

Sierra Expeditionary Learning School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

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
E-mail Address	dmanahan@truckeecharterschool.org
Web Site	www.truckeecharterschool.org
CDS Code	31669440121624

District Contact Information	
District Name	Sierra Expeditionary Learning School
Phone Number	(530) 582-2500
Superintendent	Rob Leri
E-mail Address	rleri@ttusd.org
Web Site	www.ttusd.org

School Description and Mission Statement (School Year 2017-18)

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 22-24) 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 2016-17)

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

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.9
Asian	2.8
Filipino	0
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0
White	69.8
Two or More Races	1.4
Socioeconomically Disadvantaged	30.2
English Learners	12.3
Students with Disabilities	15.6
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	10	10	
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	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: Jan 2016

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5, Rigby leveled reading books, 2010-ongoing		0
Mathematics	K-5, Bridges, 2014 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

School Facility Conditions and Planned Improvements (Most Recent Year)

SELS leases its facilities from TTUSD. We are housed in 12 portables, all in reasonable condition. Maintenance and upkeep are performed by the district.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Aug, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: Aug, 2015				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	75	75	58	60	48	48
Mathematics (grades 3-8 and 11)	75	75	52	55	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	145	142	97.93	75.35
Male	72	71	98.61	69.01
Female	73	71	97.26	81.69
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	31	100	41.94
White	105	102	97.14	84.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100	52.63
English Learners	20	20	100	30
Students with Disabilities	27	27	100	33.33

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	145	142	97.93	74.65
Male	72	71	98.61	70.42
Female	73	71	97.26	78.87
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	31	100	48.39
White	105	102	97.14	80.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100	55.26
English Learners	20	20	100	45
Students with Disabilities	27	27	100	44.44

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	75	79	73	69	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	33.3	37.5
7	29.2	29.2	29.2

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are active in classroom activities (centers, reading to children, helping organize, etc.) and in fieldwork (chaperones, driving, organizing, etc.). They are on several committees (lottery, diversity, fundraising, and outreach), run a Parent Teacher Crew, operate the Library, organize social events, and serve on our Board of Director's. Most Friday mornings we have an all-school Community Meeting, in which parents are invited to participate, and Friday afternoons some parents run "elective" course. We conduct yearly surveys to gather feedback on various aspects of school programming.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9	0.5	0.0	2.2	2.5	3.2	3.8	3.7	3.6
Expulsions	0.0	0.5	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

SELS is part of the district's larger Safety Program: regular district meetings; emergency drills; connected to local police/emergency agencies; all district radios. This Safety Program keeps us up to date on emergency/safety procedures, and allows for a larger collection of resources. Staff review the safety procedures bi-annually, and are kept informed of any changes. Any issues arising are immediately addressed by Admin or in Staff Meetings.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		1		22		1		22		1	
1	22		1		22		1		22		1	
2					24		1		24		1	
3	25		3		24		3		24		3	
4	23		1		25		1		24		1	
5	24		3		24		3		24		3	
6	24		1		24		1		24		1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	1.4	N/A
Other	5	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6264	\$500	\$5764	\$61,738
District	N/A	N/A		\$80,047
Percent Difference: School Site and District	N/A	N/A		-18.0
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	1.5	-8.3

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,700	\$44,144
Mid-Range Teacher Salary	\$73,057	\$69,119
Highest Teacher Salary	\$103,986	\$86,005
Average Principal Salary (Elementary)	\$126,359	\$106,785
Average Principal Salary (Middle)	\$127,119	\$111,569
Average Principal Salary (High)	\$137,741	\$121,395
Superintendent Salary	\$198,830	\$178,104
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

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, several different science-focused institutes, and other workshops on character, curriculum, and teaching strategies.