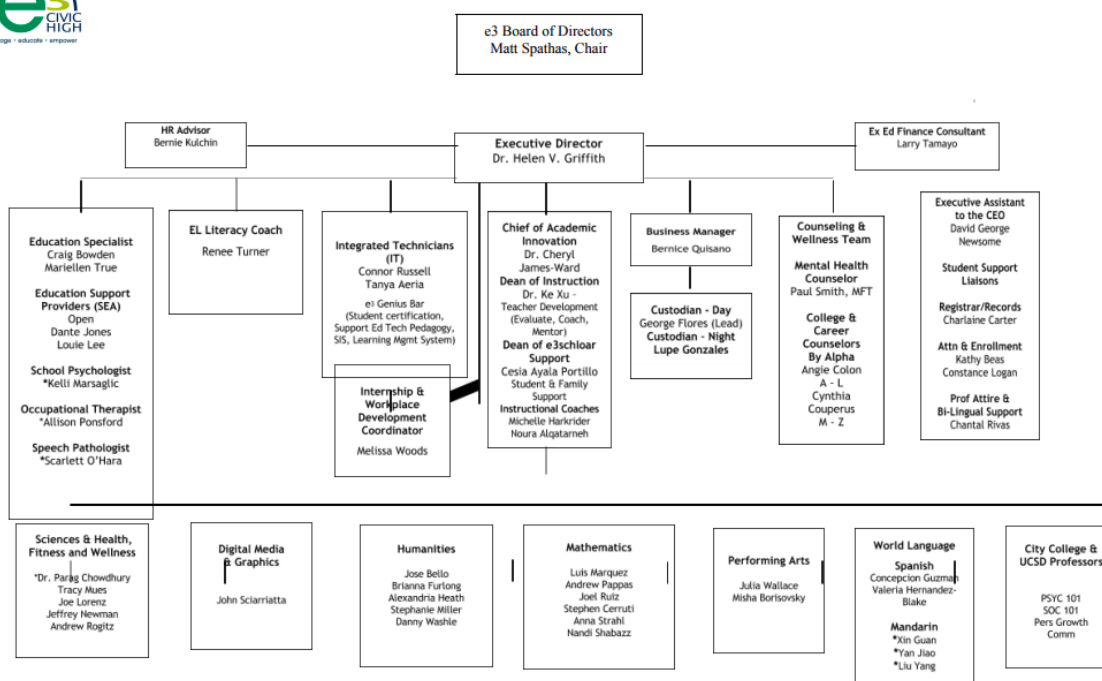
Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are met:

- At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of SDUSD;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

### **School Board Development**

The Board Chair, supported by the Governance Committee will coordinate basic training for the Board on the Brown Act, Robert's rules, conflict of interest laws, fiscal oversight, student achievement metrics and accountability, the roles and responsibilities of the board, and other topic areas as deemed appropriate by the CEO/Executive Director or Board Chair. Board Members and staff members can also attend additional trainings, such as the Annual California Charter Schools Conference, The Charter School Leadership Conference, and local and regional trainings offered by the California Charter Schools Association (CCSA) and other organizations such as Procopio and other law firms.

## Organizational Chart



## Conflicts of Interest

e3 Civic High and our governing Board comply with the Political Reform Act ("Act"), Government Code Sections 87000 et seq.; a Conflicts of Interest Code has been developed and approved by the Board. No officials of the School, including designated employees, may make, participate in making or in any way use or attempt to use his/her official position to influence a School decision in which he/she knows or has reason to know he/she has a disqualifying conflict of interest pursuant to the Act. Board members and designated employees shall be required to disclose conflicts of interest and disqualify himself/herself in accordance with the Act, California nonprofit public benefit corporation law and any policies the board may adopt from time to time. Annual disclosure statements shall be required as stated in the School's Conflict of Interest Code. The Conflict of Interest Code is included in Appendix A.

## Governance Participation

Staff, parent, and community involvement in the governance of e3 Civic High is ensured by virtue of their participation in the Board meetings and the School Advisory Committee/School Site Council. Although parental involvement at the school is strongly encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, e3 Civic High.



***School Site Council/School Advisory Committee (SSC | SAC)***

e3 recognizes that the education of scholars is a shared responsibility involving the school staff, scholars and their families, and members of our community. We value input from our stakeholders and are committed to encouraging partnerships to enhance the education of our scholars. The SSC/SAC provides meaningful consultation with the CEO/Executive Director to oversee the implementation, monitoring, and revision of the LCAP, including reviewing and analyzing data; consulting with advisory groups; evaluating programs and activities; and allocating the expenditure of funds available to the school through categorical programs, specifically Title 1 funding. The SSC/SAC serves in an advisory capacity to the CEO/Executive Director of e3 and as a communication link between e3 stakeholders and the e3 Board of Directors. The SSC/SAC delegates have the opportunity to 1) promote school activities, 2) react to school programs and activities, 3) encourage and promote e3 unity through support programs and activities, and 4) serve as a feedback channel for scholar parent, school and community and 5) seek input from stakeholders.

The SSC | SAC is comprised of parents, community members, staff, and scholars who are selected by each of their constituent groups with a minimum of 12 members: one quarter scholars, one quarter parents; and half school personnel, with classroom Learning Facilitators in the majority, and one other staff member (not a classroom teacher). The SSC/SAC meets monthly with the CEO/Executive Director.

***English Learner Advisory Committee (ELAC)***

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). e3 Civic High has an English Learner Advisory Committee led by the English Literacy Coach (a certificated Learning Facilitator). Membership consists of lead faculty and parents of the EL scholars. The ELAC advises the CEO/Executive Director and staff on ways to improve support for ELs and reach the reclassification goals for EL scholars as per the LCAP.

In addition, the EL Literacy Coach plans training, workshops, and parent gatherings to discuss progress and works to ensure that parents are best prepared to support English literacy at home.

