Sierra Expeditionary Learning
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School 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
School Website	www.truckeecharterschool.org
Grade Span	K-8
County-District-School (CDS) Code	31669440121624

2024-25 District Contact Information

District Name	Tahoe Truckee Unified School District
Phone Number	(530) 582-2500

Superintendent	Kerstin Kramer
Email Address	kkramer@ttusd.org
District Website	www.ttusd.org

2024-25 School Description and Mission Statement

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 22-26) 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 both academic and social-relational 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	26
Grade 3	24
Grade 4	24
Grade 5	24
Grade 6	26
Grade 7	24
Grade 8	23

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	1
Black or African American	0
Filipino	0
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	0
Two or More Races	6
White	63
English Learners	9
Foster Youth	0
Homeless	0
Socioeconomically Disadvantaged	29

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	100				
Intern Credential Holders Properly Assigned	0					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions	10	100				

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	100				
Intern Credential Holders Properly Assigned	0					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions	10	100				

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	100				
Intern Credential Holders Properly Assigned	0					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions	10	100				

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and			

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have access to all required curriculum. Significant curricular changes in '24-25, updating both ELA and math. While some curriculum is purchased, some is created/developed by grade-level teams due to inter-disciplinary units of study, particularly around science and social studies curriculum.

Year and month in which the data were collected	Nov 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fundations 95% Core Phonics Rewards Heggerty Writing Heggerty Phonological Awareness Zaner Bloser Spelling		0
Mathematics	K-5, Eureka Math, 2023 6-8, Carnegie Math, 2024		0
History-Social Science	6-8, TCI and National Geographic online, 2012-resubscribe each year		0
Foreign Language	4-6, Paso y Paso, 2013 7-8, Descrubre, 2016		0
Health	Health Connected		

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.

Year and month of the most recent FIT report	Aug, 2024

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	60	62	58	60	47	47
Mathematics (grades 3-8 and 11)	57	56	48	49	35	36

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	144	144	100		62
Female	73	73	100		63
Male	71	71	100		61
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	41	41	100		32
Native Hawaiian or Pacific Islander					
Two or More Races					
White	95	95	100		77
English Learners	13	13	100		15
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	48	48	100		42
Students Receiving Migrant Education Services					
Students with Disabilities	35	35	100		31

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	144	144	100		56
Female	73	73	100		52
Male	71	71	100		59
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	41	41	100		22
Native Hawaiian or Pacific Islander					
Two or More Races					
White	95	95	100		72
English Learners	13	13	100		15
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	48	48	100		33
Students Receiving Migrant Education Services					
Students with Disabilities	35	35	100		23

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	48	45	43	47	30	31

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	47	100		45
Female	24	24	100		50
Male	23	23	100		39
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	12	12	100		8
Native Hawaiian or Pacific Islander					
Two or More Races					
White	33	33	100		58
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	20	20	100		15
Students Receiving Migrant Education Services					
Students with Disabilities	12	12	100		8

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87.5	92	95.8	88	100
Grade 7	91.3	100	86.9	100	91.3

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

2024-25 Opportunities for Parental Involvement

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, chaperone our extensive fieldwork, and serve on our Board of Directors. Many Tuesday mornings we have all-school Community Meetings in which parents are invited to participate, and the school has many parent-participatory events and traditions. We conduct regular surveys to gather feedback on various aspects of school programming, and Administration is always available to address parent feedback and/or concerns.

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.9	0	4.2						
Expulsions	0	0	0						

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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

2024-25 School Safety Plan

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 (CSSP) more precise to our campus program, which can be accessed on our website. This plan discusses more specific school information: dress code, disciplinary processes, campus emergency procedures, and personnel training. The primary purpose of the Comprehensive School Safety Plan (CSSP) 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 regular safety meetings; and on-going emergency drills.
SELS CSSP is posted on the website each year by March and reviewed annually by staff, with input from the PTC (who also act as Site Council) and the Board.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K			1	
1			1	
2			1	
3			1	
4			1	
5			1	
6			1	
Other			2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K			1	
1			1	
2			1	
3			1	
4			1	
5			1	
6			1	
Other			2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K			1	
1			1	
2			1	
3			1	
4			1	
5			1	
6			1	
Other			2	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	1.4
Other	6.0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,632	$1207	$10,425	$80,156
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		-14.5
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	31.3	-2.3

Fiscal Year 2023-24 Types of Services Funded

Besides our classroom teachers and required ELD teacher, we have several support teachers/aides throughout the program. There is also a full-time RTI Specialist and part-time support in literacy/math RTI and a middle school homework club. We have a 0.6 FTE counselor and a full Special Education staff with up to three resource aides. Our curriculum also has a strong focus on character development, which supports all aspects of academic and social life.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	52450	63341
Mid-Range Teacher Salary	81795	99515
Highest Teacher Salary	98195	129815
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	130155	147553
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	53	
Percent of Budget for Administrative Salaries	8	

Professional Development

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, Asst Principa, and Academic Coach support. We also run in-house seminars as needed, and focus grade-level PLCs to specific targets. Principal, Asst Principal,

Professional Development

and Coach 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. Teachers also participate in coaching cycles, peer walkthroughs, and regular observations/walkthroughs by the Leadership Team.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	15