

# Sierra Academy of Expeditionary Learning

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Sierra Academy of Expeditionary Learning
<b>Street</b>	505 Main St.
<b>City, State, Zip</b>	Nevada City, Ca, 95959-2218
<b>Phone Number</b>	530-268-2200
<b>Principal</b>	Ms. Erica Crane
<b>Email Address</b>	saelfinfo@sierraacademy.net
<b>Website</b>	www.sierraacademy.net
<b>County-District-School (CDS) Code</b>	29-66357-0124834

Entity	Contact Information
District Name	Nevada Joint Union High
Phone Number	Grass Valley, CA 95945
Superintendent	Brett McFadden
Email Address	bmcfadden@njuhsd.com
Website	www.njuhsd.com

## School Description and Mission Statement (School Year 2019-20)

Sierra Academy of Expeditionary Learning (SAEL) is a tuition-free, public charter high school that is located in the foothills of the Sierra Nevadas in Northern California. Students engage in college prep, project-based, interdisciplinary curriculum through the whole-school EL Education learning model. This means students are working through projects and inquiry-based learning in the classroom as well as engaging in service, adventure, fieldwork, and connections with experts to make their learning relevant.

### OUR MISSION:

The mission of Sierra Academy of Expeditionary Learning is to inspire students to achieve high standards, create quality work, develop quality character, and embrace lifelong learning and service through Expeditionary Learning.

### OUR VALUES:

At Sierra Academy of Expeditionary Learning, we...

- understand that individuals learn best through purposeful experiences that provide opportunities to become active learners taking responsibility for their own learning.
- value the use of the world existing beyond the classroom walls in order to teach compassion, service, discipline and respect.
- develop a sense of civic and social activism in students.
- believe that we have a responsibility to provide stewardship of the Earth.
- focus on development of individual character steeped in our 'design principles' and 'character traits' including compassion, courage, crew, discipline, integrity, perseverance, respect, responsibility, spirit of adventure, stewardship, and Service.
- foster a culture of reflection, critique and revision.
- incorporate project-based learning, fieldwork and the arts into purposeful and rigorous Expeditions.
- blend a strong sense of community, supportive environments, and parent involvement.

### OUR APPROACH:

Our approach is grounded in respect for teachers and school leaders as creative agents in their classrooms. We build their capacity to ignite each student's motivation, persistence and compassion to propel growth and success in school, college, career and life. Our definition of student success combines academic achievement, character and high quality work. We believe that academic success is built on strong character qualities of collaboration, perseverance, responsibility and compassion, and that character is shaped through engaging and challenging academic work.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	54
Grade 10	50
Grade 11	31
Grade 12	44
<b>Total Enrollment</b>	<b>179</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	2.8
Asian	1.7
Hispanic or Latino	13.4
White	72.1
Two or More Races	7.3
Socioeconomically Disadvantaged	31.8
Students with Disabilities	13.4
Foster Youth	0.6
Homeless	0.6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	13	14	10.75	10.75
Without Full Credential	2	1	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reviewed by teachers and adopted based on standards and aligned with the Expedition content.	Yes	0.00%
Mathematics	College Prep Math (CPM) Math Curriculum	Yes	0.00%
Science	Review ed by teachers and adopted based on standards and aligned with the Expedition content. AP EnviroSci: Environmental Science Global Concerns; AP Chemistry: Chang, Chemistry, 2016, 12e, AP Student Edition	Yes	0.00%
History-Social Science	Review ed by teachers and adopted based on standards and aligned with the Expedition content.	Yes	0.00%
Foreign Language	Review ed by teachers and adopted based on standards and aligned with the Expedition content.	Yes	0.00%
Health	Positive Prevention PLUS materials: <a href="http://www.positivepreventionplus.com/">http://www.positivepreventionplus.com/</a> Students will gain the know ledge and skills necessary to have healthy, positive, and safe relationships and behaviors, and will develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family. Comprehensive Sexual Health Education is required by Education Code 51930-51939 of the California Healthy Youth Act.	Yes	0.00%
Visual and Performing Arts	Reviewed by teachers and adopted based on standards and aligned with the Expedition content.	Yes	0.00%

## School Facility Conditions and Planned Improvements (Most Recent Year)

The school building, Nevada City Elementary, is in good repair and supported by a responsive landlord in the Nevada City School District (NCSD). The site is safe, clean, and adequate for our students and staff. It was updated, cleaned, and reset for us upon our taking occupancy this summer, July 2017. The NCSD just received the latest FIT report for this site in January 2020 and reported that although there was some maintenance to attend to, the building is in good condition.

