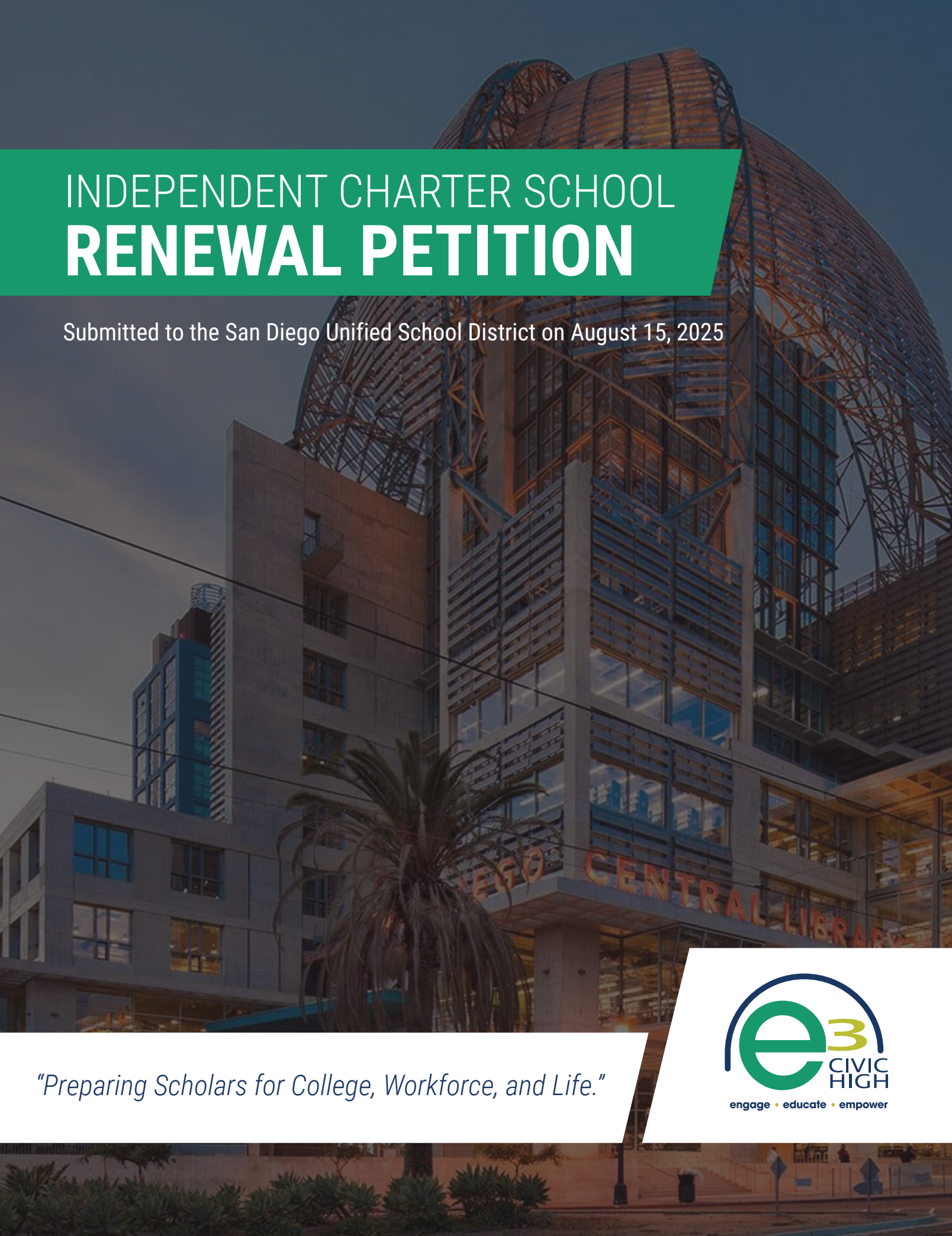


INDEPENDENT CHARTER SCHOOL
RENEWAL PETITION

Submitted to the San Diego Unified School District on August 15, 2025

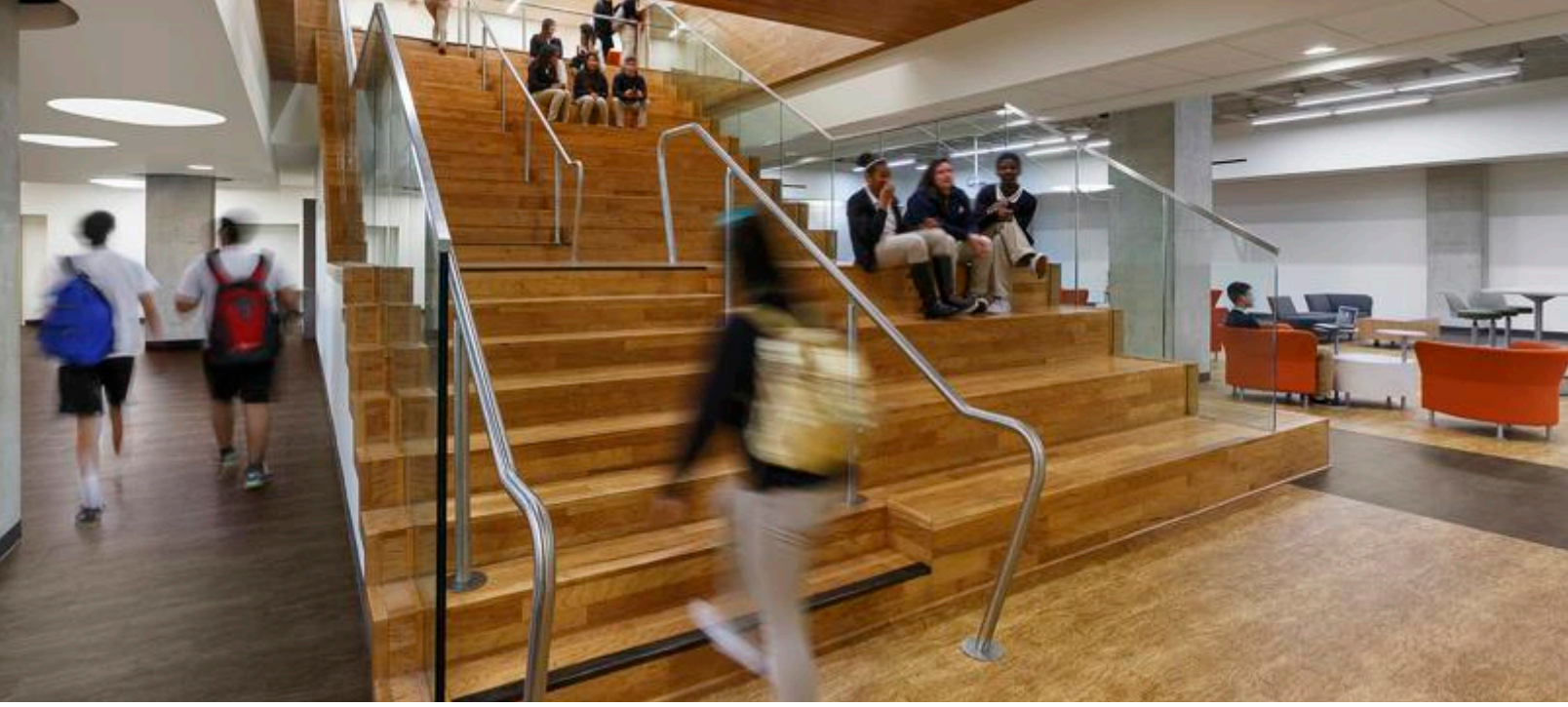
"Preparing Scholars for College, Workforce, and Life."

e3 CIVIC HIGH

engage • educate • empower

TABLE OF **CONTENTS**

Affirmations and Assurances 3
Executive Summary - Grounds for Renewal 5
Renewal Criteria and Standards Met. 7
Introduction 15
Element 1: Educational Program 21
Element 2: Measurable Scholar Outcomes. 37
Element 3: Methods of Assessment 39
Element 4: Governance Structure 41
Element 5: Employee Qualifications 45
Element 6: Health and Safety Procedures 47
Element 7: Means to Achieve Racial and Ethnic Balance 53
Element 8: Enrollment Requirements 55
Element 9: Annual Financial Audit. 57
Element 10: Scholar Suspension and Expulsion. 59
Element 11: Staff Retirement System. 69
Element 12: Attendance Alternatives 69
Element 13: Description of Employee Rights 71
Element 14: Dispute Resolution Process 71
Element 15: Closure of Charter School. 73
Additional Provisions 75
Appendices. 77



AFFIRMATIONS AND **ASSURANCES**

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(d)(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 (c)(6)].

3. e3 Civic High shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Reference California Education Code § 47605(e)(1)].

4. e3 Civic High shall not charge tuition. [Reference California Education Code § 47605(e)(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(e)(2)(A)-(B)] Preference in the public random drawing shall be given to residents of SDUSD as required by Education Code Section 47605(e)(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(e)(2)(C). [Ref. Education Code 47605(e)(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(e)(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 the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The governing body of the Charter School reserves the right to use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School has authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. [Reference California Education Code § 47605(l1)].

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(e)(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.



8/15/2025

Dr. Brett Taylor, CEO
Lead Petitioner
e3 Civic High

Date

EXECUTIVE SUMMARY-
GROUNDS FOR RENEWAL

e3 Civic High continues to be a positive presence and difference maker in urban downtown San Diego and in the surrounding communities of our scholars and families. What you will see in this renewal petition is that e3 is in a strong position for a **presumed renewal of five-years** based on achieving a **Middle performance track**, given there is no evidence of poor academic outcomes, and/or governance or financial concerns (Reference: Ed Code § 47607.2(b) "**Default Renewal Standard**," which is a presumptive renewal under California Education Code (EC)).

RENEWAL TRACKS

High Track	Qualifies for 5-7 year charter term	Presumptive renewal
Middle Track	**Qualifies for 5 year charter term**	**Presumptive renewal**
Low Track	Qualifies for 2 year charter term, if renewed	Presumptive non-renewal

The following is further evidence for recommendation of renewal:

Progress Towards and Meeting Academic Standards:
- e3 Civic High ensures all scholars make adequate progress towards and meet academic standards.

Maintaining a Sound Educational Program:
- e3 Civic High, over 12 years of educational development, implementation, and iteration, continues to maintain a sound educational program for all scholars. The e3 Learning Model of Engage, Educate, and Empower permeates.

Ensuring Financial Stability:
- e3 Civic High demonstrates financial stability and adherence to all fiscal policies and regulations.

Meeting Legal Requirements:
- e3 Civic High meets all legal requirements and adheres to all local, state, and federal laws and regulations.

Developing an Adequate Facilities Plan:
- e3 Civic High, co-located within the San Diego Central Library, has developed and maintains an adequate facilities plan to meet the needs of scholars, staff, and community members.

Serving All Scholars:
- e3 Civic High serves all scholars in utmost excellence and care regardless of characteristics or differences including their racial, ethnic, social, economic, or family and/or personal background.

Building Community Support:
- e3 Civic High is a California Community School (CCSPP) that enlists continuous input and builds community support through every effort it makes to serve and improve the lives of scholars, families, and community members.

Complying with Labor Laws and Practices:
- e3 Civic High complies with labor laws and practices to ensure appropriate school operations and sound hiring practices.


Now)
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RENEWAL CRITERIA AND **STANDARDS MET**

We believe e3 Civic High is in a strong position for a presumed renewal of five-years from July 1, 2026 to June 30, 2031 based on achieving a Middle performance track.

California Education Code sections 47607 and 47607.2 establish a "three-tier" performance-based classification system for renewing charter schools that are not designated as Dashboard Alternative School Status. This classification system details criteria the State uses to determine if a charter school is "high" performing, "middle" performing, or "low" performing.

High Track	Qualifies for 5-7 year charter term	Presumptive renewal
Middle Track	**Qualifies for 5 year charter term**	**Presumptive renewal**
Low Track	Qualifies for 2 year charter term, if renewed	Presumptive non renewal

The primary criteria to be considered are the charter school's results on the Dashboard indicators, with an ***emphasis*** on the Measurements of Academic Performance, which include:

- CAASPP results for ELA
- CAASPP results for Math
- English Learner Progress Indicator ("ELPI")
- College/Career Readiness Indicator ("CCI")

The statutes also require chartering authorities to consider verified data. Per California Education Code section 47607.2(c), verified data is derived from nationally recognized, externally produced, valid, peer-reviewed, and reliable sources, and shall include measures of postsecondary outcomes. On November 6, 2020, the State Board of Education ("SBE") approved a list of assessments that shall be considered for the purpose of verified data. Additional assessments were approved by the SBE on May 18, 2023. No data sources other than those approved by the SBE shall be used as verified data. Verified data shall be considered by the chartering authority until January 1, 2026.

e3 Civic High has established Northwest Evaluation Association Measures of Academic Progress (NWEA MAPS) and Achieve3000 as the verified data to be considered for this purpose.

When considering a petition for renewal, pursuant to Title 5 of the California Code of Regulations section 11966.4(b)(1), the district governing board shall consider the past performance of the school's academics, finances, and operations in evaluating the likelihood of future success, along with future plans for improvement, if any.

The following is an overview of e3 Civic High's Academics, Operations, and Finances -- including plans for future improvement -- that demonstrate a strong case for a presumed renewal of five-years.