## ELEMENT 5: EMPLOYEE QUALIFICATIONS

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***“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)***

e3 Civic High recruits professional, effective, and qualified personnel who believe in the vision of the school and who are in touch with the needs of the community. All employees should possess the personal characteristics, knowledge base, relevant experience, and qualifications identified in the posted job description as determined by e3 Civic High.

e3 Civic High shall be nonsectarian in its employment practices and all other operations. e3 Civic High shall not discriminate on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

The recruitment process will include posting job announcements and descriptions in community and regional newspapers and websites, including teacher credentialing program websites, job search websites (e.g. ED-Join), and a e3 Civic High school employment website. The Board of Directors will interview and select the CEO/Executive Director. The CEO/Executive Director interviews and selects the Deans of Scholars (e3 Civic High administrators). Together, they are in charge of hiring certificated and classified personnel. Following an initial screening of applications to ensure an applicant has the appropriate education, requirements, and qualifications; staff verify references; and conduct a personal interview with the applicants. Final candidates may also participate in a group interview with an interview panel that consists of administrators, a parent or community member, and a Board member; teachers may be asked to lead demonstration lessons. Prior to commencing employment with e3 Civic High, all employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237. In addition, all new hires must present a TB clearance valid in the past 4 years prior to their start date.

Within the provisions of the law, e3 Civic High reserves the right to recruit, interview, and hire the best-qualified person to fill any of its position vacancies. As the law provides, e3 Civic High may hire non-credentialed teachers in non-core subjects/electives.

e3 Civic High administrators are interviewed and selected by the CEO/Executive Director. The initial phase of the hiring process includes an application screening process, reference check, phone and/or live interviews. The second phase of the hiring process for final candidates will also include a comprehensive tour of the school site.

Qualifications for the administrators and their basic functions are as follows:

## Employee Qualifications and Basic Functions

e3 Civic High shall seek administrators who possess strong leadership skills; the ability to understand and implement the educational vision of the school; and a desire to facilitate communication and effective participation among teachers, scholars, staff, the Board and the community at large.

### ***CEO/Executive Director***

*The e3 Civic High CEO/Executive Director shall possess the following qualifications, skills, and abilities:*

- Philosophically aligned with the e3 Civic High mission and vision as outlined in the charter petition
- A valid teaching credential
- A valid administrative credential
- At a minimum, a B.A. or B.S. preferably in education or administration. Graduate degree preferred
- Administrative or supervisory experience, preferably in an educational setting
- Ability and willingness to work within and support a collaborative model that includes staff, teachers, parents, and community members
- Ability to coach a research-based teaching practice
- Ability to manage site budgets
- Ability to conduct objective observations and evaluations of instructional practice
- Be fully versed in the rules, regulations, policies and procedures involved in the running of a public charter school
- Additional qualifications as determined by the Board of Directors

*The basic function of the e3 Civic High CEO/Executive Director is as follows, including, but not limited to:*

- Reports to the Board
- Implements the mission, vision and directives found within the charter petition
- Operates in the capacity of business leader for both the school and the Board and is responsible for all contract, deed, and facilities negotiations
- Responsible for administrative oversight and the internal operations of the school
- Responsible for fiscal accountability
- Oversees legal compliance and documentation
- Oversees media, public, and political relations
- Oversees fundraising activities
- Oversees progress on academic achievement measures
- Leads development of the Board and Board relations

### ***Chief of Academic Innovation***

Under the supervision of the CEO/Executive Director, the Chief of Academic Innovation assists in the development, coordination, articulation and evaluation of curriculum, instruction, professional development, and assessment for e3 Civic High. The Chief Academic of Innovation will be active in the school and highly visible to the staff and public.

The e3 Chief of Academic Innovation shall possess the following qualifications, skills and abilities:

- Broad knowledge of curriculum development, secondary instructional best practices, supervision and evaluation, and issues related to secondary education
- Completion of a Master's degree and demonstrated school site or program administrative experience
- Possession of a valid California Administrative Services Credential
- Three (3) or more years of successful experience in teaching (preferably at the secondary level) and experience developing curriculum
- Successful record of three (3) or more years as a school principal (preferably secondary) and as a visionary leader
- Ability to contribute significantly to staff development programs and planning; to interpret, apply and explain rules, regulations, policies and procedures; and to promote positive staff morale and to work independently with little direction
- Collaborative yet decisive in decision-making, seeking consensus when possible
- Demonstrated knowledge of assessment and its relationship to curriculum and instruction
- Knowledgeable in planning, organizing and directing the educational assessment services of the District; the laws and regulations, codes, policies and procedures relating to testing, assessment, and evaluation; the current and emerging educational research as well as "best practice"; and multiple measures of student achievement

*The basic function of the e3 Chief of Academic Innovation is as follows, including, but not limited to:*

- Supervises, coaches, mentors, and evaluates all learning facilitators and deans
- Interviews and recommends for hires all instructional staff to CEO
- Develops professional development for all staff with the support of the instructional coaches and/or expert and Design Thinking (DT) groups
- Leads all PD on DT and cultural proficiency development
- Oversees e3 expert groups and Design Thinking Groups
- Oversees all instructional programs including math, humanities, science, languages and VAPA
- Leads staff in innovative platforms including Design Thinking and the modification and redefinition of the use of technology

- Provides Personalized Coaching for individual learning facilitators
- Collaborates with Workforce Coordinator on all projects
- Works with instructional coaches to provide personalized ongoing support to staff
- Plans instructional program for ensuing year with the help of all instructional staff and CEO
- Regularly meets with the following for the purpose of constantly improving all instruction and the social and emotional well being of scholars: Coaches, counselors, department heads, deans, expert group leads, and DT leads.
- Works with the CEO to facilitate outside agencies regarding instructional partnerships with e3
- Works with CEO on special projects

### ***Deans of Scholar Support***

*The e3 Civic High Dean of Scholar Support shall possess the following qualifications, skills, and abilities:*

- A valid CA teaching credential
- A valid CA administrative credential
- B.A. or B.S. preferably in education or administration and Graduate degree
- Administrative or supervisory experience, preferably in an educational setting
- Additional qualifications as determined by the CEO/Executive Director and/or Board of Directors

*The basic function of the e3 Civic High School Deans of Scholars is as follows, including, but not limited to:*

- Report to the CEO/Executive Director
- Oversee teaching staff
- Responsible for professional development
- Responsible for scholar achievement
- Responsible for scholar services
- Responsible for scholar discipline
- Conduct classroom coaching
- Oversee the instruction and services for scholars whose needs have been identified in an individualized education program.
- As the Community Partner Coordinator, the 9th/10th Dean of Scholars is also responsible for serving as the resource person to staff regarding community partnerships and is responsible for the development of partnership
- As the College & Career Coordinator, the 11th/12th Dean of Scholars is also responsible for serving as the resource person to staff regarding career and college counseling and providing counseling to scholars.

