

**Sierra Academy of Expeditionary Learning
Mid-Cycle Progress Report**

Erica Crane, Superintendent

Date of Visit: May 7, 2021

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I. Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

Sierra Academy of Expeditionary Learning launched in the 2014-2015 school year, is fully WASC accredited, and serves students in grades 9-12. It continues to expand toward a goal of 250 students served in grades 9-12. The initial charter petition was approved in April 2011 and unanimously re-approved until 2020. Students and families chose SAEL for its nationally recognized EL Education (formerly Expeditionary Learning) curriculum model. Community members from the local EL Education K-8 Grass Valley Charter School sought to create a high school that used the same methods of teaching and learning. 60 students were initially enrolled at SAEL in grades 9 and 10 and the student population grew to 77 students by the end of the first school year. There are now 171 students enrolled at SAEL in grades 9-12 with a wait list for our incoming 9th grade class. These students come to SAEL from over 17 different schools in both Placer and Nevada counties. Several of our families moved to the area from out of state for SAEL specifically. SAEL has approximately 40% of students on free or reduced lunch and about 17% of students with IEPs. This supports the desire of SAEL to have and continue to serve a diverse student population. Sierra Academy of Expeditionary Learning offers a unique curriculum model that incorporates project-based, hands-on, college preparatory academics with embedded service, fieldwork, and adventure. Our curriculum is based on state standards and the school launched using Common Core to design interdisciplinary, semester long units of study called Expeditions. There is a goal of 100% college acceptance at our school and all EL Education high schools throughout the country. Therefore, our graduation standards are linked to a-g requirements and all students are supported to be on the a-g track. There has been a steady improvement to a 100% graduation rate at SAEL for the Class of 2019. All students are supported to graduate based on the current accumulation of credits at SAEL and their enrollment in the a-g credit recovery classes necessary to be ready to tackle the Senior Project and meet all graduation requirements. The original growth areas outlined in our charter were developed with stakeholder input in alignment with state and local priorities, in addition to the tenets of EL Education. SAEL is using multiple measures to demonstrate improvement on our growth areas.

SAEL is a ninth through twelfth grade public charter school affiliated with the nationally recognized organization EL Education, a chartered entity of Outward Bound. SAEL is authorized by the Nevada Joint Union High School District pursuant to the Charter Schools Act of 1992, as amended.

The student population shall reflect the community it serves and is primarily intended for students in Nevada County, but all students who are eligible to attend will be admitted without bias.

OUR MISSION:

The mission of SAEL 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.

The parent/guardian population includes families that work in a variety of local services and industries. There are many ties to the tech industry, the production of goods, farming, social service organizations, local shops, and general service jobs.

With approximately 100,000 residents, Nevada County is the 36th most populated in California. 67% of its population is found in the incorporated areas of Grass Valley, Nevada City, and Truckee with the remaining 33% living in unincorporated, outlying rural areas. Although the population has grown over the past decade, it is a relatively slow growth in comparison to the neighboring Placer, Sutter, and Yuba counties due to slow economic conditions.

Nevada County is a county in the Sierra Nevada mountain range of California. As of the 2010 census, the population was 98,764. The county seat is Nevada City. This data is from: https://en.wikipedia.org/wiki/Nevada_County,_California

The demographics for Nevada County are as follows as of 2011 (from From: https://en.wikipedia.org/wiki/Nevada_County,_California)

White: 92.4%

Black or African American: 0.5%

American Indian or Alaska Native: 1.2%

Native Hawaiian or other Pacific Islander: 0.2%

Some other race: 1.8%

Two or more races: 2.5%

Hispanic or Latino (of any race): 8.3%

Per capita income: \$31,607

Median household income: \$58,077

Median family income: \$69,807

Students at SAEL identified as the following ethnicity or nationality in the 19-20 school year:

American Indian or Alaska Native: 6.5%

Asian: 0.5%

Black or African American: 3%

Hispanic or Latino: 14%
White, not of Hispanic Origin: 74%
Decline to Specify: 2%

Staff at SAEL identified as the following in the 20-21 school year:

19 total staff
10.52% Hispanic / Latinx
5.2% American Indian or Alaskan Native
84.2% white

Mobility and English Proficiency of Students is 100%. About 23% of our students have IEPs or 504s at SAEL. Students span in age from 13 - 19 across 9th to 12th grade.

Accomplishments:

-SAEL's last charter renewal was unanimously approved by the NJUHSD Board of Trustees in 2015, which was just one year into SAEL's operation.