Academics

In March 2025, the State announced the renewal classification for each charter school. The State determined that e3 Civic High is classified as "middle" performing for purposes of renewal. Per California Education Code section 47607.2(b)(7), middle performing charter schools shall be renewed for a term of five years.

Charter School Performance Category Data File - 2023

California Department of Education, October 15, 2024

CDS: County District School, N/A: Not Applicable.

CDS	Scode	Dashboard _ SchoolType	Charte r_ Type	School	District	County	School_Type	Performance_Level	Criteria
37683380127647	0127647	HS	DF	e3 Civic High	San Diego Unified	San Diego	High Schools (Public)	Middle Performing	N/A

The middle performing tier includes all schools that have not been classified as either low or high performing. For middle performing schools, the chartering authority shall consider the schoolwide performance and performance of all subgroups served by the charter school. The chartering authority shall provide **greater weight to performance on measurements of academic performance** in determining whether to grant a charter renewal.

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence, as demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

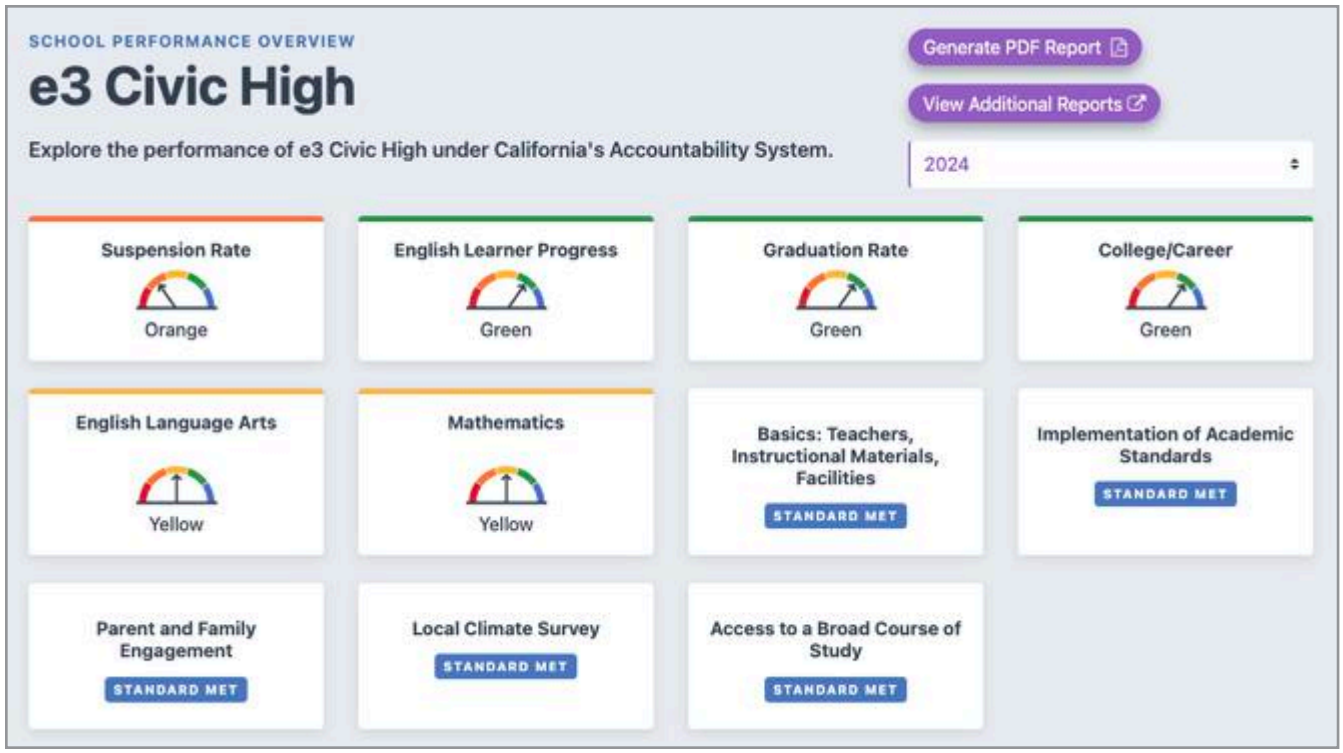
The following is e3 Civic High's academic data demonstrating strong evidence for a renewal of five-years.

SCHOOL WIDE

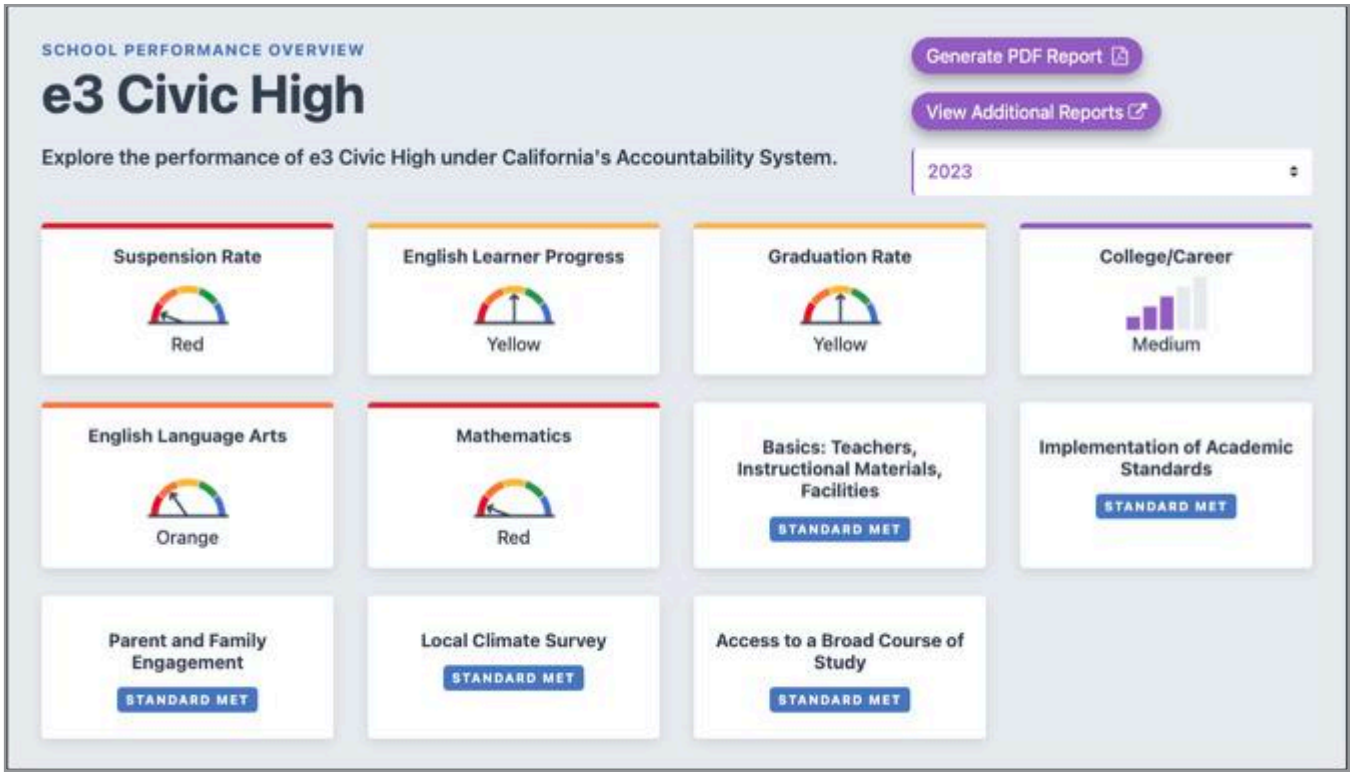
Below are screenshots of the School Performance Overview from the 2024 and 2023 e3 Civic High Dashboards. They demonstrate academic performance improvement of either one or two color bands in all six accountability areas.

1. Suspension Rate from **Red** to **Orange** Band (+ 1 band)
2. English Learner Progress from **Yellow** to **Green** Band (+ 1 band)
3. Graduation Rate from **Yellow** to **Green** Band (+1 band)
4. College/Career from Medium (no color) to **Green** Band
5. ELA from **Orange** to **Yellow** Band (+1 band)
6. Mathematics from **Red** to **Yellow** Band (+2 band)

2024 School Performance Overview of State Dashboard



2023 School Performance Overview of State Dashboard



CAASPP Results for ELA

Per the 2024 Dashboard, e3 Civic High performed ***better*** than the State in the measure of academic performance of CAASPP ELA based on color band and distance from the standard.

DFS* ELA	2023	2024
State	13.6 points below (orange)	13.2 points below (orange)
e3 Civic High	44.3 points below (orange)	11.2 points below (yellow)

**distance from standard*

CAASPP Results for Math

Per the 2024 Dashboard, e3 Civic High performed ***better*** than the State in the measure of academic performance of CAASPP Mathbased on the color band, but ***lower*** than the State based on distance from the standard.

DFS Math	2023	2024
State	49.1 points below (orange)	47.6 points below (orange)
e3 Civic High	141.5 points below (red)	104.3 points below (yellow)

English Learner Progress Indicator ("ELPI")

Per the 2024 Dashboard, e3 Civic High performed ***better*** than the State in the measure of academic performance of English Learner (EL) progress based on the color band and ***slightly better*** than the state based on percent making progress.

EL Progress	2023	2024
State	48.7 making progress (yellow)	45.7 making progress (orange)
e3 Civic High	43.8 making progress (yellow)	48.7 making progress (green)

College/Career Readiness Indicator ("CCI")

Per the 2024 Dashboard, e3 Civic High performed ***better*** than the State in the measure of academic performance of College/Career preparation. based on the color band and percent prepared.

College/Career	2023	2024
State	43.9 prepared (medium)	45.3 prepared (yellow)
e3 Civic High	46.4 prepared (medium)	48.7 prepared (green)

Per the 2024 Dashboard, e3 Civic High performed ***better*** than the State in the measure of academic performance of Graduation Rate based on the color band and percent graduated.

Graduation Rate	2023	2024
State	86.4 graduated (orange)	86.7 graduated (yellow)
e3 Civic High	94.7 graduated (yellow)	94.8 graduated (green)

SUBGROUPS

CAASPP Results for ELA

1. Per the 2024 Dashboard, e3 Civic High performed ***better*** than the State for all subgroups in color bands and in points distance from the standard in Hispanic, Students with Disabilities, and SED subgroups, while e3 performed ***lower*** than the state in English Learners and Long Term EL subgroups.
2. e3 Civic High ***improved outcomes*** in all four significant subgroups from the 2023 Dashboard to the 2024 Dashboard in color bands and distance from the standard.

State DFS ELA	2023	2024
Hispanic	40.2 points below (orange)	39.3 points below (orange)
English Learners	67.7 points below (orange)	67.6 points below (orange)
Students w/ Disab.	96.3 points below (red)	95.6 points below (red)
SED	42.6 points below (orange)	40.9 points below (orange)
Long Term EL	N/A	109.6 points below (red)

e3 Civic High DFS ELA	2023	2024
Hispanic	50.8 points below (red)	18.6 points below (yellow)
English Learners	121.1 points below (red)	92.7 points below (no color)
Students w/ Disab.	92.9 points below (no color)	83.8 points below (no color)
SED	51.9 points below (red)	14.5 points below (yellow)
Long Term EL	N/A	111.4 points below (no color)

CAASPP Results for Math

1. Per the 2024 Dashboard, e3 Civic High performed ***better*** than the State for subgroups in color bands and ***lower*** than the state in distance from the standard.
1. e3 Civic High ***improved outcomes*** in all four significant subgroups from the 2023 Dashboard to the 2024 Dashboard in color bands and distance from the standard.

State DFS Math	2023	2024
Hispanic	80.8 points below (orange)	79.2 points below (orange)
English Learners	93.4 points below (orange)	93.4 points below (orange)
Students w/ Disab.	127.3 points below (orange)	124.3 points below (red)
SED	80.8 points below (yellow)	78.2 points below (orange)
Long Term EL	N/A	163.5 points below (red)

e3 Civic High DFS Math	2023	2024
Hispanic	146.5 points below (red)	114.5 points below (yellow)
English Learners	189.1 points below (red)	161.7 points below (no color)
Students w/ Disab.	209.3 points below (no color)	139.6 points below (no color)
SED	152.5 points below (red)	106.2 points below (yellow)
Long Term EL	N/A	155.2 points below (no color)



As part of the verified data submission, e3 Civic High provides the following outcomes from National Student Clearinghouse StudentTracker that demonstrate scholar postsecondary success.

Verified Data Results for Postsecondary Outcomes

As reflected in the following table, based on most recent available data in National Student Clearinghouse StudentTracker and DataQuest from the 2017 through 2024 graduating year, e3 Civic High has an average college going rate that is **higher** than the State's average.

National Student Clearinghouse StudentTracker

CLASS	e3 Civic High Total College Enrollment	State Average Enrollment
2017	72%	65%
2018	75%	65%
2019	63%	56%
2020	55%	63%
2021	53%	62%
2022	57%	62%
2023	75%	Not available in dataquest
2024	55%	Not available in dataquest
Average	**63%**	

The following table summarizes e3 Civic High's college persistence rates compared to California and national persistence rates. e3 Civic High has a **higher** average rate than California and the nation, as well as higher rates in all but one year.