### ***Learning Facilitators (aka Teachers)***

e3 Civic High Learning Facilitators will meet all requirements for employment set forth by state and local hiring laws and mandatory clearances, including the requirement that all teachers meet state certification and licensure requirements under the ESSA.

*e3 Civic High Learning Facilitators shall possess the following qualifications, skills, and abilities:*

- Philosophically aligned with the e3 Civic High mission and vision as outlined in the charter petition
- At a minimum, a B.A. or B.S.
- Learning Facilitators will be highly skilled educators who have expressed a commitment to the school, as articulated in this petition
- Ability and willingness to work within and support a collaborative model that includes staff, Learning Facilitators, parents and community members
- Ability and willingness to approach the role of teacher as facilitator, researcher, and learner
- Demonstrated familiarity with the target scholar population
- A valid Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold
- Teachers who are hired to teach a specific subject (e.g., math) will be required to hold a subject-specific credential or permit from the California Commission on Teacher Credentialing. Candidates from other states will be required to meet the California credential standards within the time allocated by the State of California
- e3 Civic High will prefer teachers and staff to obtain Specially Designed Academic Instruction in English (“SDAIE”), Cross-cultural Language and Academic Development (“CLAD”), Advancement by Individual Determination (“AVID”), and Gifted and Talented Education (“GATE”) certificates.
- Additional qualifications, skills, and abilities as designated by the Board of Directors and/or e3 Civic High administration

Documents pertaining to teacher credentialing shall be maintained on file at e3 Civic High and are subject to periodic inspection by the chartering authority.

*The basic function of the classroom teacher is as follows, including, but not limited to:*

- Reports to the e3 Civic High administration
- Implement the mission, vision and goals of e3 Civic High within the classroom through standard-based instruction and project-based and team-based activities
- Fosters a classroom and school environment that supports scholar-centered learning
- Fosters a classroom and school environment that is conducive to learning
- Works with the individual needs of the scholar
- Uses helpful measures of assessment
- Works collaboratively with other teachers to develop better practices
- Establishes a cooperative and collaborative relationship with parents and community members

- Additional qualifications as determined by the Board of Directors

***Non-Certificated Staff***

e3 Civic High also employs non-certificated candidates who embrace the vision of the school and who are flexible and able to work collaboratively with administrators, scholars, faculty, staff, and parents. Non-certificated staff candidates, who may include business service providers, a custodian, a business office manager, etc. must possess adequate professional training and/or experience.

*Non-certificated staff members shall exhibit the following minimum qualifications:*

- Adequate professional training and/or experience to perform the duties of the position
- Licenses or certifications necessary to perform the responsibilities of the position
- Positive references.

## **ELEMENT 6: HEALTH AND SAFETY PROCEDURES**

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***“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)***

In order to provide safety for all scholars and staff, e3 Civic High has developed comprehensive health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. At a minimum, the following standards shall apply:

### **Procedures for Campus Visitors**

No outsider shall enter or remain on school grounds during school hours without having registered with the CEO/Executive Director or designee, except to precede expeditiously to the office of the CEO/Executive Director or designee for the purpose of registering. If signs posted in accordance with Section 627.6 of the Penal Code restrict the entrance or route that outsiders may use to reach the office of the Director or designee, an outsider shall comply with such signs.

### **Procedures for Background Checks**

Employees and contractors of e3 Civic High will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The CEO/Executive Director of e3 Civic High shall monitor compliance with this policy and report to the e3 Civic High Board of Directors on a quarterly basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Scholar Abuse Reporters**

All non-certificated and certificated staff will be mandated scholar abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District. All mandated reporters shall receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year.

### **Tuberculosis Testing**

e3 Civic High will conduct initial and ongoing tuberculosis screenings of employee candidates as described in Education Code Section 49406. e3 Civic High will also require tuberculosis



screenings of volunteers who will have frequent or prolonged contact with scholars, as described in Education Code Section 49406(m).

### **Immunizations**

All scholars and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles mumps, rubella, and hepatitis B as described in the Department of Health Services Document IMM-231. Immunization requirements will be applied to the same extent as would be required if students attended a non-charter public school.

### **Vision, Hearing/Scoliosis**

Scholars will be screened for vision, hearing and scoliosis pursuant to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

### **Medication in School**

e3 Civic High adheres to Education Code Section 49423 regarding administration of medication in school and Education Code Section 49411 for emergency epinephrine auto-injections.

### **Blood borne Pathogens**

e3 Civic High meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. e3 Civic High maintains a written infectious control plan designed to protect employees and scholars from possible infection due to contact with blood viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and scholars shall follow the latest medical protocol for disinfecting procedures. In addition, faculty and staff participate in a yearly training on the protocols set aside for dealing with blood borne pathogens.

### **Drug Free/Alcohol Free/Smoke Free Environment**

e3 Civic High functions as a drug, alcohol, and tobacco free workplace.

### **Suicide Prevention**

e3 Civic High maintains a Suicide Prevention Policy on scholar suicide prevention in accordance with Education Code Section 215, which is attached as Appendix I. In addition, our Wellness Coach (a licensed MFT) trains our faculty and staff to address at the classroom level.

## **Comprehensive Sexual Harassment Policies and Procedures**

e3 Civic High is committed to providing a school that is free from sexual harassment, as well as any harassment based upon race, color, religion, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. e3 Civic High maintains a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at e3 Civic High (including employee to employee, employee to scholar, and scholar to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with e3 Civic High sexual harassment policy. In addition, e3 Civic High has adopted Restorative Practices (Costello, Wachtel and Wachtel) and become a No Place for Hate School (using the curriculum of the Anti-Defamation League).