### 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

**Year and month of the most recent FIT report:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Ceiling tiles need replacing, carpets need annual cleaning, some cabinet hardware needs fixing / replacing
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	84	61	69	50	50
Mathematics (grades 3-8 and 11)	20	50	35	40	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	25	89.29	10.71	84.00
Male	21	19	90.48	9.52	84.21
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	21	18	85.71	14.29	94.44
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	12	12	100.00	0.00	83.33
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	28	26	92.86	7.14	50.00
<b>Male</b>	21	19	90.48	9.52	57.89
<b>Female</b>	--	--	--	--	--
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	21	19	90.48	9.52	57.89
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	12	12	100.00	0.00	41.67
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

In 17-18, the 4th year of our school program, we did not yet offer CTE courses yet. In 18-19, we have three teachers certified in CTE pathways and are beginning to implement them. The pathways are: Arts, Media, and Entertainment, Agriculture and Natural Resources, and Energy, Environment, and Utilities. The school directly conducted classes in Intro Tech, Intro Art, Integrated Science II, Horticulture, Building & Construction, Outdoor Recreation Careers, Mixed Media Art, and Dance in SY 18-19.

Since our launch, our school has been college and career focused with students engaging in relevant and meaningful experiences and learning in the field with experts and organizations doing real work that is directly correlated to professional level work. Their projects and products often mimic a real world format and are often provided to an authentic audience to serve a real purpose in the community. Students have guest career speakers, learn about the careers of our experts, and offer a Senior Project class where all students are supported to apply to college and then engage in a College Fair for a sister EL Education school. Students have a more flexible schedule their senior year in order to accommodate their internships, potential outside classes at Sierra College, or potential job opportunities.

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	126
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	100

### 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 2018-19)

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
9	32.0	24.0	--

Note: 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.

## 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 2019-20)

Sierra Academy of Expeditionary Learning parents/guardians and community members have passionately supported the founding of our school. They have multiple opportunities to get involved and are committed to supporting the growth of our school and our students.

They can join the PT C (Parent Teacher Crew formerly Family Council) that meets monthly. The PTC includes interested parents/guardians and allows for the parent voice to be heard regarding issues that arise while also giving the opportunity for parents/guardians to tackle ways to support the school with its development. The PTC also has a representative on the Site Council and this group digs deeply into the LCAP throughout the year. This group works to organize and facilitate bi-annual fundraising events in addition to fundraising initiatives big and small throughout the school year. Contact info is: [ptc@sierraacademy.net](mailto:ptc@sierraacademy.net).

The Site Council includes parent/guardians, teaching staff, student, and the Admin representative. To engage in the work of the Site Council, interested parents/guardians can contact Principal Erica Crane ([ecrane@sierraacademy.net](mailto:ecrane@sierraacademy.net)). The Site Council reviews and supports the development of the SAEL LCAP in addition to the monitoring and creation of the School Plan for Student Achievement.

The SAEL Board consists of local community members and parents/guardians. Interested parents/guardians can reach out to Chairman of the Board, Linda Brown ([lbrown@sierraacademy.net](mailto:lbrown@sierraacademy.net)).

The SAEL Administrator meets with parents/guardians monthly to address specific topics in SAEL monthly Coffee with the Principal. Two times a year, the entire staff orchestrates All School Meetings that invite all parents/guardians and students to the school to learn about new developments in the program and to review topics like mastery based grading, fieldwork, transcripts, and college and career development. The PTC often helps with the set up of the meetings and has organized a parent/guardian meet and greet before the official meeting starts.

SAEL Surveys happen once a year for families to give feedback to the school. All families are invited to engage in the CHKS (California Healthy Kids Survey) annually as well. All parents are invited to attend the bi-annual Student Led Conferences which allow students to present evidence for their learning and goals to parents/guardians and their Crew Advisors.

Our Facebook page, Instagram page, and the PTC Facebook page both also work to engage with families and spread solid information to our community that encourages engagement with SAEL.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>		6.7	0	3.8	4.3	7	9.7	9.1	9.6
<b>Graduation Rate</b>		80	93.1	91.6	89.8	89.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	7.9	14.6	11.0	8.2	10.4	11.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.5	0.5	0.0	0.5	0.6	0.1	0.1	0.1

**School Safety Plan (School Year 2019-20)**

The SAEL Comprehensive School Safety Plan was developed using a template from the Nevada County Office of Education School Safety and Climate Department. The plan is comprised of a Basic Plan including the concept of operations and organization of assignments and communications, Functional Annexes pertaining to school climate, COOP procedures, and psychological recovery, and Hazard and Threat Specific Annexes. John Parkhouse, SAEL's Character Dean and retired police officer, develops this and attends the local, monthly CAUSSSS Safety meetings.