CLASS	e3 Civic High Total College Enrollment	National Average College Persistence	California College Persistence
2017	82.3%	75.6%	74.2%
2018	90.7%	75.8%	73.9%
2019	81.1%	73.8%	70.1%
2020	76.5%	74.8%	72.8%
2021	79.6%	75.7%	73.0%
2022	70.4%	76.5%	74.2%
2023	80.3%	Not available yet	Not available yet
2024	Not available yet	Not available yet	Not available yet
Average	**80.1%**	**75.3%**	**73.03%**

MAP Growth by NWEA: ELA

The tables below summarize e3 Civic High's 2023-24 NWEA Growth from Fall to Spring and School Conditional Growth Index (CGI) in ELA for all grade levels.

Reading

Grade	Growth Observed Growth SE	Student Norms Student Median Conditional Growth Percentile (CGI)
9	1.3	46
10	1.3	35
11	1.3	45
12	1.3	46

Language Usage

Grade	Growth Observed Growth SE	Student Norms Student Median Conditional Growth Percentile (CGI)
9	1.1	49
10	1.3	46
11	1.1	40
12	-	-

MAP Growth by NWEA: Mathematics

The tables below summarize e3 Civic High's 2023-24 NWEA Growth from Fall to Spring and School Conditional Growth Index (CGI) in ELA for all grade levels.

Reading

Grade	Growth Observed Growth SE	Student Norms Student Median Conditional Growth Percentile (CGI)
9	1.0	41
10	0.8	43
11	0.9	40
12	1.2	46


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BUG BITES

INTRODUCTION

On October 11th, 2023, scholars, parents and families, staff, alumni, and community partners filled the Shiley Special Events Suite on the 9th floor of the San Diego Central Library to celebrate 10 years of e3 Civic High and its partnership with the library. There was much to celebrate. e3 Civic High began in 2013 because of a unique partnership by the City of San Diego, the San Diego Unified School District, and the San Diego Public Library Foundation to launch a charter high school within the walls of a new Central Library. e3 Civic High was selected among finalists to become this school.

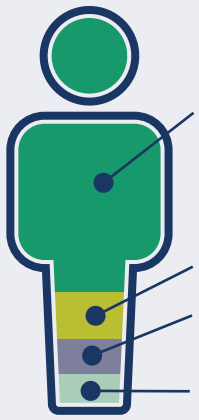
e3 Civic High had accomplished a lot in its first 10 years. The library celebration commemorated 10 years of scholar internships in Downtown San Diego and beyond. It commemorated 10 years of college entrances and scholarships by first generation college attendees at competitive Universities seeking to change their generational trajectory. It celebrated 10 years of innovative scholar projects through design thinking and workforce-focused education. This celebration commemorated 10 years of a school seeking a new model for high school inside of a library, in urban San Diego. Since 2013, e3 Civic High has prepared hundreds of graduates for college, workforce, and life through an inspired program unlike any other.

In further commemoration of e3's 10 year anniversary and its impact on the educational community, the City of San Diego declared April 26, 2024 as e3 Civic High Day. During a special luncheon celebrating past and present board members and attended by Todd Gloria, the mayor of San Diego, Dr. Brett Taylor, e3's new CEO, laid out a bold overview for e3's future. This future was based on the mission and vision that e3's Board of Directors had established at its inception as well as on the school's past success. But it was also a roadmap for e3 to lead the charge as an innovative model school that would uniquely prepare scholars for a rapidly changing world.

Central to this roadmap is leveraging downtown business partnerships to offer diverse engagement options like internships, mentorships, and real-world projects, ensuring mutual benefits, social impact, and equity for underrepresented students while aspiring for all to be college-ready and work force ready through certifications, workforce experiences, and exposing students to professional networks that building lasting connections.

This charter petition is both a continuation of over 12 years of success at e3 Civic High, as well as an evolution in practice to innovate over the next five years. e3 Civic High takes seriously the original charge of the 1992 California Charter School Act for charter schools to use innovative teaching methods to improve student outcomes. We submit this renewal petition in hopes of continuing to find ways to help our scholars improve their learning toward better lives.

e3 CIVIC HIGH STUDENT DEMOGRAPHICS



89.5% Hispanic/ Latino

2.9% African American

2.4% Asian/ Filipino/ Pacific Islander

2.4% Two or More Races

79.9% Socio-economically Disadvantaged (SED)

22.8% Special Education

30.8% English Learners (EL)

1.6% Homeless

Who We Serve

e3 launched with 270 scholars in grades 9 and 10 and today serves approximately 360 scholars in grades 9-12. Our scholars are diverse and reflective of the broad diversity of the surrounding community: 79.9% Socio-economically Disadvantaged (SED), 89.5% Hispanic/Latino, 2.9% African American, 2.4% White, 2.6% Asian/Filipino/Pacific Islander and 2.4% Two or More Races; 30.8% English Learners (EL), 22.8% Special Education (SpEd), and 1.6% of our scholars are Homeless.

Over the past five years, many e3 scholars have entered the 9th grade 2-3 years behind expected reading levels and perform far below the state average on both math and ELA state tests.

Recognitions

Over the past twelve years, e3 has enjoyed a number of significant accomplishments and recognitions.

In 2024, e3 received a six year Western Association of Schools and Colleges ("WASC") accreditation through June 30, 2030.

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

In 2015, e3 started its Wellness program, offering social emotional and life readiness education as well as onsite clinical counseling to scholars in need. This program has grown over the years, allowing e3 to offer unparalleled integrated wellness support and education at a public school.

In 2018, all grade levels adopted Design Thinking (DT) as part of the grade level curriculum, in the style of invention education, that teaches independent thinking, research and collaboration skills.

In 2019, the e3 Board voted to make DT a graduation requirement. Also, e3 Civic High joined the international program Project Invent.

In 2020, e3 seniors took first place in Project Invent. Four scholars created the Infinity Clip, a compact circular GPS tracker for blind and visually impaired people.

In 2021, an e3 senior was one of the Project Invent awardees. e3 entered the Junior Achievement (JA) company program. Two e3 senior teams were awarded the Most Innovative and Social Change Maker JA awards. e3 Civic High also began in Lemelson-MIT Partners in Invention Education Membership program.

In 2022, e3 Civic High was recognized by the California Department of Education as a California Pivotal Practice School. In addition, an e3 senior won the Moonshot award. Another e3 senior won the JA Social Impact Award. Also, e3 Civic High 10th grade team won the Photonics Award from the Jacobs Teen Innovation Challenge.

In 2023, e3 Civic High received the California Community Schools Partnership Program Planning Grant in the amount of $200,000 for two years, which has energized e3 Civic High's efforts and ability to enlarge stakeholders' and educational partners' input. As a result, e3 Civic High now has a CCSPP Steering Committee which meets regularly to advise and provide input on the school's WASC/LCAP plans through the lens of a Community School's Framework. The e3 Civic High InvenTeam was 1 of only 8 high school teams nationally to be awarded the prestigious Lemelson-MIT InvenTeam Grant in the amount of $7,500.

In 2024, Guard D-rink of e3 Civic High, one of eight national teams selected as grant recipients in a competitive process, became a Lemelson-MIT InvenTeam finalist. Shortly after, Guard D-rink was awarded a Provisional Patent for their product, an electronic device designed to shield college students and other young adults from the dangers of drink spiking. Additionally, e3 Civic High received the California Community Schools Partnership Program Implementation Grant, a $1,1870 grant over five years to continue to build the Community School efforts.


engage

Dr. Brett Taylor, CEO of e3 Civic High

Dr. Brett Taylor was hired as the Chief Engagement Officer of e3 Civic High on July 1, 2023. Recognizing that the one-size fits all approach to education does not result in career readiness for all, Brett has found a passion in designing innovative entrepreneurial learning organizations that involve students in the work of the real world. Before coming to e3 as the CEO, he worked to transform educational opportunities for secondary students at Twin Rivers Unified as the Executive Director of Secondary. Brett has also served as an Assistant Professor and Program Lead of Educational Entrepreneurship at the University of the Pacific where he created an educational entrepreneurship graduate program to empower innovators to disrupt the social sector. Dr. Taylor was the founding principal at the Phillip J. Patiño School of Entrepreneurship in Fresno, California where he helped redesign the high school experience in an innovative learning environment. Dr. Taylor has over 20 years of experience in education at all levels of K-Doctorate including time as a high school principal, a middle school and elementary learning director, and an English and Social Studies teacher.

Dr. Taylor holds an Ed.D. degree in Educational Administration from the University of the Pacific, and M.B.A. from Babson College, a M.A. in Education from U.C. Davis, and a B.A. in English from Brigham Young University.

Ms. Cesia Portillo, Principal of e3 Civic High

Cesia Portillo is a dedicated and experienced educator who currently serves as the inaugural Principal of e3 Civic High in San Diego, a role she has held since July 2023. A first-generation Mexican American, Cesia is deeply committed to ensuring all scholars have access to meaningful postsecondary pathways that lead to success in college, career, and life.

With a strong foundation in instructional leadership, Cesia has spearheaded school-wide initiatives that foster a culture of belonging for both scholars and staff. Her efforts have led to increased student engagement and a more inclusive, supportive school environment. She successfully implemented a comprehensive learning model across the school and developed a cyclical coaching system to enhance the professional growth and instructional practice of the e3 team.

Prior to her current role, Cesia served as Interim CEO and Principal, where she led a school-wide Design Thinking initiative and achieved measurable gains in student achievement and parent engagement. Throughout her career, she has served in various roles including Dean of Instruction, Instructional Coach, and English Language Development ("ELD") Teacher, consistently demonstrating a commitment to educational equity, improving school attendance, and empowering student leadership.

Cesia holds a Master's degree in Educational Leadership and an Administrative Services Credential from San Diego State University.

Ginny Merrifield, Board Chair

Ginny Merrifield currently serves as a founding member of the Board of Directors and current Chair of e3 Civic High. She is passionate about improving access to high quality academic instruction and engaging educational experiences for K-12 students. Ginny is the Executive Director of the Parent Association Inc., a statewide nonprofit organization dedicated to helping parents take a leadership role in advocating for the best interests of all children in public schools. The organization was founded in January 2021 to support the full reopening of K-12 schools in California. The organization continues to advocate for putting the needs of students first and empowering parents to have a meaningful voice in school policies. Prior to the Parent Association Inc., Ginny was the Chief Operating Officer of CONNECT, the first non-profit business accelerator in San Diego, focused on the growth of life science and technology companies. Prior to her role at CONNECT, Ginny was the Executive Director of the Gary and Mary West Foundation, the second largest private foundation in San Diego County. As Executive Director, Ginny oversaw a $20 million per year grant portfolio of approximately 50 nonprofit organizations in San Diego and Omaha.

Alberto Ochoa, Secretary

Dr. Ochoa is Professor Emeritus in the College of Education at SDSU. He began his academic work at SDSU in 1975. He has served as Chair of the Department of Dual Language and English Learner Education (Formerly Policy Studies) at San Diego State University for over 15 years. He also served as the Academic Director of the Joint Doctoral Program between Claremont University and SDSU (1999-2005). In the Policy Studies and Cross-cultural Department, he has also been responsible for the implementation and evaluation of the bilingual teacher education programs at the elementary and secondary levels. At SDSU he has maintained an active record of professional development, grant writing and service to the community. His academic work in participatory action research has combined theory and practice in the resolution of equity problems confronting social and educational institutions. He seeks the challenge of participating in community and institutional development programs and projects that have as their goal to promote democratic schooling and broad-based community participation in the decisions that affect the quality of life of school communities--in both domestic and international settings.

Jasmine LeFlore, Treasurer

Jasmine LeFlore is a dynamic leader, recognized as one of the Top 50 Women of Influence in Technology by the San Diego Business Journal. She is the Co-founder and Executive Director of Greater Than Tech, a nonprofit dedicated to cultivating the next generation of tech leaders by immersing girls and underserved students in the intersection of STEM and business. LeFlore recently gave a compelling TEDx talk on the concept of the un-resume, where she shared her personal journey of overcoming systemic challenges, family loss, and academic setbacks.

At Collins Aerospace (An RTX company), she works on applied research and technology solutions, processes, roadmaps and strategies that serve cross business unit needs. She previously worked as a chief of staff for the VP of engineering on key business transformation initiatives as well as in project roles interfacing with suppliers and customers certifying air management systems and engine build-up equipment on commercial and regional jets.

LeFlore holds a BSE in Aerospace Engineering from the University of Michigan, an MSE in Interdisciplinary Engineering from Purdue University, and an MBA from Indiana University. Her accolades include the 2023 NAACP San Diego Branch Freedom Fund Award, San Diego Magazine's Woman Builder of the Year, and the San Diego County Engineering Council's 2022 Outstanding Engineering Service Award.

As a RISE San Diego Gen 7 Fellow, LeFlore continues to build systems where brilliance has no barriers, inspiring the next generation of leaders to reimagine what's possible. A native of Flint, MI, she is passionate about reimagined education, human-centered innovation, and futures designed with and for community.

Matt Spathas, Member

Matt Spathas is Founding Principal of SENTRE and a member of the company's Board of Directors. With over 40 years in real estate, he has acquired, developed, managed, and facilitated transactions exceeding $2.5 billion in real estate transactions and assets. Before joining SENTRE, Matt spent eight years with Trammell Crow Company, the nation's largest commercial development firm. Matt is passionate about transforming the 150 year old educational delivery system to better prepare students for the flat world and global economy. In 1999, Matt founded the educational resource website ibrary.com to facilitate and share best practices, ideas and innovation in education. Matt is a frequent speaker in educational forums on the topic "Engaging, Empowering and Preparing Students for the 21st Century."

