

Executive Summary for the SAEL Charter Petition_ 8.30.15

Sierra Academy of Expeditionary Learning (SAEL) launched in the 2014-2015 school year, is now WASC accredited, and serves students in grades 9-11. It will grow one more grade next school year until up to 250 students are served in grades 9-12. The charter petition was approved in April 2011 and the PCSGP grant, which allowed the school to fund its opening, was secured in July 2013. During the 14-15 school year, the SAEL budget was managed within a 1% variance from predicted to actual budget. Students and families chose SAEL for its nationally recognized Expeditionary Learning (EL) curriculum model. On the annual EL Implementation Review, which is performed by an outside reviewer using a research-based methodology, SAEL performed on the level of a school that was in its fourth year implementing the model scoring 58 points above the normal first year school target. Community members from the locally successful 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 135 students enrolled at SAEL in grades 9, 10, and 11 with a wait list for our 9th grade class. These students come to SAEL from over 17 different schools in both Placer and Nevada counties. Two of our families moved to the area from out of state for SAEL specifically. SAEL has approximately 28% of students on free or reduced lunch based on enrollment paperwork submitted at this time and 18% 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 Expeditionary Learning 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. Our students are all on track to graduate based on their 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 Expeditionary Learning. SAEL is using multiple measures to demonstrate improvement on our growth areas.

SAEL uses a mastery-based grading approach. The rationale and implementation of this approach to assessing students is explained in depth in the charter. It is an essential element to our program and allows students to be assessed on their mastery of a specific academic or character learning target that is directly based on standards. Students at SAEL are assessed on the targets on a 0-4 scale. A “3” is achieving mastery and students at SAEL cannot earn credit for a course without demonstrating an average of a “3” or mastery on all academic targets in that course. This means students must not just “pass” a class at a bare minimum, but must instead strive toward mastery of all knowledge and skills in that class to earn credit. We do not

translate this scale to a more traditional A-F scale with students or for colleges, but instead engage in work with students and families to ensure they are empowered and informed by the grading system. In addition, college admissions officers that came to the campus last year from UC Davis, Chico State, Sterling College, and Prescott College all spoke to how this grading system is not only acceptable, but can also be seen as more informative than traditional grades that are presented to colleges. The entire state of Maine, for example, is moving to using a mastery-based grading system. This explanation is meant to provide some context for the mastery based grading data that is presented in this executive summary, but again, further information can be found in the charter itself. SAEL is a firm believer in the use of clear learning targets for students to be able to set goals and strive for achievement, collect evidence, and reflect on progress as a regular part of their education. Mastery based grading allows students to become leaders of their own learning along with the support of our passionate teaching staff.

SAEL has been able to recruit and retain a driven, qualified, and innovative staff. The staff has stayed consistent, except for one teacher leaving early in the fall of our founding year, and several solid additions to the team have been made this school year. The SAEL teacher crew includes teachers who have formerly taught at Palo Alto, Davis, and North Tahoe High Schools. Staff has been educated at a variety of higher educational institutions including UC Davis in California, Columbia University Teachers College in New York, Prescott College in Arizona, Leeds College in the UK, and Western Oregon University in Oregon. One teacher even spearheaded the effort in 2007 to create solar powered schools within the San Jose Unified School District. The SAEL administrator is a former Expeditionary Learning teacher, school founder, leader, and school designer who has presented 5 times at the EL National Conference. Teachers come to SAEL with the desire to teach, advise a Crew, and support the creation of a high performing, public charter high school program based on the tenets of Expeditionary Learning. Although only our adventure teacher and principal come to SAEL with EL experience, all teaching staff has received rigorous training, embraced the model, and become adept at the curricular and teaching practices that lead to the college preparatory, project-based, interdisciplinary program that SAEL offers. The SAEL administrator is a champion for all students to succeed in whatever school environment they choose. The student-first approach at SAEL is evident in each element of the program and every person that represents SAEL. 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. SAEL is excited for the opportunity to share our strengths and next steps with the NJUHSD for our continued authorization to June 2021.

In addition to all the data presented in this summary that is directly related to student achievement, the SAEL community engages in surveys twice annually. From those surveys and the analysis of their data, students self-report that they feel included, challenged, supported, and engaged. Families feel there is a strong mission and vision, consistent communication, and that SAEL is fulfilling its promise made to them about the unique model being offered.

Mastery of Knowledge and Skills & High Quality Student Work

Although there is only one year of data and progress on which to report, SAEL has made great strides in supporting students to achieve in both academics and character. Through the mastery-based grading approach, students and teachers are able to work together using learning targets that are based on state standards to set goals, monitor progress, and achieve clear demonstration of the knowledge and skills needed in high school and beyond. The following Growth Areas and desired measurements are from the original charter (2011) with a minor revision during the 2014-2015 school year to update the names of the predicted testing methods being used in the state of California.

