

# e3 Civic High

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

School Name	e3 Civic High
Street	395 11th Ave., 6th Fl.
City, State, Zip	San Diego, CA 92101
Phone Number	(619) 546-0000
Principal	Cesia Portillo
Email Address	cayala@e3civichigh.com
School Website	<a href="http://www.e3civichigh.com/">http://www.e3civichigh.com/</a>
Grade Span	9-12
County-District-School (CDS) Code	37683380127647

## 2025-26 District Contact Information

District Name	e3 Civic High School
Phone Number	6195460000
Superintendent	Dr. Brett Taylor, CEO
Email Address	btaylor@e3civichigh.com
District Website	<a href="http://www.e3civichigh.com">www.e3civichigh.com</a>

## 2025-26 School Description and Mission Statement

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

The Charter Petition for e<sup>3</sup> Civic High was submitted to and authorized by San Diego Unified School District (SDUSD) in September of 2010. e3 opened in the fall of 2013 with an entering class of 265 ninth and tenth-grade students. Currently, approximately 400 students are enrolled in our school. e3 celebrates a diverse population of scholars who come from over 35 zip codes. The unique partnership between e3 Civic High, the San Diego Public Library, the City of San Diego, and SDUSD has created a new mixed-use design model for urban public schools and community-based organizations.

## 2025-26 School Description and Mission Statement

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

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	79
Grade 10	100
Grade 11	105
Grade 12	76
<b>Total Enrollment</b>	<b>360</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.3
Asian	0.8
Black or African American	1.7
Filipino	0.8
Hispanic or Latino	91.9
Two or More Races	2.5
White	1.9
English Learners	25.8
Homeless	7.2
Socioeconomically Disadvantaged	81.7
Students with Disabilities	23.3

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.4	74.27	5336.6	88.47	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.9	3.59	66.9	1.11	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.1	7.94	219.2	3.64	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.3	12.29	219.2	3.63	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.5	1.81	189.7	3.15	15831.9	5.67
<b>Total Teaching Positions</b>	27.5	100	6031.8	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.1	78.36	5233.7	86.54	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	2	8.18	74.5	1.23	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.8	7.57	354.7	5.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.4	5.85	221	3.65	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	163.6	2.71	14303.8	5.15
<b>Total Teaching Positions</b>	24.4	100	6047.7	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.6	81.49	5239.1	86.81	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	2	9.25	91.1	1.51	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.8	8.47	293.4	4.86	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	201.9	3.35	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.1	0.74	209.7	3.48	13705.8	4.91
<b>Total Teaching Positions</b>	21.6	100	6035.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.90	0	0
<b>Misassignments</b>	1.20	0	1.8
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.10	0	1.8

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.90	0.9	0
<b>Local Assignment Options</b>	0.40	0.4	0
<b>Total Out-of-Field Teachers</b>	3.30	1.4	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.9	0	7.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.	0
<b>Mathematics</b>	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.	0
<b>Science</b>	e3 Civic High is in the unique position of being able to provide every scholar with a MacBook Air. All textbooks, including ebooks and instructional materials, come from state adopted lists. e3 adopts textbooks and instructional materials based on the implementation cycle established by the state. e3 provides standards-aligned textbooks/ebooks and other instructional materials for all students in the subject areas of English language arts, health, social sciences, mathematics, science, and world languages. Additionally, science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12.	0

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

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

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

## School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

January 2026

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	47	36	52	54	47	48
<b>Mathematics</b> (grades 3-8 and 11)	20	12	41	42	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	98	98	100.00	0.00	35.71
Female	55	55	100.00	0.00	41.82
Male	43	43	100.00	0.00	27.91
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00	0.00	34.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100.00	0.00	32.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.26

## 2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	98	97	98.98	1.02	12.37
<b>Female</b>	55	55	100.00	0.00	12.73
<b>Male</b>	43	42	97.67	2.33	11.90
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	89	88	98.88	1.12	10.23
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	18	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	79	78	98.73	1.27	7.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	18	94.74	5.26	0.00

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	27.4	18.13	38.48	39.81	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	173	172	99.42	0.58	18.02
<b>Female</b>	86	86	100.00	0.00	13.95
<b>Male</b>	87	86	98.85	1.15	22.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	153	152	99.35	0.65	15.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	31	31	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	136	135	99.26	0.74	15.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	37	97.37	2.63	10.81