In 2004, Matt journeyed to seek out next generation real estate and best practices, touring 38 buildings in 5 countries and 12 cities. This tour also included visiting two K thru 12 international schools, the Western Academy of Beijing and Concordia International School of Shanghai. Matt is a graduate of Oregon State University. In 2008, he was honored by the Oregon State University College of Business at its 100th year anniversary of Innovative Global Leaders. In 2015 Matt received the Celebration of Excellence Distinguished Service Award from Oregon State. Matt served on the University of San Diego School of Leadership and Education (SOLES) Advisory Board, was past President of Big Brothers Big Sisters San Diego and past President of the Point Loma Cluster Schools Foundation.

Matt is past board chair and currently serves on the Board of Directors of e3 Civic High, a public charter high school uniquely located within the downtown San Diego Public Library. This innovative urban mixed-use project is considered the first of its kind in the US—a school integrated within a public library.

Laura Andrews, Member

Laura Andrews is currently the Sr. Family Resource Center Coordinator for one of San Ysidro Health's social services departments. Ms. Andrews began her advocacy work 19 years ago. As a committed member of the community and became involved with the planning and development of the Bronze Triangle CDC where her business skills and migrant perspective created an opportunity to lead the organization as the Economic Development Coordinator. Living and working in an underserved community led her to a better understanding of the underlying contributing factors that limit families to building a safe and healthy lifestyle. Her awareness of advocacy propelled her to be a voice for newcomers to the United States. In the last 15 years Ms. Andrews has participated in many roles that will positively impact the health and wellness of our underserved communities. For example Ms. Andrews has served on the board of directors of San Ysidro Health, was a member of the local board for the Emergency Food and Shelter program governed by FEMA, an ambassador of the San Diego Liver Coalition and currently a board member and one of 4 founders of e3 Civic High School in San Diego.

Rebecca Smith, Member

Rebecca Smith is an educator, aspiring artist, and community leader based in San Diego. Through her consulting practice, Above & Beyond Productions, she advises on leadership development, organizational strategy, community engagement, and talent management for nonprofit organizations, small businesses, and corporate teams. She is the Performance Curator for TEDxSan Diego 2023-2024. Her experience includes working as a Career Coach at Qualcomm, providing executive leadership at High Tech High and San Diego Workforce Partnership, and serving as an Art Commissioner for the City of San Diego and a Board Member for United Way of San Diego County. Rebecca holds a Master of Education from University of San Diego.

ELEMENT 1:
EDUCATIONAL PROGRAM

"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." Education Code Section 47605(c)(5)(A)(i).

"The annual goals for the charter school 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 level served, 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." Education Code Section 47605(c)(5)(A)(ii).

"If the proposed charter school will serve high school pupils, 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." Education Code Section 47605(c)(5)(A)(iii).

At e3 Civic High, our entire focus is on actualizing our mission to prepare our scholars for college, workforce, and life. The framework for our educational program is presented through the lens of this mission and vision. The e3 Graduate Profile represents the outcome of this mission, preparing graduates who are ready for the 21st century and to excel and lead throughout their lives. The e3 Learning Model is our instructional system to engage, educate, and empower our scholars, ensuring that every learning studio provides the instruction needed to help our scholars develop critical thinking and problem solving skills. The e3 Life Plan gives our scholars a roadmap to the future, equipping them with the tools and skills they will need to achieve their goals. Finally, our program prepares scholars for college, workforce, and life with innovative learning experiences that expand beyond the traditional classroom.

As required by all California high schools, e3 Civic High meets the accreditation of WASC, provides supports for English learners, students with disabilities, and at-risk students, and provides opportunities for all scholars to prepare for college through CSU/UC a-g approved courses. But e3 Civic High goes beyond those basic requirements through a systemic program that focuses all goals and outcomes on our mission and vision to build opportunities for our scholars beyond the minimum requirements and beyond the present reality.

Mission & Vision

Our Mission: To engage, educate, and empower our learning community to be caring, passionate, life-long learners and civic leaders prepared for college, workforce, and life.

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

Everything we do at e3 is to move our mission and vision forward for our scholars.

Target Student Population

e3 is co-located on the sixth and seventh floor of the San Diego Central Library, 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 and surrounding neighborhoods where e3 is located is predominantly a low-income, minority area. e3 Civic High's target scholar population also includes English learners, those with aspirations of college or those who want to explore workforce opportunities, and scholars who are interested in experiencing a more engaging pedagogy focused on real world outcomes. Many students at e3 Civic High come from underrepresented and low-income backgrounds, making professional experiences even more critical in leveling the playing field, ensuring access to opportunity, and exposing them to professional networks for meaningful connections toward life success.

An educated person in the 21st century: The e3 Graduate Profile

In an ever changing world, there is no specific list of skill sets that can prepare students. Global connectedness **and** technological growth have created a moving target. The e3 mission to *engage, educate, and empower our learning community to be caring, passionate, life-long learners and civic leaders prepared for college, workforce, and life* demonstrates the deeper characteristics our scholars must develop.

The e3 Graduate Profile further drills down into these characteristics and defines what it means to be a caring and compassionate person, a passionate lifelong learner, an empowered civic leader, and prepared for college workforce and life.

Senior scholars are responsible before graduation to present in their final Presentation of Learning how they have developed these attributes during their time at e3 Civic High. Through partnerships with local businesses, students gain real-world learning experiences that connect classroom knowledge to actual careers, develop essential professional skills , and build the professional networks needed to excel in college and the workforce. These opportunities bridge the gap between education and employment, equipping students with the tools they need for lifelong success.



Graduate Profile

e3 Civic High graduates are equipped with the knowledge, skills, and leadership mindset to succeed in college, the workforce, and life, making meaningful contributions to their communities and the world.

Caring and Compassionate Person

- Demonstrates empathy, kindness, and respect toward others.
- Fosters a deep appreciation for diverse perspectives and cultures
- Values and contributes to a culture of caring, inclusion, and belonging for all.
- Cultivates a life of physical and emotional wellness for themselves and others.

Passionate Life-Long Learners

- Exhibits curiosity and a desire for knowledge.
- Applies critical thinking and problem-solving skills to explore new ideas.
- Brings creativity and a growth mindset to face challenges.
- Pursues personal growth beyond high school.

Empowered Civic Leaders

- Takes initiative and demonstrates leadership in school and community.
- Understands and participates in civic life through the democratic process.
- Engages purposefully in community service.

Prepared for College, Workforce, and Life

- Pursues academic excellence in preparation for college and competence in a professional, technical or vocational career.
- Develops skills for success in the workforce, including collaboration, communication, critical thinking, and creativity.
- Recognizes the power of resilience in navigating life's challenges.
- Learns to make healthy choices regarding physical and mental wellbeing.
- Gains financial literacy skills to successfully manage personal finances.
- Builds a network through internships, mentorships, and community engagement to support job placement and foster lifelong relationships.

How learning best occurs: The e3 Learning Model

The e3 Learning Model is the cornerstone of our educational program. It is a transformative approach to education that drives our mission to engage, educate, and empower scholars to thrive in college, career, and life. If the e3 Graduate Profile is what we want scholars to become, the e3 Learning Model is the instructional road map to get them there.

e3 Learning Model



The e3 Learning Model was designed to facilitate innovative instruction across all learning studios. This model outlines the framework for how teaching and learning happens at e3.

Engage

- Connections: Scholars collaboratively explore real-world, career, community, and cross-curricular connections related to the day's concepts.
- Curiosity: Scholars participate in inquiry-based activities and collaborative thinking tasks that ignite curiosity and deepen their understanding.
- Community: Scholars cultivate a supportive learning community dedicated to meaningful exploration and the practical application of knowledge.

Educate

- Learning Outcomes: Scholars demonstrate academic growth and learning competency toward curriculum standards and co-created learning outcomes.
- Active Learning: Scholars actively engage with the presented material through inquiry-based and technology-driven guided instruction, demonstrating focus and participation in discussions.
- Critical Skills: Scholars develop critical thinking and problem-solving skills through rigorous learning experiences.

Empower

- Personal Voice: Scholars are empowered to select from a range of innovative activities that reflect their personal voice and choice, allowing them to demonstrate their learning in various ways—individually or collaboratively—through the use of technology, or research-based methods.
- Reflective Practices: Scholars engage in reflective practices to evaluate their growth, solidify their understanding of self and how to apply their skills, all while upholding principles of integrity in demonstrating their mastery and progress.
- Community & Civic Engagement: Scholars apply their learning in real world opportunities that make a positive impact on their communities.

The process is not linear. Instead, instruction flows in and out of each e3 phase based on alignment with content and learning outcomes.

To support this instructional approach, professional development, instructional coaching, and instructional evaluation are all aligned with the e3 Learning Model, promoting effective collective learning facilitation among educators and scholars.

e3 Life Plan

The e3 Life Plan allows scholars to explore, plan for, and actualize future opportunities for college, workforce, and life. All e3 scholars work on their Life Plans throughout their four years at e3 during their advisory periods and present their final plans during their presentation of learning at the end of their senior year. This is not a one-time event but a sustainable, structured program designed for continuous engagement and impact to prepare all scholars for college, workforce, and life.

e3 Life Plan



The e3 Civic High Life Plan is developed by scholars over their four years attending e3 Civic High to ensure they have an intentional plan to prepare for college, workforce, and life.

College

- Exploration- College Tours, College Camps, Majors and Degree Research (ROI)
- Preparation- GPA Goals, College Entrance Testing, College Applications, Financial Aid Applications, Scholarship Applications, Resumes
- Actualization- College Courses at e3, On-campus college courses, AP Courses, College Plans

Workforce

- Exploration- Personality/ Interest Mapping, Organizational Tours, Job Shadowing,
- Preparation- CTE Pathways, Internships, Trade School Applications, Resumes, LinkedIn Profiles, Income Analysis, Mock Interviews, Professional Mentorships
- Actualization- Apprenticeships, Certifications, Post-Secondary Training Plans

Life

- Exploration- Design Thinking, Social-Emotional Learning, Advisory Projects
- Preparation- Presentations & Pitches, Civic Projects, Financial Education
- Actualization- 5 Year Plan, Lifelong Learning Plan

All scholars create, develop, and present their e3 Life Plans. The e3 Life Plan is developed and monitored in advisory courses. It is a portfolio that includes work products, accomplishments, reflections, and goals. Just before graduation, scholars present their life plans publicly in their final Presentation of Learning.

Additionally, e3 Civic High follows up on scholars post graduation to check in on Life Plan successes and revisions.

College Preparation

e3 Civic High is committed to preparing scholars for college and helping them to navigate the college application process. To that end, all scholars at e3 Civic High receive instruction and support in college applications, college admissions testing, college essays, and financial aid applications. e3 Civic High is able to support college preparation by ensuring that all scholars have access to credentialed academic counselors. e3 Civic High maintains a counselor to scholar ratio below the American School Counselor Association recommendation for success of 250:1. Additionally, e3 Civic High offers dual enrollment college courses, both at e3 and at college campuses through our partnerships with local colleges and universities including San Diego City College, Point Loma Nazarene University, and UC San Diego.

Workforce Preparation

e3 Civic High gives scholars unique workforce exploration and preparation opportunities. Scholars learn about different jobs and careers throughout their four years in their advisory classes. These experiences include organizational tours and job shadowing. All senior scholars complete an internship that allows them to dive deeper into the world of work. Scholars also receive training in design thinking to develop their critical thinking and problem solving skills. Since its inception in 2013, e3 Civic High has been a 1:1 laptop technology school, equipping all scholars with MacBook Airs to ensure they are digitally proficient for the future and have access to all available learning materials. Finally, scholars have the opportunity to complete a Career and Technical Education pathway to gain specific content knowledge in a professional industry.

As economic and industry conditions change, e3 looks to re-envision its workforce preparation program by growing new partnerships with local industry partners and redesigning internships, job shadowing, mentorship, and apprenticeship possibilities.

Life Preparation

e3 Civic High was named a community school by the state of California, receiving a five year California Community Schools Partnership Program Implementation grant to ensure that e3 offers wrap-around services to its scholars and connections to community resources. Since e3 is a charter school at the center of Downtown San Diego with scholars traveling here from all over the area, we have developed a unique version of a community school that involves our partnership with the library as well as local service organizations that can support our e3 families beyond our campus. e3 scholars participate in civic service activities throughout their four years at e3 Civic High, have access to biliteracy support, and work towards academic excellence. Consequently, a high rate of scholars have received the California State Seal of Civic Engagement, Seal of Biliteracy, and the Golden State Seal of Merit Diploma.

Additionally, e3 Civic High ensures that all scholars have access to mental health resources through social emotional learning during advisory classes, on-site credentialed wellness counselors, and partner counseling organizations that support scholars at e3 and at referral locations.

Wellness Impact for All

The Global Wellness Institute defines wellness as the active pursuit of activities, choices and lifestyles that lead to a state of holistic health. At e3, our wellness program is designed to support scholars in developing healthy holistic lifestyles through their choices and activities. This includes both developing proactive skills and strategies that lead to wellness and supportive interventions that help scholars overcome trauma.

e3 Civic High was founded with a core value of integrated wellness to support our community, staff, and scholars. We fulfill this by providing proactive and trauma-informed professional development to staff so that they are able to deliver integrated instruction on skill sets and recommend support for scholar well being. Through advisory and work in core academic disciplines, scholars learn to develop skills like grit, persistence, and empathy to cope with and overcome challenges. They learn to make goals and monitor their short term and long term outcomes. Scholars also learn about resources to help them in times of need. Scholars, staff, and the e3 community develop skills to support their mental, physical, financial, intellectual, social, and emotional well being. This program is led by the e3 wellness counselors and implemented holistically by all e3 staff.