With the help of the Nevada County School Safety and Climate Coordinator, our staff, board, and SAEL community members, the School Safety Plan has been developed and implemented. The staff has been trained by the NV County School Safety and Climate Coordinator as well as Nevada City PD about active shooter best practices and responses. The school engages in regular emergency drills. SAEL also participates in the Great California Shake Out annually.

Each room is equipped with disaster kits as outlined in the plan. Staff are also regularly trained in CPR/AED/First Aid.

The SAEL Risk Management Plan in association with our Adventure and Fieldwork programs also deals with the safety and care of our students both at school and in the field. This extensive plan was created in conjunction with our school insurance group, CharterSAFE, and involves best practices in the adventure risk management world. The Adventure/PE teacher is additionally WFR certified and has had training in being a field director and leader.

## 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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+
Other**												

\*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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	4	3	1	18	4	7		17	6	6	
Mathematics	2	2			15	7	5		12	10	4	
Science	26	3	4		14	7	6		17	7	3	
Social Science	23	5	4		24	2	4		21	3	3	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	179

\*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.15
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	1
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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,558	\$1,563	\$8,995	\$44,152
District	N/A	N/A		\$72,949.00
Percent Difference - School Site and District	N/A	N/A		-58.2
State	N/A	N/A	\$7,506.64	\$79,737.00
Percent Difference - School Site and State	N/A	N/A	18.0	-49.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Students are engaged in Crew (or Advisory) that meets 4 days a week for grades 9 - 11 and 2 days a week for 12th graders. This class has the same students in it for grades 9 -12 with ideally the same Advisor. This supports students to be well known by an adult, have a smaller student to teacher ratio during Advisory, and create a better connection between school and home with the same teacher connecting with the same parent for four years for support, issues, and biannual Student Led Conferences. Students work on character and academic development and goal setting as well as college and career readiness. Students engage in teambuilding and communication skill development exercises.

All students are connected directly to their Crew Advisor, who is trained and supported in college and career readiness support. Students also engage in Senior Project their senior year in order to get support to apply to college and move through all the steps of the application process.

Students are provided support with college preparatory, standards-aligned curriculum that is developed by teachers using the EL Education learning model and framework as a guide.

Students are supported with a Special Education program at SAEL with qualified and enthusiastic Resource Specialists and Support Providers. There is also appropriate support for all English Language Learners by our teachers and staff. There is appropriate support for Homeless and Foster Youth and our Guidance Counselor, a Social Worker with appropriate Counseling certification, who checks in with and supports are students to ensure they are on track to graduate.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,462	\$48,684
Mid-Range Teacher Salary	\$70,392	\$78,920
Highest Teacher Salary	\$91,215	\$99,844
Average Principal Salary (Elementary)	\$0	\$137,288
Average Principal Salary (Middle)	\$0	\$135,905
Average Principal Salary (High)	\$127,369	\$134,157

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$171,247	\$185,654
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science		N/A
All courses	3	8.4

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

The successful implementation of the Expeditionary Learning (EL) whole school model has proven results in supporting student achievement in the mastery of know ledge and skills, student engagement, and the production of high quality student work. The school creates an annual EL Work Plan that focuses the professional development and creates goals for how the model w ill be successfully implemented. The EL Work Plan directly relates to the goals in the SAEL LCAP and Charter and how we w ill support teachers to reach these goals. Training incorporated work around curriculum, instruction, student engagement, and leadership.

SAEL teachers engage in staff professional development both on and off-site to learn about the Expeditionary Learning model and to plan the curriculum with their grade teams. Teachers had collaborative curriculum planning sessions and Expeditionary Learning-based PD delivered by both the SAEL Administrator and the Expeditionary Learning School Designer. For off-site EL PD, teachers engage in the Secondary Institute, Planning High Quality Learning Expeditions, Learning Targets and Checking for Understanding, Mastery Based Grading, Western Leadership Cohort, and the National Conference.

Teachers engage in weekly, on-site, 2 hour long PD sessions. These follow the Work Plan priorities and have also allow ed us to deal with w hole school development issues. Core Academic teachers also have collaboration time during the week (at least two hours).

The SAEL Teacher Support and Accountability Model involves 2 formal observation cycles per year, intervisitations, two Teacher Led Conferences per year (one at the end of each semester), Learning Walk feedback, and informal observations/check ins throughout the year.