## **Facility Safety**

e3 Civic High is located at the San Diego Central Library, at 330 Park Blvd, San Diego, CA 92101. The facility complies with state building codes; federal American Disabilities Act (ADA) access requirements; and other applicable fire, health, structural safety requirements, and local building codes. e3 Civic High maintains records documenting such compliance.

## **Emergency Preparedness**

e3 Civic High maintains a comprehensive set of health, safety, and risk management policies drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The handbook will also provide for Cardiopulmonary Resuscitation (CPR) training and certification for staff of e3 Civic High. The existing emergency preparedness plan for the San Diego Unified School District sites was used as the basis for creating and updating the handbook for e3 Civic High.

## ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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***“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)***

e3 Civic High has been fully enrolled since the 2015-2016 school year and maintains a waiting list for enrollment. e3 shall continue to implement an outreach plan that includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among scholars that is reflective of the general population residing within the territorial jurisdiction of the SDUSD. (For detailed information on the demographics of the target scholar population, reference the previous section in Element 1 entitled, Scholars to Be Served.)

- Enrollment process that is scheduled to include a timeline that allows for a broad-based application process;
- Outreach meetings, presentations, and information sessions at libraries and community centers in several areas of the District in which e3 Civic High is located to reach prospective scholars and parents. Examples of these centers include:
  - All San Diego Library locations
  - The YMCA
  - City of San Diego Recreation Centers
  - San Diego Youth Services
- Development of promotional and informational material that appeals to the various racial and ethnic groups represented in the local community and District;
- Development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- Distribution of brochures and application materials at community centers, shopping centers, and other places of broad public access in languages represented by prospective scholar population;
- Distribution of brochures and applications at youth clubs, such as:
  - Cesar Chavez Service Clubs
  - Girl Scouts
  - Boy Scouts
- Advertisements in the local print and non-print media monthly during the open enrollment periods, as funds become available or through community donations. Examples of these medias include:
  - The San Diego Union Tribune
  - San Diego Reader
  - San Diego Magazine <http://www.sandiegomagazine.com/>
  - San Diego City Beat <http://www.sdcitybeat.com/cms/index/>
  - The San Diego Voice and Viewpoint
  - Pacific San Diego Magazine <http://pacificsandiego.com/>

- San Diego Family Magazine <http://www.sandiegofamily.com/>
- San Diego Mama <http://www.todaysmama.com/advertise.php>
- News/Talk Radio: KCBQ 1170 AM, KFMB 760 AM, KOGO 600 AM;
- Hosting information meetings and campus tours; and
- Maintaining an informative web page.

e3 Civic High will maintain accurate records of the ethnic and racial balance of scholars enrolled in the school and will furnish the District with annual documentation of ongoing recruitment and outreach efforts. Should the school be oversubscribed, a lottery process will be implemented to ensure fairness to all applicants, as described in Element 8 of this petition.

## ELEMENT 8: ENROLLMENT REQUIREMENTS

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***“Admission policies and procedures, consistent with subdivision (d) [of Ed. Code section 47605].” (Ed. Code § 47605(b)(5)(H).)***

e3 Civic High is nonsectarian in its programs, admission policies, employment practices, and all other operations. e3 Civic High will admit all students on a space-available basis. e3 Civic High will not charge tuition and will not discriminate against any student on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law, or association with an individual who has any of the aforementioned characteristics. e3 Civic High will comply with applicable state laws pertaining to student admission and enrollment, including California Education Code Sections 47605(b) and 47605(d).

e3 Civic High strives to reflect the ethnic and racial balance of the general population residing within the territorial jurisdiction of SDUSD. There is no District residency requirement for the student or for the student’s parent or guardian. e3 Civic High will be open to all students, including those with special needs (SpEd, EL, GATE, etc.).

Prior to applying for admission to e3 Civic High, a student must complete the following:

- The student and a parent or guardian must together attend one complete orientation session. These sessions are held at convenient times and detail the mission, program, and requirements of e3 Civic High, as well as what the student and family should expect of e3 Civic High.
- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline ending the open enrollment period.
- The student and a parent or guardian must sign a statement that they understand and agree to abide by all policies and procedures set forth in the e3 Civic High scholar handbook, which is available in both English and Spanish.

Should e3 Civic High receive more applications from potential students than can be admitted, enrollment – except for existing scholars of e3 Civic High in good standing – will be determined by a random public drawing ("lottery"),<sup>14</sup> using the following rules and procedures, which will be communicated to all interested parties at least thirty (30) days prior to holding the lottery:

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<sup>14</sup> In the event e3 is awarded a discretionary grant from the U.S. Department of Education during the charter term, admissions preferences will be amended as needed to comply with the U.S. DoE Charter Schools Program’s Non-Regulatory Guidance policies regarding charter school admissions in order to preserve eligibility for the grant funds.

- e3 Civic High will enlist the services of an outside agency, such as EDLIO, Inc., to conduct and verify the fair execution of all activities related to holding the lottery.
- The lottery will take place within thirty (30) days of closing the open enrollment period, which will be at least ninety (90) days long.
- The lottery will take place electronically and will be conducted by a third party, such as EDLIO.
- All interested parties will be informed, prior to the holding of the lottery, of the total number of openings available at e3 Civic High and the number of openings for each grade served by e3 Civic High.
- The lottery shall draw names electronically from pools of ballots differentiated by grade level.
- The names shall be randomized electronically by a representative of the outside agency, such as EDLIO, who confirms the results of the lottery.
- Those individuals whose names are randomized after all spaces have been filled will be placed on the waiting list in numbered order, except if the preferences described below require otherwise.
- The outside organization, such as EDLIO, verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

Preference is given for the following categories of potential scholars:

- Children of the Founding Development Team (defined as the small group of people responsible for drafting of documents and for efforts which resulted in the petition being approved and are so listed in Appendix B) or full-time e3 Civic High employees shall receive a guarantee of admission, limited to no more than 10% of the student body. Should this category of potential students exceed 10% of the student body, guaranteed admission will be offered only to those already enrolled, while new applicants will be granted one additional chance in the regular school lottery.
- Siblings of scholars already enrolled in e3 Civic High shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled, in which case the sibling would be on the waiting list for that grade.
- Siblings of scholars who have their name drawn during the lottery (i.e. both scholars are applying in the same year) shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled, in which case the sibling would be put on the waiting list for that grade.
- Scholars residing in the San Diego Unified School District boundaries.

e3 Civic High reserves the option of readmitting scholars who have left the school or who have been suspended or expelled from e3 Civic High and granted Board approval for readmission (as outlined in Element 10 below).