Advisory

Central to the development of meaningful and ongoing relationships are the advisory groups. Advisory groups form at Summer Bridge and remain together with their staff advisor for a minimum of two years and ideally, throughout their four years. Advisory is part of the regular school schedule and meets several times a week to support college, workforce, and life preparation. In Advisory, scholars develop their e3 Life Plans, demonstrate their learning through Student Led Conferences (SLCs), develop Design Thinking projects, work through Socio-Emotional Learning lessons, participate in team building and outdoor activities, monitor and goal set academic achievement and

attendance, and take care of all other components of college, workforce, and life preparation. Advisory is ultimately where scholars work to reach the outcomes of our Graduate Profile. By their senior year, all scholars will have a developed Life Plan, and demonstrate their learning and growth and future aspirations in their Presentations of Learning (POLs).

Technology

From its inception, e3 has focused on technology, providing scholars with 1:1 Macbooks back in 2013. This focus on technology allowed e3 to lead the way in remote learning during the pandemic. While many schools needed time to shut down and develop a technology plan, e3 was ready to go, opening immediately and continuing to support scholars.

Since the pandemic, many schools have moved to a 1:1 laptop model and are shifting to hybrid forms of learning, but other technological disruptors are already impacting the educational space. e3 has implemented interactive monitors in every learning studio. Additionally, every e3 Commons space includes a Fab Lab, with a 3d Printer, laser cutter, a digital die-cutting machine, and sewing machine, that enables every learning studio access to prototyping integration within the core classroom. Technological prototypes are a key component of design thinking and core courses at e3.

At e3, we are focused on helping scholars navigate new technologies. We are committed to remain on the cutting edge, leading the way toward maximizing Artificial Intelligence as an educational tool as well as helping our scholars prepare for AI's economic disruption. We are revamping our curriculum with AI in mind and involving our Learning Facilitators in professional development to elevate and accelerate our instruction utilizing AI technology. As other technologies emerge, e3 continues to seek ways to adapt and implement.

Summer Bridge

All 9th 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 before the start of school.

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, and outdoor events occur during the week of Summer Bridge. Scholars unable to attend Summer Bridge will need to make up the diagnostic assessments once school begins.

Plan for English Learners (Emergent Bilinguals)

At e3 Civic High, we are deeply committed to the success and well-being of all our scholars, including those who are learning English. Over 30 percent of our scholars are identified as English Learners, and over 80 percent of these ELs are Long-Term English Learners ("LTELS").

After a scholar enrolls at e3, e3 Civic High will request information regarding the primary language spoken at home through a Home Language Survey ("HLS"), if e3 is the first public school in California in which the student enrolls. 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 e3 Civic High 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 ELD level.

All identified English Learners receive both Designated ELD instruction through our Structured Immersion classes and Integrated ELD instruction in their core academic classes. Professional development ("PD") on ELD strategies for staff members is provided throughout the year and ELD strategies are embedded throughout the Learning Model to ensure that all scholars receive this exemplary language instruction.

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.

Reclassification

Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Reclassification Process

STEP1:

- ELD Coordinator identifies and makes a list of all the scholars who scored an OPL 4 on the Standard Summative ELPAC or OPL 3 on the Alternate Summative ELPAC
- ELD coordinator begins to complete Reclassification Form

STEP2:

- ELD Coordinator checks scholars MAPS, ACHIEVE, and/or CAASPP ELA scores
- Scholars who do not meet the requirements are flagged for further review and interventions
- Scholars who meet score requirements are moved to step3

STEP3:

- ELD coordinator shares Reclassification Form of scholars who met step 1 and step 2 with Learning Facilitators for further analysis and SPED CaseManager (if applicable)
- Once Learning Facilitator signs recommendation for Reclassification Form and provides sample of scholar's work, scholar moves to step 4

STEP 4:

- ELD coordinator provides scholars family with Recommendation for Reclassification letter and schedules Parent Opinion and Consultation Meeting
- If all criteria has been met, the date of the Parent Opinion and Consultation Meeting is entered into PowerSchool as the scholar's reclassification date
- If a scholar does not meet one or more reclassification criteria, the reclassification process remains open until the scholar either meets the criteria or takes next year's Summative ELPAC, whichever comes first. ELD coordinator continues to closely monitor scholar's progress.

**Note: Completed reclassification packet is filed in scholar's cumulative record*

Recently Reclassified Fluent English Proficient (RFEP) progress monitoring

The ELD coordinator together with the EL team is responsible for monitoring the progress of reclassified English Learners for at least four years following a student's reclassification. The RFEP progress monitoring tool is used to collect and track data to monitor RFEP scholars progress throughout the school year. Supporting documentation monitoring scholars' progress is maintained until monitoring is complete. Forms documenting this progress are kept within the scholars' cumulative folder.

If the scholar does not make sufficient progress, the monitoring process will continue.

The following steps are undertaken by the ELD coordinator to inform scholar and families of the RFEPscholars' progress:

- Annual RFEP letter mailed to families
- If a scholar begins to fall behind on measures of achievement related to grade level standards, the EL Team meets to develop an intervention plan for the scholar
- Parent meeting is scheduled with the ELD coordinator, Learning Facilitator(s), and the scholar.
- The EL Team meets to develop an intervention plan for the student.

Interventions that may be provided:

- Specialized Reading Instruction
- Specialized Writing Instruction
- Integrated ELD Instruction
- AcademicSkills Targeted Instruction

Additional information about e3 Civic High's plan and support for English Learners can be found in the e3 Civic High English Learner Master Plan found in Appendix A.

Students with Disabilities

e3 is proud to be a fully inclusive educational environment where students with disabilities—and their families—retain all rights afforded to them under the law, including the right to a Free Appropriate Public Education ("FAPE") in the Least Restrictive Environment ("LRE"), as outlined in CFR 300.209 (a). Students are guaranteed access to appropriate special education and related services. As a public charter school, e3 fully upholds all requirements under Part B of the IDEA. In accordance with Education Code Section 47641(a), e3 Civic High is a local education agency member of the El Dorado County Charter Special Education Local Plan Area ("SELPA").

In compliance with both federal and state special education laws, e3 engages in ongoing Child Find efforts to identify, locate, and evaluate students who may need additional support. e3 Civic High has established a strong, collaborative team committed to supporting students with disabilities, whether they are eligible for services under an Individualized Education Program ("IEP") or a Section 504 Plan. We maintain a rigorous and comprehensive eligibility determination process to ensure each student's unique needs are thoroughly assessed and appropriately addressed.

To fulfill this commitment, e3 has implemented a Scholar Support Team ("SST") process that carefully exhausts all general education interventions prior to initiating a special education referral. We utilize comprehensive assessment and evaluation practices, including a Response to Instruction and Intervention ("RtI²") framework, to provide proactive support and facilitate the early identification of specific learning disabilities. In addition, e3 offers annual professional development for all faculty and staff, strengthening their ability to recognize and effectively support students with disabilities.

At-Promise Students

e3 employs a Multi-Tiered System of Support (MTSS) framework to support at-risk scholars. According to the California Department of Education, MTSS is a "framework that aligns Response to Instruction and Intervention with the California State standards and the systems necessary to ensure academic, behavior, and social success." Based on the California MTSS Framework, e3 Civic High utilizes an integrated approach that aligns initiatives, services, supports, and resources to identify and meet the academic, behavioral, and social-emotional learning/wellness needs of all students. For scholars identified as at-risk/at-promise, the e3 MTSS Framework outlines various academic, attendance, behavior, and/or social-emotional/wellness tier 2 and tier 3 level supports and interventions to address the increased need and help students achieve success.

The e3 Scholar Support Team (SST) is responsible for actualizing this MTSS framework. The SST is a collaboration between stakeholders in regards to academics, attendance, behavior, college & career readiness, and social-emotional learning/wellness who review school-wide, grade-level, classroom, and individual scholar data. The SST then utilizes data to identify at-risk/at promise scholars having increased needs and implements multi-tiered systems of support (MTSS) to address this increased need and monitor scholar progress. The SST makes changes to the tiered-interventions according to progress monitoring data and continues to help achieve scholar success.

The goals of the e3 SST are:

Schoolwide		SST
GOAL 4: Scholar Learning **Objective:** Motivate growth and learning in content knowledge and mastery and support scholar learning at their current levels through relevant, real world learning opportunities connected to college and career outcomes that support scholar ownership and provide opportunities for differentiated interventions.	**Benchmark 1:** Build systems and supports that improve scholar learning in core subject areas, with an emphasis on reading, writing, and math. **Benchmark 2:** Create systems that support and monitor English learners (with a focus on long-term English learners), scholars with special needs, and all scholars in need of differentiated support and instruction to make growth and access grade level instruction. **Benchmark 3:** Create systems that support scholar plans toward graduation and college and career preparation through scholar progress tracking, planning, test preparation, course preparation, and career competencies.	• Support, monitor, and maintain quality academic instruction alongside a positive school culture at the tier 1 (whole school level) • Proactively identify at-risk/at promise scholars needing tier 2 (small group) and tier 3 (individualized) interventions. • Identify specific at-risk/at-promise scholar needs and goals and implement tiered-intervention • Engage stakeholders (scholar, parents, learning facilitators, counselors, and administration as applicable) in the development, implementation, and monitoring of intervention plans. • Monitor scholar progress • Adjust supports and interventions as needed

Annual Goals for e3 Civic High: Five (5) LCAP Goals/Objectives

e3 Civic High is committed to developing and achieving rigorous goals in service of all scholars. We are dedicated to a meticulous process of continuously collaborating to develop and revise annual goals, which become the content for the Local Control and Accountability Plan ("LCAP") on an annual basis. The following is e3 Civic High's strategic planning document for 2024 that includes our Five (5) LCAP Goals/Objectives. Please see the section "Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a description of e3 Civic High's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of e3 Civic High's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities outlined in Education Code Section 52060(d), can be found in e3 Civic High's LCAP.

The current LCAP is on file with the District and is also available as Appendix B. e3 Civic High shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. e3 Civic High reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. e3 Civic High shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. e3 Civic High shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by e3 Civic High at the school site These are the same goals for WASC 2024-2030 Cycle.

LCAP GOALS/OBJECTIVES

Goals:

1. Innovative Instructional Program
2. Community School
3. Scholar Engagement
4. Scholar Learning
5. Employee Engagement

GOAL 1: Innovative Instructional Program

Objective: Create and implement a learning model in every classroom using Design Thinking that develops critical thinking, engages scholar interest, represents scholar voice, integrates technology and real world activities.

1. Design scope and sequence\unit plan\lesson design templates and learning resources to support learning facilitator instructional planning within the learning model.
2. Design and implement a coaching model that supports instruction within the learning model.
3. Design and deliver professional development that supports instructional improvement within the learning model.
4. Build support structures through department leads and professional learning communities to support instructional growth within the learning model.
5. Design and implement an evaluation system that aligns with the learning model.

Metrics

- 100% of instructional planning through e3 Learning Model supports and templates
- 100% of instruction in e3 Learning Model as observed in walkthroughs
- 80% of PLCs focused on the e3 Learning Model

GOAL 2: Community School

Objective: Utilize e3 resources and outside partnerships (library, community organizations, local businesses) to support scholar wellness and success and engage families with e3 and community resources.

1. Design a three-tiered wellness system that ensures all scholars have access to necessary support services and social emotional learning.
2. Create a partnership with the library that increases scholar engagement and learning during and after the instructional day.
3. Design systems that give families and scholars access to community resources and support through communication, collaboration, and action.
4. Create a system that increases opportunities for all scholars to engage with the community through internships, mentorships, networking, and industry expert connections.
5. Create a system that enables scholars to design and improve a "Life Plan" throughout their four years at e3.

Metrics

- Increase parent participation by 20% across all engagement opportunities
- Increase scholar access to partner mentorships/experiences/internships by 20%
- By end of the school year, 100% of scholars will have an initial Life Plan prepared

GOAL 3: Scholar Engagement

Objective: Design scholar engagement unique to e3 fueled by scholar voice that provides mentorship, professional skills, and school belonging/connection for all scholars.

1. Design daily instruction that is engaging, collaborative, and through the learning model.
2. Design lunch and after school programs that engage scholars.
3. Build robust and diverse athletics,activities, and clubs programs.
4. Design and implement a system of scholar connection and support for disengaged scholars who are chronically absent and/or behaviorally challenged (e.g. suspensions/expulsions).
5. Create a system of communication for scholars and families to share excitement around activities and success of e3 scholars and the school.
6. Build a feedback loop system to collect frequent and consistent feedback from scholars on all aspects of the e3 experience.

Metrics

- Increase ADA to 93%
- Improve scholar retention by 20%
- Decrease suspension/expulsion rate by 20%
- Increase enrollment by 5% annually

GOAL 4: Scholar Learning

Objective: Motivate growth and learning in content knowledge and mastery and support scholar learning at their current levels through relevant, real world learning opportunities connected to college and career outcomes that support scholar ownership and provide opportunities for differentiated interventions.