-SAEL's latest WASC accreditation was approved for the full six-year term.

-All classes at SAEL required for admission to the University of California have been and remain A-G certified by the UC Regents.

-SAEL's enrollment has grown from under 100 students to over 170, even while SAEL has moved sites several times. SAEL found a long-term site and moved into the NCE (Nevada City Elementary) building in the 2018-19 school year, which has helped stabilize its program as SAEL enters its 7th year of operation.

-SAEL has demonstrated fiscal responsibility throughout its operation as a charter school. In its first year of operation, SAEL's finances were managed within 1% of budgeted predictions. SAEL has had budget surpluses in the 2015-16, 2016-17, 2017-18, and one is projected in 2019-20. This is due to the careful and conscientious fiscal management and responsiveness of the Charter School by its administration and SAEL's Board. The initial Revolving Loan used for startup cash flow purposes and utilized by most new charter schools has been timely repaid and should be completely paid back as of the end of the 2019-20 school year.

-NJUHSD staff has provided overall positive evaluations of SAEL based on check ins and school visits.

-The Class of 2020 will be SAEL's fourth graduating class. All graduates meet the UC A-G requirements upon graduation from SAEL because A-G approved courses are part of SAEL's graduation requirements.

-SAEL offers five AP courses, including AP Environmental Science, AP Calculus AB, AP Calculus BC, AP Statistics, and AP Chemistry. 90% of SAEL's students taking an AP exam have earned a score of 3 or higher.

-SAEL had a 100% graduation rate in 2019. Graduates from SAEL have been accepted to colleges such as UC Berkeley, UC Davis, Cal Poly, CSU Chico, CSU Sacramento, CSU Humboldt, Reed, Harvey Mudd, Oberlin, Lewis & Clark, Worcester Polytechnic Institute, Olin College of Engineering, Washington State, Prescott College, Northern Arizona University, Montana State, and Sierra College.

-SAEL students have earned merit-based scholarships including: the Presidential Scholarship to Mills College - \$56,000; Regents' Scholarship to UC-Berkeley; Distinguished Cougar Award to Washington State University - \$44,000; John Frederick Oberlin Scholarship to Oberlin College - \$104,000; Changemaker Scholarship to Prescott College - \$64,000; Olin Tuition Scholarship to Franklin W. Olin College of Engineering - \$100,000; University of Colorado Boulder NCAA

Division I full soccer scholarship.

-Students from SAEL have been finalists in Poetry Out Loud, the Nevada County Bar Association Essay Contest, the Placer County STEAM Expo, and Caring for our Watersheds.

-In the Caring for our Watersheds contest, SAEL's students consistently rank in the top 10 of nearly 700 entries from high school students throughout Northern California. Through this contest, SAEL students articulate creative and powerful solutions and make them happen. For example, during the 2019-20 school year, a SAEL student built wood duck habitats with grant support from the Audubon Society and the California Waterfowl Association.

-SAEL has student representatives at HOBY each year.

-SAEL begun creating a Rotary Interact program and sent students to a Rotary leadership retreat for the first time in 2020.

-Four SAEL students have attended The Conserve School, a semester school with a focus on environmental stewardship located in Land O' Lakes, Wisconsin, each receiving the Lowenstine Honors Scholarship.

-SAEL's VEX Robotics Team has also enjoyed many accomplishments, including character awards, and has progressed to state competitions. SAEL now has three separate robotics teams that have been competing successfully.

-SAEL developed the Fire Wolf sports program in partnership with Ghidotti Early College High School. This program launched in the 2018-19 school year and now offers Soccer, Basketball, Cross Country, Track and Field, and Volleyball.

-The SAEL Eco Club has hosted successful trash clean ups in Grass Valley and has removed several tons of trash from the area.

-Other extracurriculars at SAEL include GSA, Equity, Ski and Snowboard Club (through the non-profit organization SkiDuck), Kindness Club, GSA, Knitting Club, Film Club, Table Tennis, Music Club, and Crew Council which is SAEL's student leadership group.

-Through the annual Panama Leadership Intensive, SAEL students engage in an international, biocultural leadership exchange in the Mamoni Valley in Panama.

-EL Education implementation and community partnerships continue to be at the core of the learning model for students at staff at SAEL. SAEL offers a unique curriculum model that incorporates project-based, hands-on, college preparatory academics with embedded service, fieldwork, and adventure. SAEL's EL Education Implementation Review score continues to outperform projections every year. SAEL's curriculum is based on state standards and the school launched using Common Core to design interdisciplinary, semester long units of study called Expeditions.