Students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted from the waiting list shall be informed in writing and shall have fifteen (15) business days from the date of postage to respond. In addition, e3 Civic High shall attempt on at least two (2) separate occasions to contact the parents/guardians of promoted scholars by telephone and email. Those families not responding within the 15-day period will forfeit their right to enroll their scholar in e3 Civic High for that school year.

At the end of each school year, families will be notified in writing of their child's status on the waiting list and asked to notify e3 Civic High 30 days prior to the start of the next school year of their intent to remain on the waiting list. Families that notify e3 Civic High of their intent to remain on the waiting list will maintain their status, while families not responding within the prescribed period of time will forfeit their spot on the waiting list. Each year, any new names will be added below the existing list.

e3 Civic High certifies that, to the best of its knowledge, all its admissions procedures, policies, and criteria comply with non-discrimination statutes and applicable law.

## **SUMMER BRIDGE**

All 9<sup>th</sup> grade scholars and new scholars/incoming transfers are expected to attend the weeklong Summer Bridge program typically held during the month of August. The Summer Bridge will be held on the e3 campus during school hours.

During the week of Summer Bridge, scholars begin to establish positive relationships with e3 staff, assess math and literacy levels, explore their learning styles and personality strengths, set educational goals for college workforce and life, all while beginning to make lasting connections with other e3 scholars. An extensive exploration of the library and its more than 1.4 million resources, the downtown community, guest speakers, team-building activities, the first scholar showcase exhibition, a parent orientation/workshop, and a family mixer event also occur during the week of Summer Bridge. In addition, home visits are made during this week to all incoming scholars' home. This offsite meeting is designed to be a positive welcome to the e3 family exchange and set the stage for continued parent engagement. Scholars unable to attend Summer Bridge will need to make up the diagnostic assessments once school begins.

## ELEMENT 9: ANNUAL FINANCIAL AUDIT

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***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(l).)***

### **Annual Audit**

An annual independent fiscal audit of the books and records of e3 Civic High shall be conducted each year as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(l) and 47605(m).

The books and records of e3 Civic High will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will form a Finance and Audit committee to oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and be listed by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the school's financial statements, attendance, and enrollment accounting practices, and will review the school's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. The CEO/Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will review and approved the audit no later than December 15<sup>th</sup> of each year. The Board will submit a report to the District describing how the exceptions and deficiencies, if any, have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described herein.

The independent fiscal audit of e3 Civic High is a public record to be provided to the public upon request.



## **Budget and Cash Flow**

Attached as Appendix D, are the following documents:

- A projected five-year budget
- Financial projections for the next five years of operation
- Cash flow projections for the next five years of operation
- Schedules including information on revenue, development, staffing, expense assumptions, loan assumptions, depreciation assumptions, and fees.

## **ELEMENT 10: SCHOLAR SUSPENSION AND EXPULSION**

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***“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:***

***(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.***

***(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:***

***(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.***

***(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.***

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(b)(5)(J).)***

This Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all scholars at e3 Civic High. When the policy is violated, it may be necessary to suspend or expel a scholar from regular classroom instruction. This policy shall serve as e3 Civic High’s policy and procedures for scholar suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Scholar Handbook, which is sent to each scholar at the beginning of the school year. e3 Civic High administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling scholars, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff, or other persons or to prevent damage to school property.

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom e3 Civic High has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars, except when federal and state law mandates additional or different procedures. e3 Civic High will follow all applicable federal and state laws when imposing any form of discipline on a scholar identified as an individual with exceptional needs or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such scholars. e3 Civic High shall notify the District of the suspension of any scholar identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a scholar with a disability under Section 504 and work with the District to ensure that all applicable laws related to discipline for scholars will be provided with the procedural protections as outlined below in this policy.

### Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School-sponsored event at any time including, but not limited to, any of the following:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus; or
4. During, going to, or coming from a school-sponsored activity.

## ***Enumerated Offenses***

Scholars may be suspended or expelled when it is determined the scholar has engaged in any of the following acts:

1. Assault/Battery  
Causing, attempting to cause, or threatening to cause physical injury to another person, including a school employee. Also included are attempted sexual assault, sexual assault, and sexual battery. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.
2. Weapons  
Possessing, selling, or otherwise possessing any weapon – including guns, knives, explosives, or simulated weapons, including toys such as pellet, airsoft, paintball, BB guns. Also applies to use of any object in a threatening manner, including traditional classroom supplies such as pencils, pens, and paperclips.
3. Alcohol/Intoxicants/Controlled Substances  
Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants (including inhalants such as glue, paint, or liquid paper) or controlled substances, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants, or controlled substances.
4. Substance in Lieu of Alcohol/Intoxicants/Controlled Substances  
Delivering, providing, or selling items which are claimed to be alcohol, intoxicants, or controlled substances but were not such items.
5. Drug Paraphernalia  
Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.
6. Tobacco or Nicotine Products  
Possessing, providing or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, e-cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
7. Robbery and Extortion  
Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.
8. Property Damage  
Causing or attempting to cause damage to school property or private property. Parents or guardians may be legally responsible to pay for any losses or damage to public property caused by a scholar.
9. Property Theft  
Stealing or attempting to steal school or private property, or receiving stolen property. Parents may be required to pay for damages.