1. Build systems and supports that improve scholar learning in core subject areas, with an emphasis on reading, writing, and math.
2. Create systems that support and monitor English learners (with a focus on long-term English learners), scholars with special needs, and all scholars in need of differentiated support and instruction to make growth and access grade level instruction.
3. Create systems that support scholar plans toward graduation and college and career preparation through scholar progress tracking, planning, test preparation, course preparation, and career competencies.
4. Build systems that create partnerships and opportunities for access to workforce and college experiences, courses, and certifications in high school.
5. Create an intervention support system with math instructional advisors.

Metrics

- Increase CAASPP scores in ELA, mathematics, and science to statewide average
- Improve MAP growth by 2.0 RIT scores on average by grade level
- Increase the graduation rate to 100%
- Increase the reclassification rate of ELs by 10%
- Ensure LTELs and scholars with special needs are making progress on individual growth plans as measured by 80% of subgroup making improvement on their rubric

GOAL 5: Employee Engagement

Objective: Build trust and excitement among staff through collaboration, empowering leadership opportunities, relevant professional development, quality feedback, and celebrating success and growth.

1. Design system of staff development that improves staff effectiveness and self growth.
2. Create professional development that is relevant and connects with the needs and job duties of all staff.
3. Design and implement a system of celebrating success that inspires staff.
4. Build a feedback loop system to collect frequent and consistent feedback from staff on all aspects of the e3 experience and operational efficiency.

Metrics

- Improve employee satisfaction by 30% in surveys
- Increase feedback opportunities for employees by 50%
- Increase usage of organizational management system up to 50% of our processes

Family Engagement

e3 Civic High actively to engage families in the learning of their scholars and to support families in other areas of need. Engagement opportunities include, but are not limited to:

- Welcome to e3 Night
- Exposition Night
- Back to School Night
- Parenting Workshops
- College Application and Financial Aid Workshops
- Food and Resource Distribution through Non-profit Partnerships
- Awards Assemblies
- Club and Athletic Events

Transfer Students, Graduation and College Entrance Requirements

Upon enrollment, including for transfer students, counselors 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. 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.

e3 secured a six year WASC accreditation in 2024.

e3 updates parents and families on e3 Civic High's courses and graduation requirements regularly. Because all courses are A-G approved, they are transferable to California high schools. e3 Civic High's course progression mostly mirrors authorizing district San Diego Unified. Differences can be met by scheduling students at a different year in Science. Our Science course sequence differentiation allows us to offer AP Science courses and Biology through our partnership with Point Loma Nazarene University.



e3 Civic High Course Progression

Subject	9th Grade	10th Grade	11th Grade	12th Grade
History / Social Science		World History	US History	USGovernment (Sem. 1) & Economics (Sem 2)
English	Pre-AP English 1	Pre-AP English 2	English 3 *or* AP English Language and Composition	CSU ERWC *or* AP English Literature and Composition
Mathematics	Math 1 (Algebra 1)	Math 2 (Geometry)	Math 3 *or* Advanced Math (Pre-Calculus)	Advanced Math (Calculus AB) *or* 4th Year Math (Recommended)
Lab Science	Biology *or* Conceptual Physics	Chemistry	Physics or Advanced Science (AP Chemistry or AP Physics)	Additional Science (AP Chemistry *or* AP Physics) *(Recommended)*
Language Other than English	Spanish 1	Spanish 2	Spanish 3 *(Recommended)*	
Visual & Performing Arts	Visual/ Performing Art			
College-Prep Elective	Design Thinking 1/2	Design Thinking 3/4	Design Thinking 5/6 or PLNU Biology & Writing *(Recommended)*	Ethnic Studies (Optional)
Physical Education	PE 1/2	PE 3/4		
e3 Electives/ CTE Pathway		CTE Pathway: Concentrator Course	CTE Pathway: Concentrator Course *or* Capstone Course	CTE Pathway: Capstone Course & Workforce Development
New State Requirements	*Personal Finance			*Ethnic Studies
Other e3 Grad. Reqs.	**e3 Life Plan**			
Total:	**G.P.A. 2.0 Credits 44**			

*As Personal Finance and Ethnic Studies are adopted as State Graduation Requirements, these courses will be added to the e3 Graduation Requirements.

e3 Graduation Requirements

All e3 courses have been designed in alignment with the Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, ELD Standards, and any remaining standards (collectively referred to herein as "State Standards") and meet the CSU/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 C or better. A total of 44 credits is required to graduate; each year-long course is 2 credits. In addition to the state and A-G requirements, scholars must also complete a Career and Technical ("CTE") pathway, a workforce development course, and a college-preparatory elective as well as an e3 Life Plan.

Subject	Required Courses	e3 Graduation Requirements 2.0 GPA 44 Credits
History/Social Science	World History US History US Government Economics Note: Economics is a state requirement (Education Code §51225.3.)	6 Credits (3 years)%
English	Pre-AP English 1/2 Pre-AP English 3/4 Pre-AP English 5/6 CSU Expository Reading and Writing or AP English	8 Credits (4 years)
Mathematics	Math 1 (Algebra 1) Math 2 (Geometry) Additional Advanced Math	6 Credits (3 years) 4 yrs recommended
Laboratory Science	Biology or Conceptual Physics Chemistry or AP Chemistry Physics or AP Physics	6 Credits (3 years) 4 yrs recommended
Language other than English *same language	Spanish	4 Credits (2 years) 3 yrs recommended
Visual and Performing Arts	Drama,	2 Credits (1 year)
College-Preparatory Elective	PLNU Biology and Writing, College Prep, SDCC Courses	2 Credits (1 year)
Physical Education	PE 1/2 PE 3/4	4 Credits (2 years)
e3 Required Courses & Electives	CTE Pathway (Concentrator Course & Capstone Course) Workforce Development	6 Credits (4 years)
***New State Requirements**	*Personal Finance *Ethnic Studies	1 Year- 1 Semester Each (2 Credits)
Other Graduation Requirements	**e3 Life Plan**	

*As Personal Finance and Ethnic Studies are adopted as State Graduation Requirements, these courses will be added to the e3 Graduation Requirements.

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. In addition to instructional time, the yearly calendar includes a Professional Development Institute for faculty and staff before the school year begins), non-instructional Staff Development Days throughout the year, weekly professional development for staff after our Wednesday early release, additional days of Professional Development for new Learning Facilitators before the school year, and a Summer School for scholars who need credit recovery. The e3 Instructional Calendar can be found in Appendix C.

Class Schedule

In order to ensure that learning facilitators and scholars have sufficient time to implement the learning model and that , e3 Civic High maintains a block schedule. Each class meets two full blocks per week and one shortened block on Wednesdays. Advisory is a shorter period each day. Wednesday's shortened day allows time for learning facilitators and staff to engage in weekly professional development and professional learning communities. The e3 Class schedule can be found in Appendix D.

Attendance

e3 Civic High works hard to prioritize regular and on-time scholar attendance and to maintain high attendance rates. Regular attendance data reflection and goal setting exercises are an integral part of advisory lessons. A culture of attendance awareness is formed through these regular attendance lessons, in addition to inter-grade and school-wide attendance competitions.

When a scholar has a planned absence, they have the option to obtain an Independent Study Contract ("ISC"), which will allow them to recoup attendance and academic credit for days missed. When a scholar is marked absent from class, e3 sends out automated text- and ParentSquare messages to families of scholars who are absent, which allows them to provide a reason for the absence. They are also offered an opportunity to take an optional ISC for that day. e3 Civic High meets all legal requirements for independent study, as set forth in Education Code Section 51744, *et seq.*

Per California attendance requirements, scholars who meet truancy thresholds are sent Truancy notification letters which are followed up by attendance intervention meetings. For scholars who are marked truant without a positive day of attendance combined with no contact with the family, a wellness check is called in to ensure the scholar is OK.

For scholars struggling to attend school regularly, there are a myriad of supports and interventions provided to the scholar and family to ensure the scholar can reform a habit of regular, on-time attendance.

For scholars who struggle with motivation or mental health issues to leave the house and come into school, e3 support staff conduct home visits to ensure the scholar is supported in attending school. Scholar attendance support and intervention meetings are regularly held for scholars demonstrating patterns of low attendance to identify barriers to attendance, identify scholar goals and habits, and create incentives with families to motivate scholars to improve attendance. Additionally, scholars identify several "trusted adults" in e3 that are aware of the scholar's new attendance improvement plan. This team of adults maintains regular communication and makes efforts to personally check in with scholars who demonstrate truant tendencies to strengthen relationships with the scholar, and personally reach out to the scholar when they are not in school to make sure they know someone notices when they are not in school.

For scholars who demonstrate patterns of truancy and for whom in-person learning is not a feasible option, e3 Civic High offers Long-Term Independent Study through their e3 Empower program, in which scholars learn online from home, but still access all of the great pro-social opportunities that e3 provides, such as after school clubs and athletics, field trips, college and career experiences, and after school tutoring.

3 Civic High allows for scholars to access the e3 Empower Long-Term Independent Study program based on the policies of its Long-Term Independent Study policy. Independent Study may be accessed by scholars by up to 20% of the school's population (including short-term ADA days). Short and long-term independent study policies can be found at Appendices E and F.

Attendance data is triangulated with other MTSS data points (academic and behavioral) during bi-weekly Griffin Attendance Team meetings to inform relevant and efficient attendance interventions and supports. Additionally, attendance data is explored and disaggregated by date and grade to inform and anticipate potential future attendance interventions.

During the 2024-2025 school year, ADA for e3 Civic High rose to 93.50%, a 4.5% increase from the 2023-2024 school year ADA of 89%.

Projected Enrollment

While e3 has experienced decreasing enrollment over the past few years (in conjunction with many San Diego schools), we have worked to strengthen partnerships with K-8 charter schools and expect the following enrollment over the course of the next five years:

Grade	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
9th Grade	95	100	100	100	100
10th Grade	85	100	100	100	100
11th Grade	95	9	95	95	95
12th Grade	95	90	95	95	95
Total	370	385	390	390	390

ELEMENT 2:
MEASURABLE SCHOLAR OUTCOMES

"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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." Education Code Section 47605(c)(5)(B).

e3 Civic High is committed to ensuring that all scholars demonstrate growth and mastery in academic achievement, college and career readiness, and the attributes outlined in our Graduate Profile. Our measurable pupil outcomes are designed to align with California's state priorities and reflect both state-mandated and mission-driven performance expectations.

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of e3 Civic High's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities outlined in Education Code Section 52060(d), can be found in e3 Civic High's Local Control and Accountability ("LCAP").

The current LCAP is on file with the District and is also available as Appendix B. e3 Civic High shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. e3 Civic High reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. e3 Civic High shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Alignment with State Priorities

Our measurable outcomes address the eight state priorities outlined in Education Code § 52060(d), including:

1. Basic Services
2. Implementation of State Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

Schoolwide and Subgroup Outcomes

The following outcomes apply schoolwide and to all numerically significant subgroups (e.g., ELs, SED, SWD, and foster youth):

Outcome Area	Metric	Target
Academic Achievement (ELA & Math)	CAASPP: Distance from Standard (DFS)	Increase by ≥10 points per year, aiming to meet or exceed state average
English Learner Progress	ELPAC + Reclassification Rate	≥50% progress level on ELPAC; 10% increase in RFEP annually
College/Career Readiness	College/Career Indicator (CCI)	≥60% "Prepared" rating on CCI
Graduation Rate	CDE 4-year cohort	≥95% graduation rate
Attendance & Engagement	ADA and Chronic Absenteeism	Maintain ≥93% ADA; reduce chronic absenteeism by 10% annually
School Climate	Suspension Rate (Dashboard)	Maintain or improve to Green band
Postsecondary Outcomes	National Student Clearinghouse (NSC)	College-going rate ≥65%; Persistence ≥80%

Graduate Profile Attributes

By the time of graduation, 100% of scholars will present their final Presentation of Learning (POL) demonstrating growth in:

- Academic literacy and numeracy
- Civic responsibility and empathy
- Career readiness and real-world skills
- Personal growth and life planning



ELEMENT 3:
METHODS OF ASSESSMENT

"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." Education Code Section 47605(c)(5)(C).

e3 Civic High uses a multi-tiered system of assessments to evaluate pupil outcomes, track growth, and inform instructional and programmatic decisions. Assessments are aligned with state standards and e3's Graduate Profile.

State-Aligned Assessments

Tool	Purpose	Frequency
CAASPP (ELA/Math/Science)	State accountability	Annually (Grades 11 for ELA/Math)
ELPAC	EL progress and reclassification	Initial and Annual
Physical Fitness Test	Student wellbeing and health	Annually (9th Grade)
Climate Survey (SDSU)	Climate and engagement	Annually

Verified Data Assessments (per CDE-approved list)

Tool	Purpose	Frequency
NWEA MAP (ELA & Math)	Growth and norm-referenced achievement	3x/year
Achieve3000	Literacy growth and college readiness	Ongoing
National Student Clearinghouse	Postsecondary enrollment/persistence	Annually

Other Local Measures

Tool	Purpose	Frequency
Presentation of Learning (POL)	Portfolio-based defense of learning and growth	Annually (Grade 12)
Course Grades & Transcripts	Content mastery & graduation progress	Quarterly
A-G Completion Rates	College eligibility	Ongoing
Life Plan Milestones	Postsecondary readiness and planning	Annually (Grades 9–12)

Use of Data

Assessment data is disaggregated by student group and used to:

- Monitor progress toward LCAP and WASC goals.
- Inform instructional practices and professional learning.
- Trigger supports through our MTSS framework.