-SAEL has made strong community partnerships with organizations and experts like Bear Yuba Land Trust ("BYLT"), Sierra Streams Institute ("SSI"), A Place to Call Home Project, The City of Nevada City for our work at Hirschman's Pond, Rock the Bike, the Native Plant Society, Gold Crush Climbing Gym, and South Yuba River Citizens League ("SYRCL").

-SAEL students have engaged in internships at SYRCL, Four Paws Animal Clinic, Sierra Streams Institute, Gold Crush Climbing Gym, The Union, The Center for the Arts, Sierra Ambulatory Surgery Center, and many other great community organizations.

-Students engaged in regular fieldwork, adventure, and service learning even created work product that actually served as an official water quality and land management report for one of the land trust sites under BYLT.

-SAEL students have had the opportunity to speak with experts such as local Fire Fighters, Fire Scientists, Ecologists, Bee Keepers, Adventurers, Doctors, Non Profit Leaders, Panther/Bird/Frog Researchers, Entomologists, Professors, Rangers in the National Forest and Parks Services, folks experiencing homelessness, the Nevada City Mayor, and senior citizens in the community.

-Students have engaged in fieldwork at places such as the UC Davis Entomology Museum, Manzanar National Monument, the Grand Canyon, on the Green River in Utah, Joshua Tree, Yosemite, and Pinnacles National Parks, snow camping on Donner Summit, Eskaton, Blodgett Fire Research Station, Rock the Bike, Central Sierra Snow Lab, Marin Museum of Bicycling and the Mountain Bike Hall of Fame.

-Through fieldwork, SAEL students have:

- visited over 50 different colleges, as visits to local higher educational institutions are regularly embedded with most overnight fieldwork opportunities, as well as through SAEL's College Road Trip Intensives. Students have visited colleges such as Sierra Nevada College, Stanford, UC Davis, Mills, Northern Arizona University, Prescott College, UC Santa Cruz, and Cal Poly.
- helped with fire suppression work, the removal of invasive species, and water testing for a local water management plan.
- created documentaries on senior citizens in our community.
- created signage and placards at local land trust and National Forest Services sites.
- published op-eds and distributed PSAs (Public Service Announcements).
- built and distributed bee houses.
- engaged in individualized projects to care for our local watershed.

-This work contributes to a better world which is a part of the vision and mission of EL Education.

-SAEL has continued a significant partnership with Dr. Camille Farrington of the University of Chicago. SAEL has been included in a study led by Dr. Farrington about non-cognitive factors and how they affect student achievement. SAEL was chosen as one of 6 EL schools (out of approximately 165 eligible nationwide) to participate in this work. The information and data obtained from surveys through the study has helped inform SAEL's progress and has allowed SAEL's administration to present nationally about this work to others involved in EL Education.

-SAEL offers unique elements to our school program that support student and family engagement.

- 100% of SAEL students engage in Student Led Conferences every semester.
- This is an opportunity for all students to present on their growth to students, families, staff, and outside panelists.
- In 10th grade, students engage in a rigorous Passage experience, where they must present a deeper reflection about their prior two years of high school to demonstrate why they are ready to become a Junior at SAEL.
- At the end of Senior year, students engage in a Final Word, where they write and deliver a speech to all 12th grade students, their families, and the staff. Seniors all engage in a Senior Project that involves engaging in the college admission process with support from SAEL staff, as well as planning a College Fair for middle school students at another EL Education school in Vallejo, California, as well as for SAEL's student body.
- Seniors also engage in a College March that shares and spreads the word that all SAEL students will have the opportunity and are able to be college bound.
- Every semester, each grade level puts on a Celebration of Learning, where students present their final work product to peers, families, and staff.

-SAEL has been able to recruit and retain a driven, qualified, and innovative staff.

-Staff has been educated at a variety of higher educational institutions including Stanford in California, Columbia University Teachers College in New York, Prescott College in Arizona, and Western Oregon University in Oregon. About 40% of all staff have masters degrees.

-SAEL's Founding Principal/Superintendent continues to lead the school and was nominated for the EL Education Silverberg Leadership Award in 2019. Administration has presented Professional Development at the EL National Conference five times, with Dr. Camille Farrington about our character research work, and for Sierra College educators seeking to learn more about student engaged assessments.