The Smarter Balanced (SBAC) tests are administered to 11th graders and SAEL did not have 11th graders during the 2014-2015 school year. SAEL is eager to engage in SBAC testing in order to use this outside measurement as one of many that will monitor student achievement and growth. SAEL did administer the SBAC Interim Assessments to all 9th and 10th graders, however, even though these interims were meant for 11th graders only. This allowed us to not only gain baseline data about our students' level of achievement on the standards being tested, but it also allowed our school to pilot this very new testing system so SAEL can be ready to implement it fully in the following school years. SAEL 10th grade students did take the English and Math CAHSEE. In addition students took interim assessments directly aligned to common core state standards with formatting based on SBAC, CAHSEE, and AP testing.

For Science and Social Science, there were not opportunities for SAEL to have SBAC or CST data available for analysis at this time. The CDE has not provided results for the Science CST yet (8/27/15). In addition, the scores are public, but will not be used for evaluative purposes as they are based on the older CA state science standards and not the more recently adopted Next Generation Science Standards (NGSS). SAEL is in full alignment with the NGSS. There currently is no Social Science CST being offered. The CA State Social Science standards are adhered to at SAEL along with the literacy standards from the CCSS that align with social science specific literacy. Both Science and Social Science classes at SAEL engaged in interim testing with exams based on the applicable standards and the format based on the SBAC, former or current CST, and AP tests.

Statistically significant (and sometimes statistically insignificant) subgroup data was included to attempt to provide as holistic a picture of the SAEL program as possible. California law defines a subgroup as being “at least 50 students who make up 15 percent or more of the school’s total population with valid test scores, or at least 100 students with valid test scores.”

Growth Area Goal #1

Story: Students read, write, and speak the English Language proficiently.

As measured by:

1. An average of at least 75% of students enrolled at Sierra Academy will score 3 or 4 on the English Language Arts Smarter Balanced Assessment.
2. Students enrolled in Sierra Academy will on the average have scores that exceed the average scores in the NJUHSD on the English Language Arts Smarter Balanced Assessment.

3. Students enrolled in Sierra Academy, including significant subgroups will make steady growth on each SAEL Language Arts standards-based benchmark assessment.

Growth Area Goal #2: Students are mathematically proficient in skills and content.

As measured by:

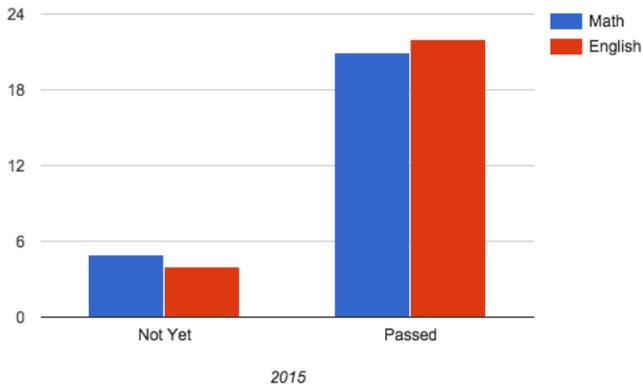
1. An average of at least 75% of students enrolled at Sierra Academy will score 3 or 4 on the Mathematics Smarter Balanced Assessment.
2. Students enrolled in Sierra Academy will on the average have scores that exceed the average scores in the NJUHSD on the Mathematics Smarter Balanced Assessment.
3. Students enrolled in Sierra Academy, including significant subgroups will make steady growth on each SAEL mathematics standards-based benchmark assessment.

SUMMARY OF DATA AND ANALYSIS:

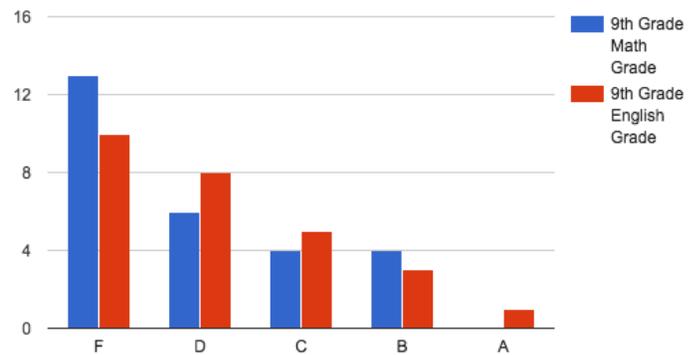
Although we did not reach our goal of 90% on the first try in our first year, 80-85% of students passed the CAHSEE on their first attempt and students are enrolled in credit recovery and/or CAHSEE prep to support the goal of 100% graduation and college acceptance at SAEL. In addition, 0% of our students opted out of taking the CAHSEE or gave up during testing administration. There is clear achievement for students on free or reduced lunch and CAHSEE and credit accumulation data demonstrates growth for this subgroup. Students with IEPs also showed great engagement and growth.