ELEMENT 4:
GOVERNANCE STRUCTURE

"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." Education Code Section 47605(c)(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 C 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

TThe 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 H is the list of the current Board of Directors with 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. 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
- Approve contractual agreements in accordance with Board and fiscal policies
- Approve and monitor e3 Civic High'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 e3 Civic High in accordance with applicable laws and the receipt of grants and donations consistent with the mission of e3 Civic High
- 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 e3 Civic High
- 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
- Submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit
- 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.

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, e3 Civic High may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

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 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/. 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:

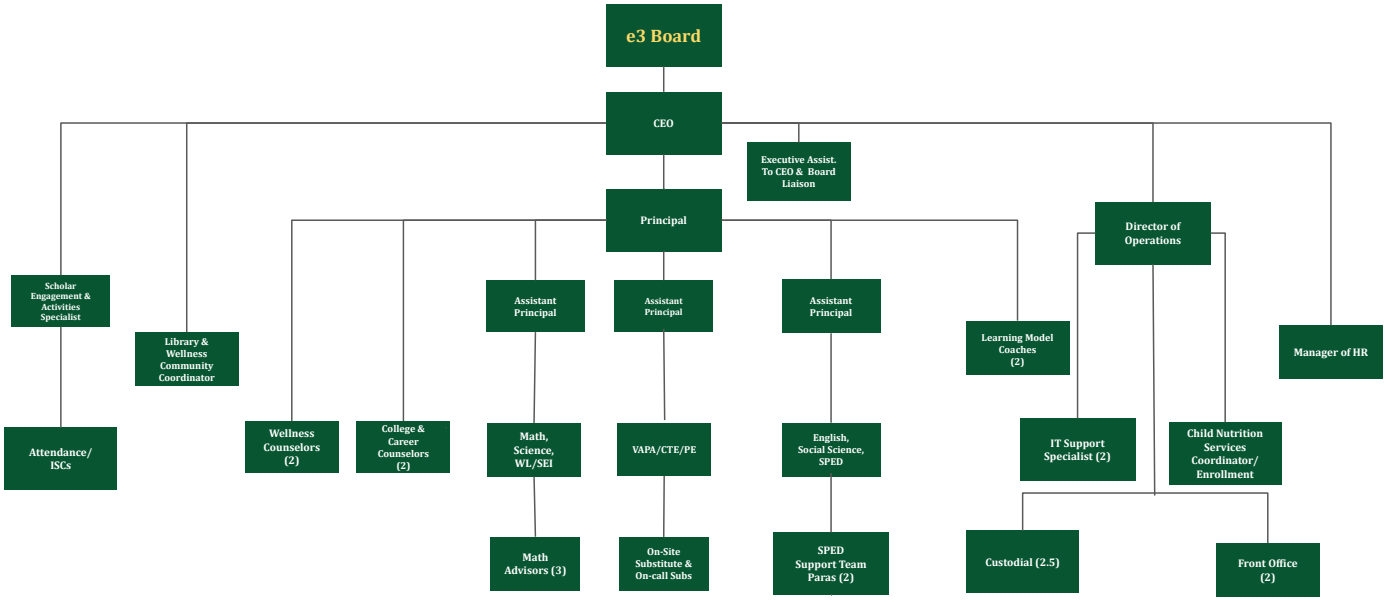
- At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of San Diego County;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board elects to use teleconferencing, it shall post agendas 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 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 YYM&C and other law firms.

Organizational Chart

e3 Civic High maintains a supervisory structure with several levels of leadership to support staff growth and development. This organizational structure ensures that all scholars have access to all needed services and that we are developing what we can offer to scholars to the fullest extent possible.



Conflicts of Interest

e3 Civic High and the Board has adopted a Conflict of Interest Code that complies with the Political Reform Act and Government Code Sections 1090 et seq. as set forth in Education Code Section 47604.1No officials of e3 Civic High, including designated employees, may make, participate in making or in any way use or attempt to use their official position to influence a Charter School decision in which they know or have reason to know they have a disqualifying conflict of interest pursuant to the PRA or Section 1090. Board members and designated employees shall be required to disclose conflicts of interest and disqualify themselves in accordance with the PRA, California nonprofit public benefit corporation law and any policies the board may adopt from time to time. Conflicts of interest under Section 1090 bar the Board from taking action on the item. Annual disclosure statements shall be required as stated in e3 Civic High's Conflict of Interest Code. The Conflict of Interest Code is included in Appendix G.

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 e3 Civic High 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 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 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:

Learning Facilitators	3
Other Staff Members	2
Parents/ Community Members	4
Scholars	3
Total	**12 Members**

The SSC /SAC members are elected by their peer groups (ex. parents elect parents) and the body functions in accordance with their approved by-laws.

English Learner Advisory Committee/ District English Learner Committee

If e3 enrolls 21 or more EL students, it will form an English Learner Advisory Committee ("ELAC"). If e3 enrolls 51 or more EL students, it will form a District English Learner Advisory Committee ("DELAC"). e3 Civic High has an (D)ELAC led by an Assistant Principal over English Learners. Membership consists of lead faculty and parents of the EL scholars. The ELAC advises the CEO and staff on ways to improve support for ELs and reach the reclassification goals for EL scholars as per the LCAP.

In addition, Assistant Principals and Instructional Coaches plan training, workshops, and parent gatherings to discuss progress and work to ensure that parents are best prepared to support English literacy at home.



ELEMENT 5:
EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." Education Code Section 47605(c)(5)(E).

Overview

e3 Civic High is committed to employing qualified individuals who are dedicated to advancing e3 Civic High's mission of preparing students for college, career, and life. e3 Civic High recognizes that high-quality staff are fundamental to student achievement and organizational success. All employees are expected to embody e3 Civic High's values of equity, innovation, and excellence.

General Employee Qualifications

All employees, including certificated, classified, and administrative staff, are expected to meet the following general criteria:

- Commitment to e3 Civic High's mission and educational philosophy
- Demonstrated ability to work collaboratively in a team-oriented environment
- Strong communication skills and a willingness to engage with students, families, and the broader school community
- Cultural competency and a demonstrated commitment to diversity, equity, and inclusion
- Fingerprint clearance and background check as required by law
- Compliance with all applicable state and federal employment laws

Learning Facilitators/ Education Specialists

All teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at e3 Civic High and are subject to periodic inspection by the chartering authority. e3 Civic High also prioritizes staff with training or interest in design thinking, project-based learning, career pathways, dual enrollment, and advisory programs.

Academic Counselors

- Master's Degree from an accredited university
- Valid Pupil Personnel Services (PPS) Credential
- Successful prior experience working in a school setting
- Successful experience working with culturally diverse and traditionally underserved youth and families

Wellness Counselors

- Master's degree or higher from an accredited university
- Registered with the Board of Behavioral Sciences (BBS)
- Registered as an APPC (Associate Professional Clinical Counselor) or AMFT (Associate Marriage and Family Therapist) with Eligibility of Working Towards Licensure
- Successful prior clinical and/or internship experience working in a school setting
- Successful experience working with culturally diverse and traditionally underserved youth and families

Coordinators and Specialists

- Bachelor's degree or higher from an accredited University
- Specific skill sets related to specialized position
- Leadership experience

Classified and Support Staff

Non-certificated personnel will be hired based on experience and demonstrated competence in their area of assignment. Minimum qualifications typically include:

- High school diploma or equivalent
- Prior experience in a school or youth-serving environment
- Strong organizational and interpersonal skills
- First aid/CPR and bilingual proficiency preferred for front office staff.

Para-professionals

- Job-related experience within a specialized field with increasing levels of responsibility is required.
- Experience working in special education or with kids.
- Minimum education requirement: High School Diploma and CBEST or 2 Years of College experience or Associate's Degree (Paraprofessional I); Bachelor's Degree (Paraprofessional II)

Assistant Principals

Assistant Principals leaders will possess:

- A valid California administrative credential
- Bachelor's degree or higher from an accredited University
- 3 or more years experience in teaching and/or leadership in a K–12 environment (preferably at the secondary level)
- Demonstrated success in instructional leadership, staff supervision, and data-driven decision-making
- Commitment to ongoing professional growth and participation in leadership networks or coaching

Principal

- A valid California administrative credential
- Master's degree or higher from an accredited University
- 3-5 years experience in leadership in a K–12 environment (preferably at the secondary level)
- Demonstrated success in instructional leadership, staff supervision, and data-driven decision-making
- Commitment to ongoing professional growth and participation in leadership networks or coaching

CEO

- Master's degree or higher from an accredited University
- 10 years or more of high level, progressive management/leadership experience
- Demonstrated success leading a team or an organization

Professional Development and Growth

All staff members participate in ongoing professional development aligned with their roles. e3 Civic High provides structured opportunities for growth, including:

Weekly collaborative planning

- Annual goal setting and performance evaluations
- Access to external training and conferences
- Induction support for new teachers and administrators
- Restorative Justice workshops and onsite coaching

Staffing Process and Human Resources Policies

The Director of Human Resources, in collaboration with site and department leadership, ensures that hiring, evaluation, and retention practices align with e3 Civic High's goals and legal requirements. All hiring is conducted in a manner that is equitable, transparent, and compliant with nondiscrimination laws.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." Education Code Section 47605(c)(5)(F).

In order to provide safety for all scholars and staff, e3 Civic High has developed comprehensive health and safety policies and 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 or designee, except to precede expeditiously to the office of the CEO 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 CEO 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. e3 Civic High shall not hire any person, in either a certificated or classified position, who have been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The CEO 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 required by the state. e3 Civic High shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691. 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 Risk Assessment and Examination

e3 Civic High will conduct initial and ongoing tuberculosis screenings of employee candidates and for employees at least once each four years thereafter, 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; per AB 1651 (2023), e3 Civic High shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent e3 Civic High maintains a stock of albuterol inhalers to respond to respiratory distress in students, e3 Civic High shall comply with the requirements of Education Code Section 49424.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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 Policy

e3 Civic High maintains a Suicide Prevention Policy on scholar suicide prevention in accordance with Education Code Section 215, which is part of the School Safety plan that is attached as Appendix H. In addition, our Wellness Coach (a licensed MFT) trains our faculty and staff to address at the classroom level. e3 Civic High shall review, at minimum every fifth year, its policy on scholar suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Chater School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

e3 Civic High shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Menstrual Products

e3 Civic High shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. e3 Civic High shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include a text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, e3 Civic High shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. e3 Civic High shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

e3 Civic High shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

e3 Civic High shall provide each student adequate time to eat as determined by e3 Civic High in consideration of available guidance.

California Healthy Youth Act

e3 Civic High shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.)

Mental Health Education

If e3 Civic High offers one or more courses in health education to students in high school, e3 Civic High shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

School Safety Plan

e3 Civic High shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address e3 Civic High's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

a) child abuse reporting procedures
b) routine and emergency disaster procedures
c) policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d) procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e) a discrimination and harassment policy consistent with Education Code Section 200
f) provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g) procedures for safe ingress and egress of pupils, parents, and employees to and from e3 Civic High
h) a safe and orderly environment conducive to learning
i) the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j) procedures for conducting tactical responses to criminal incidents
k) procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l) procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
m) procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n) a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.
Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the CEO and, if there is merit to the concern, the CEO shall direct the School Safety Plan to be modified accordingly.

e3 Civic High shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a). The Safety Plan is attached as Appendix H.

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, creed, gender, gender expression, gender identity, sexual orientation, sex and pregnancy, nationality, national origin, ancestry, ethnic group identification, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, childbirth or

related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by California, local law, ordinance or regulation, 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).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. e3 Civic High shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

e3 Civic High shall adopt procedures for preventing acts of bullying, including cyberbullying. e3 Civic High shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

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.