-In 2019, a SAEL Teacher was selected to engage in Ustahimilivu Dadas, an educators' exchange in Nairobi, Kenya led by educator and coach Elena Aguilar,

founder of Bright Morning Consulting, and Carol Owala, founder of Kenya Big Picture Learning. During the weeklong program, educators chosen for this exchange were visiting and working with school leaders, teachers, and students from schools located in the three communities of Kibera, Kawangware, and Kangemi in Nairobi.

Teachers come to SAEL with the desire to teach, advise a Crew, and support a high performing, college prep, project-based public charter high school program based on the tenets of

-Each semester, EL Education. teachers present to their peers on their goals, progress, and areas to grow in Teacher Led Conferences. SAEL's Principal/Superintendent presents to staff in an annual Principal Led Conference.

-All teams at SAEL now engage in improvement science to plan, do, study, and adjust in real time to support student achievement.

-Our success is due to the dedication of staff, families, our board, and our students to create a school where everyone is doing more than they initially think possible.

STANDARDIZED TESTING ACHIEVEMENT and COLLEGE AND CAREER READINESS:

SAEL has significantly increased student achievement since opening in 2014. Based on SAEL's 11th grade Smarter Balanced ("SBAC") test results from 2016 to 2019, students meeting or exceeding standard increased from 20% to 84% in English Language Arts/Literacy ("ELA") and from 20% to 50% in mathematics. SAEL's growth not only exceeded the growth of its comparison high schools, the District, and State average during the same period, but SAEL's performance in both subjects exceeded the comparison school, District, and State averages in 2019. The comparison school average includes local high schools from Nevada Joint Union High School District and Placer Union High School District, as well as public charter schools authorized by the Nevada County Office of Education.

The economically disadvantaged students at SAEL showed a 41 percentage-point jump in ELA and a 26 percentage-point increase in math from 2018 to 2019. In comparison, the same student group increased, on average, only 3-5 percentage points in ELA and 1 percentage point or less at comparison high schools, the District, and the State.

Although SAEL was not assigned a performance indicator level for ELA and Math in 2019, raw data published on the Dashboard shows that SAEL surpassed the state averages for ELA and Math in 2019, both schoolwide and for the socioeconomically disadvantaged ("SED") student group.

Specifically, SAEL's Distance from Standard ("DFS") score for all students, based on SBAC performance, was 75.1 points in ELA (78.1 points higher than the state) and -7.0 in math (26.5 points higher than the state) in 2019. Socioeconomically disadvantaged students also performed better than the state in 2019 with a score of 41.5 in ELA (72 points higher than the state) and -22.5 in math (41.2 points higher than the state). SAEL surpassed the state average for ELA, schoolwide and for the socioeconomically disadvantaged student group, in 2018 as well.

SAEL's four-year cohort graduation rate has increased every year from 2016-17 to 2018-19, from 80% to a full 100%. This growth exceeds the average growth at comparison high schools, the District, and the State. In addition, 100% of SAEL's four-year cohort graduates in 2019 met the UC/CSU requirements compared to only 38% at comparison schools and the district and 43% for the State.

Of SAEL's 44 four-year cohort graduates in 2019, 40.9% reached the "Prepared" Level on the College/Career Indicator. This was slightly lower than the statewide average of 44.1% "Prepared," but SAEL's students with disabilities far surpassed the statewide student group average of 10.8%, with 27.3% "Prepared." SAEL's performance compared to the state over the last two years demonstrates how SAEL surpassed the state.

Although SAEL has not consistently surpassed the percentage of students "Prepared" across California, a closer look shows more of SAEL's students are graduating better prepared than the state average. In 2019, ALL SAEL's graduates were either "Approaching Prepared" or "Prepared," compared to only 61.2% of all CA graduates, 54.2% of socioeconomically disadvantaged graduates, and 27.2% of students with disabilities statewide. SAEL has a much larger percentage of

students “Approaching Prepared” than the state across student groups.

Although SAEL is not able to look at the longitudinal growth of its students on state tests, it is able to access cohort data for its students that took the PSAT and followed by the SAT between 2018-2019 and 2019-2020. The PSAT and SAT are “nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced,” within the meaning of “verified data” as defined in Section 47607.2(c)(1).

Cohort data indicates that SAEL students who took the PSAT in the fall of 2018 and then the SAT later in the year or the following school year increased their overall composite score by over 74 points, on average. The percentage of SAEL students with a composite score higher than 1100 increased from 45% on the PSAT to 84% on the SAT.