## 2024-25 Career Technical Education Programs

e3 Civic High has officially launched three CTE pathways: (1) Business Entrepreneurship (Marketing, Sales and Services), (2) Computer Science (Information and Communication Technologies) (ICT) and (3) Multimedia Design (Design, Visual, and Media Arts) (AME). Programs have received K12 Strong Workforce Program (SWP) Grant Award in the amount of \$290,000, and a California Technical Education Incentive Grant (CTEIG) in the amount of \$145,000

California Department of Education Industry Sectors:

- INFORMATION AND COMMUNICATION TECHNOLOGIES SECTOR (INF) (CDE) (Pathway 174)
- DESIGN, VISUAL, AND MEDIA ARTS (AME) (CDE) (Pathway 111)
- MARKETING, SALES, AND SERVICES SECTOR (MAR) (CDE) (Pathway 241)

The program sequences are as follows:

- ICT: Exploring Computer Science 1/2 and CTE AP Computer Science A1/A2 OR CTE AP Computer Science Principles 1/2 course
- MAR: INCubatoredu Entrepreneurship 1/2 and ACCEleratoredu Entrepreneurship 3/4 courses
- AME: Multimedia Design 1/2 and Multimedia Design 3/4

e3 Civic High's CTE's advisory committee's primary representative is the Assistance Director of Community Schools,

## 2024-25 Career Technical Education Programs

Workforce Development, and Design Thinking.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	150
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	97.3

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	72	68	68	68	68

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

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

Additionally, e<sup>3</sup> provides a variety of parent involvement and training opportunities in-house as well as in conjunction with a variety of service providers such as the San Diego Central Library, Say San Diego, and Jewish Family Service of San Diego. Training opportunities include: A-G requirements, College and Career curriculum, financial literacy, navigating the school experience, 21st century technology skills, health and wellness, and much more. In addition, parents can access the training within the library to advance their literacy skills and those of younger family members. We partner with other organizations such as; colleges, universities, health and wellness facilities, and local downtown businesses to equip our parents with variety of services that promote successful living.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.6	1.3	0	4.7	3.8	3	8.2	8.9	8
Graduation Rate	94.6	94.7	96	87.1	86.4	88.8	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	75	72	96.0
Female	30	30	100.0
Male	45	42	93.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	63	61	96.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	24	23	95.8
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	69	66	95.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	16	84.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	384	373	76	20.4
Female	200	191	40	20.9
Male	184	182	36	19.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	353	343	73	21.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	105	103	31	30.1
Foster Youth	--	--	--	--
Homeless	28	28	8	28.6
Socioeconomically Disadvantaged	319	309	67	21.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	93	89	27	30.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.59	9.51	8.59	2.7	2.64	2.09	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.26	0.26	0.05	0.03	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.59	0.26
Female	5.50	0.00
Male	11.96	0.54
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.78	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	12.38	0.00
Foster Youth	0.00	0.00
Homeless	21.43	0.00
Socioeconomically Disadvantaged	8.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.68	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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

The plan is a living document to be updated as necessary to meet site, district and community needs, forms or requirements. The last review, update, and discussion took place January 2026.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	12	
Mathematics	22	7	9	
Science	21	7	8	
Social Science	23	5	8	

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	10	13	
Mathematics	19	11	6	
Science	17	12	6	
Social Science	24	5	10	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	74.6

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	23969.23	6442.60	17526.63	77316.80
<b>District</b>	N/A	N/A		\$104,898
<b>Percent Difference - School Site and District</b>	N/A	N/A		-30.3
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	44.5	-25.9

## Fiscal Year 2024-25 Types of Services Funded

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

e3 Civic High offers two (3) CTE Pathways: Computer Science (Pathway 174) and Business Entrepreneurship (Pathway 241). and Design, Visual, and Media Arts (Pathway111). We are proud to be a 2024 K12 Strong Workforce Program (SWP) CTE Grant Awardee in the amount of \$290,000. These grant funds support our CTE staffing and programs.

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

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,609	\$60,863
<b>Mid-Range Teacher Salary</b>	\$89,057	\$93,575
<b>Highest Teacher Salary</b>	\$124,050	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$167,903	\$157,645
<b>Average Principal Salary (Middle)</b>	\$173,464	\$165,341
<b>Average Principal Salary (High)</b>	\$190,021	\$182,580
<b>Superintendent Salary</b>	\$433,125	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	33.05%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	4.91%	4.88%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	74.4
--	------

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

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	6
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	1
<b>Mathematics</b>	1
<b>Science</b>	2
<b>Social Science</b>	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	16

## Professional Development

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

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

**Professional Development**

<b>Subject</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	90	90	90