10. Obscenity

Committing an obscene act or engaging in regular profanity, swearing, or vulgarity. Also applies to sexual acts, even if consensual.

11. Sexual Harassment

Making unwelcome advances; requesting sexual favors; and other verbal, visual or physical conduct of a sufficiently severe sexual nature; or having a negative impact on an individual's academic performance; or creating an intimidating, hostile or offensive educational environment.

12. Hate Violence

Causing, threatening to cause, attempting to cause, or participating in acts of hate against people or property. This includes but is not limited to negative behaviors that target members of a particular gender, race, ethnicity, religion, sexual orientation, or the mentally or physically challenged.

13. Threats and Intimidation

Harassing, intimidating, or threatening a scholar who is a witness in a school disciplinary proceeding for the purpose of either preventing that scholar from being a witness or retaliating against that scholar for being a witness, or both. Also applies to verbal or written threats against school officials or threats to cause major property damage.

14. Terrorist Threats

Making terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

15. Bullying

Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably

predicted to have the effect of one or more of the following:

- a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- a. A message, text, sound, or image.
- b. A post on a social network Internet Web site including, but not limited to:
  - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
  - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- c. Notwithstanding paragraph (1) and subparagraph (a), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- d. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a

person of his or her age with his or her exceptional needs.

16. Harassment

Harassing, intimidating, or threatening a scholar or group of scholars, or school personnel, with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment.

17. Hazing

Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a scholar organization, or scholar body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm. Applies to any scholar attending any school or school event.

18. Violation of Other School Rules

Violation of a policy or procedure by a scholar as set forth in the scholar handbook.

***Non-Discretionary Suspension Offenses***

Students must be suspended and recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil has engaged in any of the following:

- a. Possessing, selling, or furnishing a firearm.
- b. Brandishing a knife at another person
- c. Unlawfully selling a controlled substance
- d. Committing or attempting to commit a sexual assault or committing a sexual battery
- e. Possession of an explosive or arson.

**Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

***Conference***

Suspension shall be preceded by a conference conducted by the Dean of Scholar Support or the CEO/Executive Director with the scholar and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the scholar. The conference may be omitted if the CEO/Executive Director or designee determines that an emergency situation exists, or if the student or parent waives their right to a conference. An “emergency situation” involves a clear and present danger to the lives, safety, or health of scholars or school personnel. If a scholar is suspended without this conference due to an emergency situation, both the parent/guardian and scholar shall be notified of the scholar’s right to return to school for the purpose of a conference.

At the conference, the scholar shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense orally and in writing. This conference shall be held within two school days, unless the scholar waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a scholar for failure of the scholar's parent or guardian to attend a conference with school officials. Reinstatement of the suspended scholar shall not be contingent upon attendance by the scholar's parent or guardian at the conference.

### ***Notice to Parents/Guardians***

At the time of suspension, the Dean of Scholar Support or the CEO/Executive Director shall make a reasonable effort to contact the parent/guardian by telephone or email. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### ***Suspension Time Limits/Recommendation for Placement/Expulsion***

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Scholars may be suspended for a maximum of 20 days per school year. We do not offer appeals in the case of suspensions. Upon a recommendation of Expulsion by the CEO/Executive Director or CEO/Executive Director's designee, the scholar and the scholar's guardian or representative will be invited to a conference to determine if the suspension for the scholar should be extended pending an expulsion hearing. This determination will be made by the CEO/Executive Director or designee upon either of the following determinations: 1) the scholar's presence will be disruptive to the education process or 2) the scholar poses a threat or danger to others. Upon either determination, the scholar's suspension will be extended pending the results of an expulsion hearing.

## **Expulsion Procedures**

### ***Authority to Expel***

A scholar may be expelled by the Board of Directors upon the recommendation of an Administrative Panel to be assigned by the CEO/Executive Director as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the scholar or member of the Board of Directors, and who are compliant with the "neutral officer" requirements as stated in California Education Code Section 47605(b)(5)(J). The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense.



### ***Expulsion Hearing***

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within twenty (20) school days after the Dean of Scholar Support or the CEO/Executive Director determines that the scholar has committed an expellable offense.

The hearing shall be held in private session unless the scholar makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least five (5) business days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the scholar. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of e3 Civic High's disciplinary rules which relate to the alleged violation;
4. An explanation of the opportunity for the scholar or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
5. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
6. An explanation of the right to confront and question all witnesses who agree to testify at the hearing and to question all other evidence presented;
7. An explanation of the right to present oral and documentary evidence on the scholar's behalf including witnesses; and
8. Notification of the scholar's or parent/guardian's obligation to provide information about the scholar's status at the school to any other school District or school to which the scholar seeks enrollment.

### **Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

e3 Civic High may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm.

Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined by the Administrative Panel. Copies of

these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the scholar.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. e3 Civic High must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, e3 Civic High must present evidence that the witness' presence is both desired by the witness and will be helpful to e3 Civic High. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the scholar being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### ***Record of Hearing***

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### ***Presentation of Evidence***

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused scholar, the hearing is held in a public setting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the scholar shall immediately be returned to his/her educational program.

### ***Written Notice to Expel***

The Director or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following:

#### ***Notice of The Specific Offense Committed By The Scholar.***

Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with e3 Civic High.

The CEO/Executive Director or designee shall send a copy of the written notice of the decision to expel to the scholar's district of residence. This notice shall include the following:

1. The scholar's name.
2. The specific expellable offense committed by the scholar.

### ***Disciplinary Records***

e3 Civic High shall maintain records of all scholar suspensions and expulsions at e3 Civic High. Such records shall be made available to the District upon request.

### ***No Right to Appeal***

The scholar shall have no right of appeal from expulsion from e3 Civic High. The Board of Directors' decision to expel shall be final.

### ***Expelled Scholars/Alternative Education***

Scholars who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

### ***Rehabilitation Plans***

Scholars who are expelled from e3 Civic High shall be given a rehabilitation plan upon expulsion as developed by the school and the Board of Directors at the time of the expulsion order. The rehabilitation plan may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the scholar may reapply to e3 Civic High for readmission.

