

Sierra Expeditionary Learning School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sierra Expeditionary Learning
Street	11603 Donner Pass Rd.
City, State, Zip	Truckee, CA 96161-4953
Phone Number	(530) 582-3701
Principal	David Manahan
Email Address	dmanahan@truckeecharterschool.org
Website	www.truckeecharterschool.org
County-District-School (CDS) Code	31669440121624

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Tahoe Truckee Unified School District
Phone Number	(530) 582-2500
Superintendent	Carmen Diaz Ghysels
Email Address	cghysels@ttusd.org
Website	www.ttusd.org

School Description and Mission Statement (School Year 2020-2021)

Sierra Expeditionary Learning School (SELS) is a public charter school in the Tahoe Truckee Unified School District. Originating from the vision of fourteen founding families, SELS was granted its charter in March, 2010. SELS believes in educating the whole child, attending to not only academics but also character, physical, and emotional well-being, and service to the community. We believe multi-age classrooms and integrated, community-connected curriculum will help build stronger relationships between students and teachers, and lead towards a safer, more vibrant school environment so critical to the teaching and learning process. Sierra Expeditionary Learning School (SELS) opened in the fall of 2010 as an independent public charter school. Starting with 65 students, SELS now currently serves 212 K-8 students. SELS offers a small school environment (class sizes from 22-25) dedicated to academic excellence, diversity, and the building of character and community. As an EL Education network school, (formerly Expeditionary Learning) (<http://eleducation.org>), our curriculum is organized around interdisciplinary learning expeditions based on local topics/issues and state standards. Collaboration, cooperation, and teamwork are integral components of our school. Through ongoing professional development, SELS staff members are supported in engaging, active pedagogical practices. Fieldwork, service-learning, student-led presentations/events, exhibitions of student work, and family involvement are core features that contribute to a school culture of respect, responsibility, and engagement in learning.

The mission of Sierra Expeditionary Learning School is to inspire a diverse group of learners to achieve academic excellence while developing a strong sense of character and community. Our goal is to preserve each child's natural curiosity and love of learning.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	24
Grade 3	24
Grade 4	24
Grade 5	24
Grade 6	26
Grade 7	24
Grade 8	22
Total Enrollment	212

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Asian	0.5
Hispanic or Latino	24.1
White	72.6
Two or More Races	2.4
Socioeconomically Disadvantaged	29.7
English Learners	9.9
Students with Disabilities	18.4
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	10	9	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: Jan 2020

While some curriculum is purchased, much is created/developed by grade-level teams due to inter-disciplinary units of study.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5, Rigby leveled reading books, 2010 and on-going purchases Learning Headquarters writing curriculum, 2017 K-2 ELA Skills Block, EL Education curriculum, 2020		0
Mathematics	K-5, Bridges, 2013 6-8, College Preparatory Math, 2014		0
History-Social Science	6-8, TCI online, 2012-resubscribe each year		0
Foreign Language	4-6, Paso y Paso, 2013 7-8, Descubre, 2016		0

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

School Facility Conditions and Planned Improvements

SELS leases its facilities from TTUSD. We are housed in 12 portables, all in reasonable condition. Maintenance and upkeep are performed by the district, who do a good job of addressing any problems.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Aug, 2015

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	74	N/A	61	N/A	50	N/A
Mathematics (grades 3-8 and 11)	70	N/A	54	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	57	N/A	40	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents are active in classroom activities (centers, reading to children, helping organize, etc.) and in fieldwork (chaperones, driving, organizing, etc.). They run a Parent Teacher Crew, organize social events, help with curriculum projects, and serve on our Board of Directors. Many Friday mornings we have an all-school Community Meeting, in which parents are invited to participate. We conduct yearly surveys to gather feedback on various aspects of school programming.

There is also an open door policy to address parent feedback and/or concerns.

** During COVID, options for involvement are limited. Our PTC is still active, but at a minimal level. No gatherings so no in-person fundraising or events. Also, no fieldwork even if students return to campus and no community events parents can participate in. Not even allowed to visit classrooms, so bit change.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.9	2.3	2.4	2.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4		
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

SELS is part of the district's larger Safety Program: regular district meetings; emergency drills; connected to local police/emergency agencies; all district radios. We have also developed a plan more precise to our campus program, which can be accessed on our website. This plan discusses more precise school information: dress code, disciplinary processes, and personnel training. The primary purpose of the Safety Plan is to best ensure optimal learning environments for our students, addressing their physical, emotional, and social safety. Overall, we do this through a strong character education program; consistent vigilance on behavior, situations, social interactions, and the physical environment; personnel training and professional development; collaboration with TTUSD and monthly safety meetings; and regular emergency drills.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		1		22		1	1	22			
1	22		1		22		1		22		1	
2	24		1		24		1					
3	25		3		24		3					
4	25		1		24		1		12	2		
5	24		3		25		3		12	2		
6	24		1		24		1		26		1	
Other**									24		2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8480	\$700	\$7780	\$72,222
District	N/A	N/A		\$85,371
Percent Difference - School Site and District	N/A	N/A		-16.7
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	0.4	-4.7

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

Types of Services Funded (Fiscal Year 2019-2020)

Besides our classroom teachers and required ELD teacher, we have several full time support staff: K-1 support teacher; middle school support teacher; and reading specialist. Other part time employees: math RTI; instructional coach; and supported middle school homework club. We have a 0.6 FTE counselor and a full Special Education staff with three resource aides. Our curriculum also has a strong focus on character development, which supports all aspects of academic and social life.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,761	\$47,145
Mid-Range Teacher Salary	\$78,848	\$74,952
Highest Teacher Salary	\$112,230	\$96,092
Average Principal Salary (Elementary)	\$132,172	\$116,716
Average Principal Salary (Middle)	\$142,425	\$120,813
Average Principal Salary (High)	\$148,949	\$131,905
Superintendent Salary	\$219,896	\$192,565
Percent of Budget for Teacher Salaries	32.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Each year SELS staff, in collaboration with an EL Education School Designer, develop a Work Plan. These plans focus on three strategic areas: student mastery of knowledge and skills; student character and engagement; and high-quality student work. For each of these areas we developed a four-year plan with specifics for each year. These targets are based on assessments/state testing, observations from staff, EL Education's Implementation Review (a comprehensive program evaluation conducted by the School Designer), and teacher requests. From this long-term plan, we design and schedule workshops, work sessions, PLCs, and off-site conferences. Depending on the specific aspect we are developing/improving, teachers have support through off-site workshops and on-site School Designer, Principal, and Asst Principal support. We also run in-house seminars as needed, and focus grade-level PLCs to specific targets. Principal and Asst Principal conduct classroom visitations and meet with teachers regularly to go over progress and needs. At the end of each year, staff assesses success of plan implementation and learning. Depending on outcomes, some targets are continued and new ones are developed.

Teachers and other staff participate in off-site workshops and conferences as well. Over the past couple of years, they have gone to EL Education National Conferences, Leadership Institutes, Learning Headquarters Writing workshops, National Science Foundation workshops and other science-focused institutes, and workshops on character, curriculum, and teaching strategies.

** Once COVID took over the educational landscape, teachers have participated in numerous PD opportunities for on-line learning and/or virtual programs.