SAEL’s student growth from the PSAT to the SAT is indicative of year-over-year academic growth at SAEL. The SAT itself is correlated with student readiness for college coursework, and by extension, is indicative of academic progress in high school. See May 2019 College Board Report, Validity of the SAT for Predicting First-Year Grades and Retention to the Second Year (<https://collegereadiness.collegeboard.org/pdf/national-sat-validity-study.pdf>) (“College Board launched the redesigned SAT in 2016 to better reflect the work that students do in high school, focusing on the core knowledge and skills that research has shown to be critical for students to be ready for college and career.”)

Specifically, as indicated in the chart below prepared by the College Board in its 2019 study, a combined SAT score of 1,000-1,190 is correlated with a college GPA of 2.88, a passing average. The growth for SAEL’s students between the PSAT and SAT, i.e. 45% scoring at 1,000 or higher on the PSAT to 84% scoring 1,001 points or higher on the SAT, demonstrates strong year-to-year academic growth at SAEL, that is, growth in high school math, reading, and writing sufficient to prepare the vast majority of its students for the demands of college-level work.

AP exam score data is “nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced,” within the meaning of “verified data” as defined in Education Code Section 47607.2(c)(1). AP Exams are scored on a scale of 1-5. The mean score for the 2019 AP exam across all exam-takers (globally) in all AP subjects was 2.91 and only 60% of all exam-takers earned a score of 3 or higher.

SAEL students have also experienced strong post-secondary outcomes as measured by their college-going rates. Based on data provided by the CDE in DataQuest, in the 2017-2018 school year, 63.3% of students graduating from NJUHSD enrolled in college, as did 65.8% of students throughout the State. Based on SAEL’s survey data, 74.07% of its graduates from the Class of 2018 enrolled in college, and similarly, 72.73% of its graduates from the Class of 2019 have also enrolled in college.

II. Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Sierra Academy of Expeditionary Learning (SAEL) has moved to a new, long term site. Signing a 10 year lease starting July 1, 2018 means SAEL is now in a stable, long term facility. We rent this site from the Nevada City School District (NCSD). We do not share the site with other schools. This site has more space for our program and is a welcome development for our school. Our program, including school leadership, can now focus less on short term lease negotiations, fulfillments, and potential moves, and more on how to maximize the benefits of having our own school site. This has also helped with creating a single school culture as all areas of the campus are supported by our school community or Crew. This has also allowed teachers to be more stable in their own classrooms. All rooms have sinks and windows. We are also now able to recruit from this building so students and families can rely on our location for short and long term planning.

The school now has an Instructional Guide that helps onboard and coach teachers and we use our EL Education School Designer to coach teachers as well. This means most of the teaching staff is getting 1:1 coaching each year. This helps teacher develop as practitioners and ultimately support the equitable achievement for all students.

The school now has an Aide that is supporting Special Education specifically. This means the Aide is able to help in meetings with the Special Education Coordinator and to work with students 1:1 and in small groups during classes and during Specialized Academic Instruction (SAI).

III. Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

Our charter, LCAP(s), WASC reports, LCFF Dashboard Indicators, SARC, SPSA (when required) are all passed through the SAEL Board of Directors in public board meetings. In addition, the Site Council, a representative group of leadership with students, parents/guardians, teachers, staff, and admin, approve the SPSA, review the charter, review the LCAP, and review WASC documentation. Student data is shared openly in All Family Meetings in the larger categories of Student Mastery of Knowledge and Skills, High Quality Student Work, and Culture and Character.

To prepare this progress report, we built off of our charter renewal process and the improvement science systems that our staff all engage in to review and check in on the WASC related documentation.

IV. Progress on the Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Note: *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

For Goal #1 of 3: MASTERY OF KNOWLEDGE AND SKILLS: There is a great deal of evidence to demonstrate that the critical need of proficiency on CCSS is met. As explained in the opening section:

SAEL has significantly increased student achievement since opening in 2014. Based on SAEL's 11th grade Smarter Balanced ("SBAC") test results from 2016 to 2019, students meeting or exceeding standard increased from 20% to 84% in English Language Arts/Literacy ("ELA") and from 20% to 50% in mathematics. SAEL's growth not only exceeded the growth of its comparison high schools, the District, and State average during the same period, but SAEL's performance in both subjects exceeded the comparison school, District, and State averages in 2019. The comparison school average includes local high schools from Nevada Joint Union High School District and Placer Union High School District, as well as public charter schools authorized by the Nevada County Office of Education.

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Although SAEL was not assigned a performance indicator level for ELA and Math in 2019, raw data published on the Dashboard shows that SAEL surpassed the state averages for ELA and Math in 2019, both schoolwide and for the socioeconomically disadvantaged ("SED") student group.