### ***Readmission***

The decision to readmit a scholar or to admit a previously expelled scholar from another school, school district, or charter school shall be in the sole discretion of the Board of Directors following a meeting with the CEO/Executive Director and the scholar and guardian or representative to determine whether the scholar has successfully completed the rehabilitation plan and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. The CEO/Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The scholar's readmission is also contingent upon the e3 Civic High's capacity at the time the scholar seeks readmission.

### **Special Procedures for the Consideration of Suspension and Expulsion of Scholars with Disabilities**

#### ***Notification of SELPA***

e3 Civic High shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any scholar with a disability or scholar e3 Civic High would be deemed to have knowledge that the scholar had a disability and who is suspended for more than ten (10) school days during a school year.

#### ***Services During Suspension***

Scholars suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the scholar's IEP. Scholars with disabilities shall receive, as appropriate, a functional behavioral assessment or functional analysis and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### ***Procedural Safeguards/Manifestation Determination***

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a scholar with a disability because of a violation of a code of scholar conduct, e3 Civic High, the parent, and relevant members of the IEP Team shall review all relevant information in the scholar's file, including the scholar's IEP and placement, the scholar's

behavior intervention plan (if applicable), any observations of the scholar, any evaluations and diagnostic results, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the scholar's disability or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If e3 Civic High, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the scholar, the conduct shall be determined to be a manifestation of the scholar's disability.

If the e3 Civic High, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the scholar's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such scholar, provided that e3 Civic High had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and
- c) Return the scholar to the placement from which the scholar was removed, unless the parent and e3 Civic High agree to a change of placement as part of the modification of the behavioral intervention plan.

If e3 Civic High, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a result of the failure to implement the IEP, then e3 Civic High may apply the relevant disciplinary procedures to scholars with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities. However, e3 Civic High must still provide ongoing education and related services pursuant the scholar's IEP.

### ***Due Process Appeals***

The parent of a scholar with a disability who disagrees with any decision regarding placement or the manifestation determination may request an expedited administrative hearing through the Special Education Division of the Office of Administrative Hearings. If e3 Civic High believes that maintaining the current placement of the scholar is substantially likely to result in injury to the scholar or to others, the school may request an expedited administrative hearing through the Special Education Division of the Office of Administrative Hearings.

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent or e3 Civic High, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and e3 Civic High agree otherwise.

### ***Special Circumstances***

e3 Civic High personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a scholar with a disability who violates a code of scholar conduct.

The Director or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### ***Interim Alternative Educational Setting***

The scholar's interim alternative educational setting shall be determined by the scholar's IEP team.

### ***Procedures for Scholars Not Yet Eligible for Special Education Services***

A scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this policy only if e3 Civic High had knowledge that the scholar was disabled before the behavior occurred.

e3 Civic High shall be deemed to have knowledge that the scholar had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing or orally, if the parent/guardian does not know how to write or has a disability that prevents a written statement, to e3 Civic High supervisory or administrative personnel or to one of the scholar's teachers that the scholar is in need of special education or related services.
- b) The parent has requested an evaluation of the scholar.

- c) The scholar's teacher, or other e3 Civic High personnel, has expressed specific concerns about a pattern of behavior demonstrated by the scholar, directly to the Director of special education or to other e3 Civic High supervisory personnel.

If e3 Civic High knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEA-eligible scholars with disabilities, including the right to remain in his or her current placement pending the outcome of litigation.

If e3 Civic High had no basis for knowledge of the scholar's disability, it shall proceed with the proposed discipline. e3 Civic High shall conduct an expedited evaluation if requested by the parents; however, the scholar shall remain in the education placement determined by e3 Civic High pending the results of the evaluation.

e3 Civic High shall not be deemed to have knowledge that the scholar had a disability if the parent has not allowed an evaluation, refused services, or if the scholar has been evaluated and determined to not be eligible for special education.



## ELEMENT 11: STAFF RETIREMENT SYSTEM

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***“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)***

All certificated staff members participate in the State Teachers Retirement System (“STRS”) to the extent allowed by law, or other retirement plan set-up by independent or government agency, such as 401(k), flexible spending account (“FSA”), health saving accounts (“HSA”), and other California payroll tax programs. If a certificated staff member chooses STRS, they shall retain all previously vested rights in STRS.

All full-time classified employees who are eligible are covered by a 403b retirement plan. All full-time eligible employees are covered by the Federal Social Security program. The CEO/Executive Director is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

San Diego Unified forwards all required payroll deductions and related data to Cal STRS on behalf of e3 Civic High as required by Education Code Section 47611.3.

The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

## ELEMENT 12: ATTENDANCE ALTERNATIVES

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***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)***

E3 Civic High is a school of choice, and no student shall be required to attend. Students who reside within the District and whose parents choose for them not to attend e3 Civic High can apply to another District school or request an intra-District transfer consistent with District policy. Parents and guardians of students enrolled in e3 Civic High will be informed on admissions forms that the student has no right to admission in a particular school of a local education agency as a consequence of enrollment in e3 Civic High, except to the extent that such a right is extended by the local education agency.

## **ELEMENT 13: DESCRIPTION OF EMPLOYEE RIGHTS**

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***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)***

The leave and return rights of San Diego Unified School District (SDUSD) employees who choose to work at E3 Civic High, or who after having chosen to work at e3 Civic High wish to return to the SDUSD, shall be set forth in District policies and procedures, applicable laws, or existing collective bargaining agreements.

## ELEMENT 14: DISPUTE RESOLUTION PROCESS

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***“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)***

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

In absence of district policies or protocols for charter school dispute resolution, this plan is being presented based on common charter school best practice. Should any section of this element pertaining to resolving disputes, be in conflict with San Diego Unified School District policies or desired protocols, then e3 Civic High is amenable to altering said areas through an addendum, to be mutually agreed upon, and considered in addition to the original petition. Any such areas of conflict can also be resolved in the Memorandum of Understanding that will be drafted and agreed upon by SDUSD and e3 Civic High.