Workplace Violence Prevention Plan

e3 Civic High shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, e3 Civic High shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of e3 Civic High shall not be required to disclose any information related to a pupil's LGBTQ+ identify to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

e3 Civic High shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, e3 Civic High shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

e3 Civic High shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event e3 Civic High participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

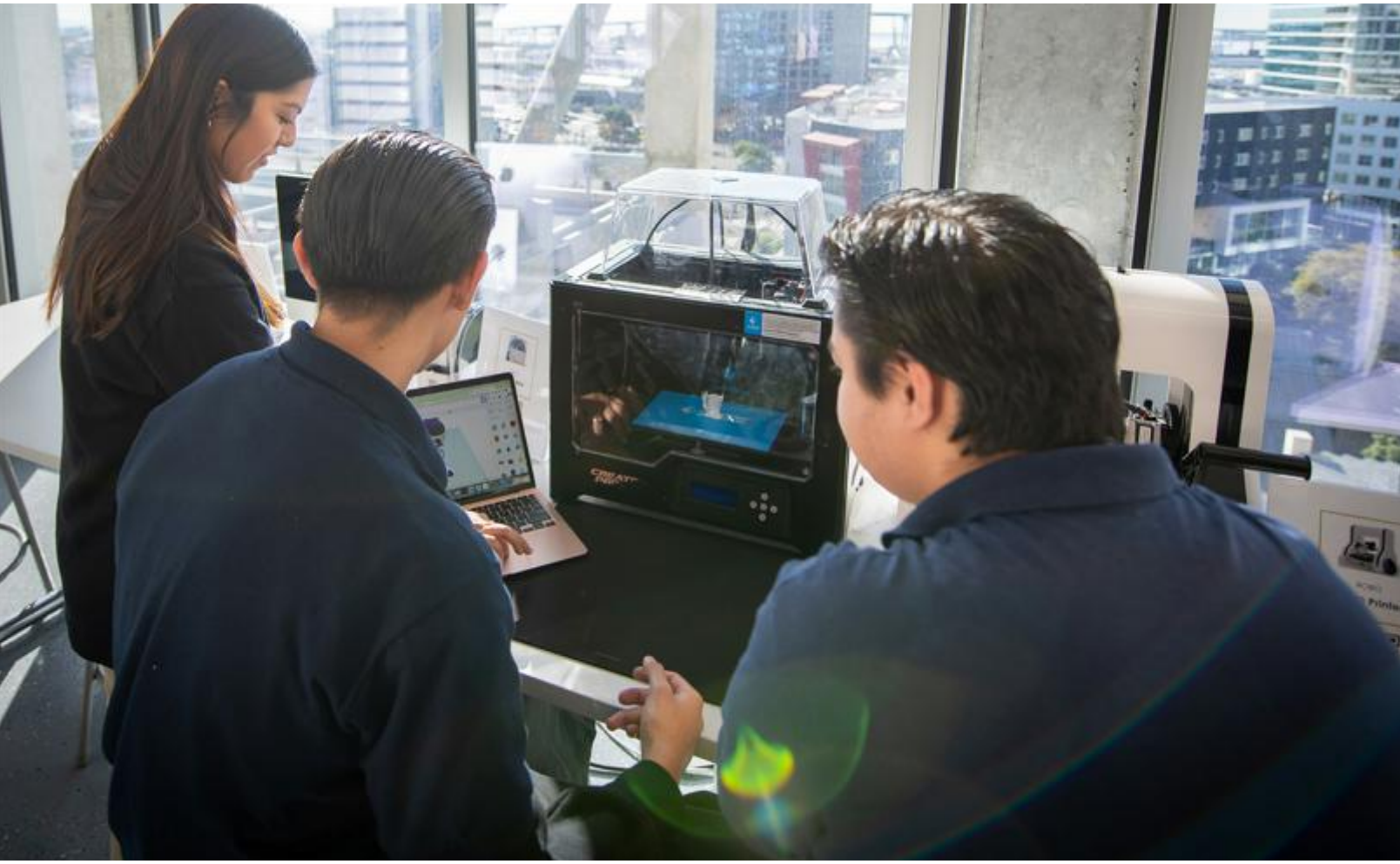
In the event e3 Civic High participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

e3 Civic High shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, e3 Civic High will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.





ELEMENT 7:
MEANS TO ACHIEVE STUDENT POPULATION BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Education Code Section 47605(c)(5)(G).

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 balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils 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.
- Development of promotional and informational material that appeals to the various racial and ethnic groups, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils 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 application materials at K-8 charter schools with diverse populations.
- Distribution of brochures and applications at youth clubs.
- Hosting information meetings and campus tours; and
- Maintaining an informative web page.

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


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ELEMENT 8:
ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." Education Code Section 47605(c)(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 who wish to attend. e3 Civic High will not charge tuition and will not discriminate against any student on the basis of race or ethnicity, 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, including immigration status, 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 Education Code Sections 47605(c) and 47605(e).

e3 Civic High strives to reflect the balance of ethnic and racial pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils 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.). In accordance with Education Codes Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), e3 Civic High shall not discourage a pupil from enrolling or seeking to enroll in e3 Civic High for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), e3 Civic High shall not encourage a pupil currently attending e3 Civic High to disenroll from e3 Civic High or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), e3 Civic High shall post a notice developed by the CDE on e3 Civic High website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Prior to enrollment at 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 the published open enrollment deadline.
- 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, admission will be determined by a random public drawing ("lottery"), using the following policies and procedures, which will be communicated to all interested parties at least thirty (30) days prior to holding the lottery:

- e3 Civic High will enlist the services of an online third party enrollment platform to conduct and verify the fair execution of all activities related to holding the lottery as verified by an e3 employee.
- 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 an online third party platform.
- The lottery shall draw names electronically from pools of applications, corresponding to the order of admission preferences listed below, differentiated by grade level.
- The names shall be randomized electronically by the online platform, which also confirms the results of the lottery.
- Those individuals whose names are selected in the lottery 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 online third party platform verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and e3 Civic High shall keep on record copies of that confirmation.

Preference is given for the following categories of potential scholars:

- Children of founding school designers.
- Children of current and past board members of e3 Civic High.
- Siblings of scholars admitted to or attending e3 Civic High.
- Siblings of scholars who have their name drawn during the lottery (i.e., scholars are applying in the same year).
- Scholars residing in the Perkins K-8 attendance boundaries.
- Scholars residing in the San Diego Unified School District boundaries.
- All others.

e3 Civic High and the District adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

e3 Civic High reserves the option of readmitting scholars who have left e3 Civic High or who have been suspended or expelled from e3 Civic High and granted Board approval for readmission (as outlined in Element 10 below). Readmitted scholars will be moved to the bottom of the wait list.

Students on the wait list shall provide contact information to be used in the event space becomes available. Families promoted from the wait list shall be informed in email and shall have 72 hours from the date of electronic confirmation 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 48 hour period may forfeit their right to enroll their scholar in e3 Civic High for that school year.

Potential scholars remain on the waitlist until a seat becomes available. Wait lists do not carry over year to year. A scholar on the wait list at the end of the year must reapply for admission the following year.

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

Summer Bridge

All 9th 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 before the start of school.
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, and outdoor events occur during the week of Summer Bridge. Scholars unable to attend Summer Bridge will need to make up the diagnostic assessments once school begins.

ELEMENT 9: **ANNUAL FINANCIAL AUDIT**

"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." Education Code Section 47605(c)(5)(I).

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(c)(5)(I) 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 e3 Civic High'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 e3 Civic High's financial statements, attendance, and enrollment accounting practices, and will review e3 Civic High's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the 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, 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 approve the audit no later than December 15th 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 I 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


How would you draw this
bounce
$(x+6)(x-1)^2=0$
$x+6=0$ OR $x-1=0$
-6 -6 $+1$ $+1$
$x=-6$ OR $x=1$
x-int
y-int: Plug in 0 for x, solve for y
$(0+6)(0-1)^2$
$(6)(-1)^2$
$(6)(1)=6$
y-int: 6
PREVENT THE SPREAD OF COVID-19

ELEMENT 10:
SCHOLAR SUSPENSION AND EXPULSION

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(c)(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 IDEA or who is qualified for services under 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 requires 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.

No scholar shall be involuntarily removed by e3 Civic High for any reason unless the parent/guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent/guardian and shall inform the scholar, and the scholar's parent/guardian of the basis for which the scholar is being involuntarily removed, and the scholar's parent/guardian's right to request a hearing to challenge the involuntary removal. If a scholar's parent/guardian requests a hearing, e3 Civic High shall utilize the same hearing procedures specified below for expulsions, before the effective date of action to involuntarily remove the scholar. If the scholar's parent/guardian requests a hearing, the scholar shall remain enrolled and shall not be removed until e3 Civic High issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

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.

[1]The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and nits Procedures, the term "parent/guardian" shall include these parties.

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 an Assistant Principal or the Principal/CEO with the scholar and the scholar's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the scholar. The conference may be omitted if the CEO or designee determines that an emergency situation exists, or if the student or parent/guardian 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 Assistant Principal or the Principal 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 Principal or Principal'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 Principal 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.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the scholar, or the affected scholar, a teacher shall provide to a scholar in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the scholar would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the scholar either upon the scholar's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the scholar's overall grade in the class.

Expulsion Procedures

Authority to Expel

A scholar may be expelled by the Board of Directors upon the recommendation of an Administrative Panel or Neutral Hearing Officer to be assigned by the CEO. The Administrative Panel should consist of at least two members who are certificated and not a teacher of the scholar. The Administrative Panel or Neutral Hearing Officer 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 Assistant Principal or the Principal determines that the scholar has committed an expellable offense.

The hearing shall be held in a private, confidential setting.

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 or Hearing Officer. 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 record 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 or Hearing Officer to expel must be supported by 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 or Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm, or for any other reason deemed significant by the Panel or Hearing Officer.

The decision of the Administrative Panel or Hearing Officer shall be in the form of written findings of fact and a written recommendation for expulsion. If the Administrative Panel or Hearing Officer decides not to recommend expulsion, the scholar shall immediately be returned to his/her educational program.

Written Notice to Expel
The Principal shall send written notice of the recommendation to expel, including the Panel or Hearing Officer's findings of fact, to the scholar or parent/guardian. This notice will include a description of the scholar's right to appeal and the process for appeal. If the parent/guardian does not submit a written request to appeal to the Board of Directors within ten (10) calendar days of the date of the notice, the recommendation to expel becomes a final expulsion order. The Principal shall then provide notice to parent/guardian that shall include the following:

Notice of The Specific Offense Committed By The Scholar
Notice of the expulsion will be made to the e3 Civic High Board of Directors. 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 Principal 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.

Board Appeal

If the parent/guardian timely requests a Board appeal, the Board shall consider the appeal at its next regular meeting, or sooner as practicable. The Board will consider the appeal based on the record, and will not conduct a second or subsequent hearing. The scholar shall have no further 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 may be provided a rehabilitation plan upon expulsion as developed by the Principal at the time of the expulsion order. The rehabilitation plan may include 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 Principal or CEO following a meeting with the Principal or CEO and the scholar and guardian or representative to determine whether the scholar has successfully completed the rehabilitation plan, if any, and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. 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.



ELEMENT 11:
STAFF RETIREMENT SYSTEM

"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." Education Code Section 47605(c)(5)(K).

All eligible certificated staff members participate in the State Teachers' Retirement System ("STRS") to the extent allowed by law. They shall retain all previously vested rights in STRS. San Diego Unified forwards all required payroll deductions and related data to CalSTRS on behalf of e3 Civic High as required by Education Code Section 47611.3.

All full-time classified employees are covered by the Federal Social Security program.

All employees are eligible to participate in voluntary defined contribution plans as follows: 403(b), 457(b), Roth 403(b), and/or Roth 457(b) via CalSTRS Pension 2 and/or Orion Portfolio Solutions.

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

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code Section 47605(c)(5)(J).

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 admission forms that the student has no right to admission in a particular school of a local educational agency as a consequence of enrollment in e3 Civic High, except to the extent that such a right is extended by the local educational agency.



ELEMENT 13:
DESCRIPTION OF EMPLOYEE RIGHTS

"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." Education Code Section 47605(c)(5)(M).

The leave and return rights of 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

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." Education Code Section 47605(c)(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.

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 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 e3 Civic High
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 e3 Civic High, shall be resolved pursuant to policies and processes developed by e3 Civic High and in accordance with the law, including a Uniform Complaint Policy and Procedures.

Disputes Between e3 Civic High 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

"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." Education Code Section 47605(c)(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.

e3 Civic High will promptly notify parents and scholars of e3 Civic High, the District, the San Diego County Office of Education, e3 Civic High's 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.

e3 Civic High 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 Charter School 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 it 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 FERPA. e3 Civic High will ask the District to store original records of e3 Civic High scholars.

All student 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 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 revert to the e3 Civic High non-profit public benefit corporation and follow the procedures described below. 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 I), e3 Civic High will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The CEO will be responsible for executing the closure procedures.



ADDITIONAL PROVISIONS
DISTRICT IMPACT STATEMENT

"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(h).

Liability

e3 Civic High is operated by a California nonprofit 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(d), 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 e3 Civic High or for claims arising from the performance of acts, errors, or omissions by e3 Civic High 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 Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be in compliance with district requirements as stated 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(d), 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

"The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(h).

e3 Civic High is located on the 6th and 7th floors 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."15 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."

Scholars at e3 Civic High have both a separate entrance and elevator to the sixth and seventh floor of the building.

Administrative Services

"The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(h).

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 Education Code Section 47604.32.

Budgets and Financial Reporting

"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code Section 47605(h).

Attached, as Appendix I, please find the following documents:

- Budget narrative
- Financial projections and cash flow for three years

These documents are based upon the best data available to the petitioners at this time.

e3 Civic High shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1 By July 1, a preliminary budget for the current fiscal year.
2 By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3 By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of e3 Civic High's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4 By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5 By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all e3 Civic High's receipts and expenditures for the preceding fiscal year.

e3 Civic High shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

e3 Civic Highl agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, e3 Civic High shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

APPENDICES

APPENDIX A: Master Plan for English Learners

APPENDIX B: 2025-26 Local Control and Accountability Plan

APPENDIX C: Instructional Calendar

APPENDIX D: Bell Schedule

APPENDIX E: Long-term Independent Study Policy

APPENDIX F: Short-term Independent Study Policy

APPENDIX G: Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code

APPENDIX H: School Safety Plan

APPENDIX I: Budget and Cash Flow Financial Documents

APPENDIX J: Board of Directors Roster

APPENDIX K: e3 Learning Model - Philosophy on Instruction & Learning, & Pilot Study

APPENDIX L: e3 Learning Model - Instructional Framework

APPENDIX M: WASC Self-Study

APPENDIX N: Documentation of Active Corporate Status

APPENDIX O: Uniform Complaint Procedures (UCP)

APPENDIX P: California Pivotal Practice Award

APPENDIX Q: CCSPP Planning Grant Award

APPENDIX R: CCSPP Implementation Grant Award

APPENDIX S: K12 Strong Workforce Grant Award

APPENDIX T: CTEIG Grant Award