Specifically, SAEL's Distance from Standard ("DFS") score for all students, based on SBAC performance, was 75.1 points in ELA (78.1 points higher than the state) and -7.0 in math (26.5 points higher than the state) in 2019. Socioeconomically disadvantaged students also performed better than the state in 2019 with a score of 41.5 in ELA (72 points higher than the state) and -22.5 in math (41.2 points higher than the state). SAEL surpassed the state average for ELA, schoolwide and for the socioeconomically disadvantaged student group, in 2018 as well.

SAEL's four-year cohort graduation rate has increased every year from 2016-17 to 2018-19, from 80% to a full 100%. This growth exceeds the average growth at comparison high schools, the District, and the State. In addition, 100% of SAEL's four-year cohort graduates in 2019 met the UC/CSU requirements compared to only 38% at comparison schools and the district and 43% for the State.

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Although SAEL has not consistently surpassed the percentage of students "Prepared" across California, a closer look shows more of SAEL's students are graduating better prepared than the state average. In 2019, ALL SAEL's graduates were either "Approaching Prepared" or "Prepared," compared to only 61.2% of

all CA graduates, 54.2% of socioeconomically disadvantaged graduates, and 27.2% of students with disabilities statewide. SAEL has a much larger percentage of students “Approaching Prepared” than the state across student groups.

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Cohort data indicates that SAEL students who took the PSAT in the fall of 2018 and then the SAT later in the year or the following school year increased their overall composite score by over 74 points, on average. The percentage of SAEL students with a composite score higher than 1100 increased from 45% on the PSAT to 84% on the SAT.

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Specifically, as indicated in the chart below prepared by the College Board in its 2019 study, a combined SAT score of 1,000-1,190 is correlated with a college GPA of 2.88, a passing average. The growth for SAEL’s students between the PSAT and SAT, i.e. 45% scoring at 1,000 or higher on the PSAT to 84% scoring 1,001 points or higher on the SAT, demonstrates strong year-to-year academic growth at SAEL, that is, growth in high school math, reading, and writing sufficient to prepare the vast majority of its students for the demands of college-level work.

AP exam score data is “nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced,” within the meaning of “verified data” as defined in Education Code Section 47607.2(c)(1). AP Exams are scored on a scale of 1-5. The mean score for the 2019 AP exam across all exam-takers (globally) in all AP subjects was 2.91 and only 60% of all exam-takers earned a score of 3 or higher.

SAEL students have also experienced strong post-secondary outcomes as measured by their college-going rates. Based on data provided by the CDE in DataQuest, in the 2017-2018 school year, 63.3% of students graduating from NJUHSD enrolled in college, as did 65.8% of students throughout the State. Based on SAEL’s survey data, 74.07% of its graduates from the Class of 2018 enrolled in college, and similarly, 72.73% of its graduates from the Class of 2019 have also enrolled in college.

For Goal #2 of 3: CHARACTER CONSISTENCY:

The Character Working Group (CWG) continues to meet regularly to check in on Character Education support school-wide using data such as Feedback to Grow and Cultivate survey results to support staff-wide data analysis and next steps to ensure cohesion in our approach to character learning school-wide. The fieldwork coordinators, both members of the CWG helped support the addition of a clear character focus for each Expedition on grade level, each overnight fieldwork experience every semester (in normal times), and in Crew curriculum on grade level. Although COVID has offered disruptions to our program and plans, this work continues to become more clear and consistent.

For Goal #3 of 3: INTERIM ASSESSMENT CONSISTENCY:

Our core academic classes continue to implement interim assessments and have worked to norm on them in both department teams vertically and on grade level teams horizontally. Increased scores on the Eng and Math SBAC demonstrate a greater level of interim assessment alignment and effective use of interim data to support student growth on the summative exams.

V. Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

The latest school-wide action plan continues on from the first one. The Charter, LCAPs, SARC, SPSA, and WASC documentation all include plans and goals as mandated by certain bodies for compliance. I would recommend WASC look at these documents to see that there are clear plans in place, in other mandated formats, in order to see that we are fulfilling the requirement to have a school-wide action plan. We continue to focus on the expanded definition of student achievement at SAEL: Mastery of Knowledge and Skills, Culture and Character, and High Quality Student Work. Due to greater achievement on the Eng and Math SBAC, there is more clarity around how our interim exam work and data analysis with interventions is working so we would focus less on interim assessment work moving forward at this time.