### Public Comments

The staff and governing board members of e3 Civic High and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### Disputes Arising from Within the School

Disputes arising from within e3 Civic High, including all disputes among and between parents, scholars, staff, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by e3 Civic High and in accordance with the law.

### Disputes Between the School and the District

In the event of a dispute between e3 Civic High and the District regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, e3 requests that this shall be specifically noted in the written dispute statement although it recognizes that it cannot legally bind the District to do so. At the earliest mutually convenient date, an e3 Civic High representative and a District representative shall informally meet and confer to attempt to resolve the dispute. If this meeting fails to resolve the dispute, two representatives from each organization shall meet again at the earliest mutually convenient date to attempt to resolve the dispute. If this meeting fails to resolve the dispute, a District representative and an e3 representative shall meet to identify a neutral third-

party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives. The mediation shall be held at the earliest mutually convenient date.

The cost of the mediation and all other costs associated with dispute resolution shall be shared equally by e3 Civic High and the District. Each party shall be solely responsible for its own attorneys' fees.

In the event that the third-party mediation process does not result in the resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, e3 Civic High shall be given a reasonable amount of time to correct the violation, unless the District indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the e3 Civic High's scholars. The District reserves the right to take any action it deems appropriate, and e3 Civic High reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the e3 Civic High scholars.

## ELEMENT 15: CLOSURE OF CHARTER SCHOOL

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***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)***

Closure of E3 Civic High will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and scholars of e3 Civic High, the District, the San Diego County Office of Education, e3 Civic High’s Special Education Local Plan Area (“SELPA”), the retirement systems in which e3 Civic High’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the scholars’ school districts of residence; and the manner in which parents/guardians may obtain copies of scholar records, including specific information on completed courses and credits that meet graduation requirements.

The Board of Directors will ensure that the notification to the parents and scholars of e3 Civic High of the closure provides information to assist parents and scholars in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close e3 Civic High.

The Board of Directors will also develop a list of scholars in each grade level and the classes they have completed, together with information on the scholars’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, e3 Civic High will provide parents, scholars, and the District with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. Section 1232g. e3 Civic High will ask the District to store original records of e3 Civic High scholars. All records of e3 Civic High shall be transferred to the District upon school closure. If the District will not or cannot store the records, e3 Civic High shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, e3 Civic High will prepare final financial records. e3 Civic High will also have an independent audit completed within six months after closure. e3 Civic High will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by e3 Civic High and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to e3 Civic High.

e3 Civic High will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of e3 Civic High, all unrestricted assets of e3 Civic High, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by scholars attending e3 Civic High, shall remain the sole property of e3 Civic High. Any assets acquired from the District or District property will be promptly returned to the District upon closure. Any grant funds and restricted categorical funds shall be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, e3 Civic High shall remain solely responsible for all liabilities arising from the operation of e3 Civic High.

As e3 Civic High is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of e3 Civic High, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the proposed budget (Appendix D), e3 Civic High will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The CEO/Executive Director will be responsible for executing the closure procedures.

## **ADDITIONAL PROVISIONS**

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### **District Impact Statement**

#### ***Liability***

E3 Civic High is operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. e3 Civic High shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of e3 Civic High. Further, e3 Civic High and the District shall enter into a memorandum of understanding, wherein the e3 Civic High shall indemnify the District for actions of e3 Civic High under this charter.

The corporate bylaws shall provide for indemnification of the Board of Directors, officers, agents, and employees. e3 Civic High retains general liability insurance, auto liability, errors and omissions, sexual misconduct, worker's compensation, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be in compliance with district requirements as state in the annual Operations Agreement. The District shall be named an additional insured on the general liability insurance.

The Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for scholars, and dispute resolution.

#### ***Indemnification***

Consistent with the statutory intent of Education Code Section 47604(c), the District shall not be liable for the debt or obligations of e3 Civic High. e3 Civic High shall indemnify, defend, save, and hold the District, the District Board, the Superintendent, employees, officers, Directors, subcontractors, agents, and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, or whatsoever kind of character, including attorneys' fees, brought against e3 Civic High or e3 Civic High employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, Directors, subcontractors, agents, and by District employees while assigned to and under the supervision of e3 Civic High during the term of this Charter or any renewal thereof. The District will not be liable for any actions taken by e3 Civic High. e3 Civic High further



identifies its commitment to hold the District harmless from financial obligation with regard to any debt or obligation of e3 Civic High. e3 Civic High will act as its own fiscal agent to the fullest extent of the law. e3 Civic High shall implement the provisions of charter school legislation and California Department of Education directives regarding charter schools.

## Facilities

e3 Civic High is located on the 6<sup>th</sup> and 7<sup>th</sup> floor at the San Diego Central Library, at 330 Park Blvd, San Diego, CA 92101. A lease agreement between San Diego Unified School District and the City of San Diego was approved by the SDUSD School Board on April 27, 2010. The approval stipulated a pre-paid 40-year agreement to “lease two contiguous floors (sixth and seventh) of approximately 71,800 rentable square feet (Premises) to be used as a charter school educational facility.”<sup>15</sup> Moreover, on July 13, 2010, the SDUSD School Board approved funding for “tenant improvements and modifications to the library building for use as a public charter school in the new central downtown library.”<sup>16</sup>

Scholars at e3 Civic High have both a separate entrance and elevator to the sixth and seventh floor of the building.

## Administrative Services

The details of the relationship between the District and e3 Civic High are delineated in a Memorandum of Understanding (“MOU”). e3 Civic High shall retain the right to separately purchase administrative or other services from the District or any other agency. The specific terms and costs for these services shall be the subject of a mutually agreed upon Memorandum of Understanding. e3 Civic High understands that current law mandates that the District provide oversight as required by California Education Code section 47604.32.

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<sup>15</sup> <http://www.boarddocs.com/ca/sandi/Board.nsf/Public>. Access April 27, 2010 board meeting; agenda item H.01.

<sup>16</sup> <http://www.boarddocs.com/ca/sandi/Board.nsf/Public>. Access July 13, 2010 board meeting; agenda item H.5.

## APPENDIX TABLE

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