- 85% of students passed the English [CAHSEE](#) on first attempt. Only 34% of the same class earned a C or better in their [9th grade English class](#). Only 48% of the same class scored proficient on their 8th grade English STAR test.
 - 30% of 10th grade students were on free or reduced lunch. Of those students, 100% passed the English CAHSEE on their first attempt. Only 43% of those students demonstrated proficiency on their 8th grade English STAR test and only 37.5% of those students passed English with a C or better in their 9th grade year.
 - 15% of 10th grade students have IEPs. Of those students, 50% passed the English CAHSEE on their first attempt. Of the 15%, 75% of those students did not earn credit or were not enrolled in a 9th grade a-g level English class.
- 80% of students passed the Math [CAHSEE](#) on first attempt. Only 34% of the same class earned a C or better in their [9th grade Math class](#). Only 18.5% of the same class scored proficient on their 8th grade Math STAR test.
 - 30% of 10th grade students were on free or reduced lunch. Of those students, 86% passed the Math CAHSEE on their first attempt. Only 12.5% of those students demonstrated proficiency on their 8th grade Math STAR test and only 37.5% of those students passed Math with a C or better in their 9th grade year.
 - 15% of 10th grade students have IEPs. Of those students, 75% passed the Math CAHSEE on their first attempt.

CAHSEE Results

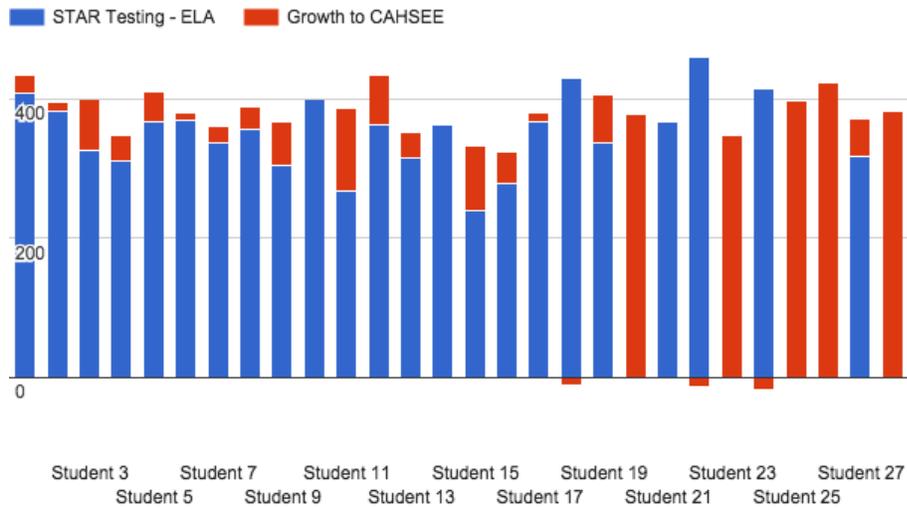


Class of 2017 Transfer Grades

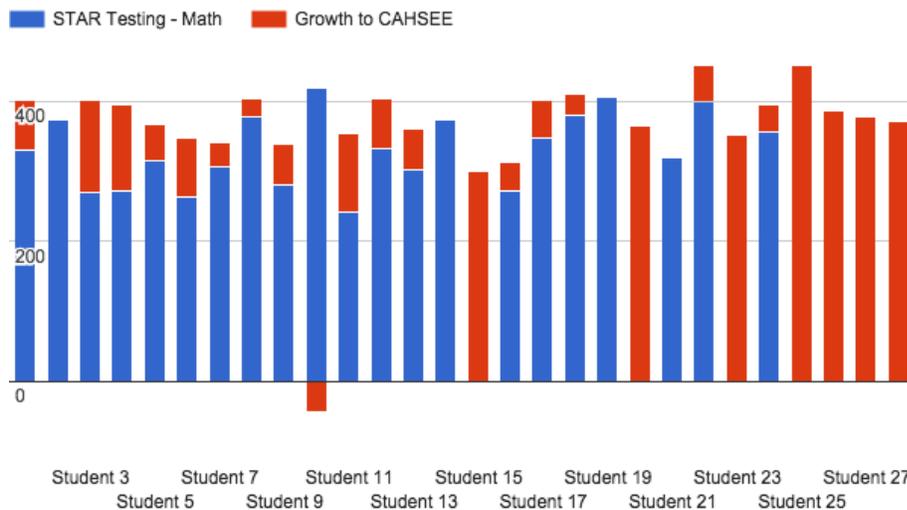


- SAEL's 10th grade students demonstrated significant growth from their 8th grade STAR testing scores in both Math and English. There was an 11% Growth in English scores and a 15% Growth in Math scores. This means that students improved an average of 38.6 points English and 52.2 points Math.

ELA Growth - CST to CAHSEE



Math Growth CST to CAHSEE



- Students mastered an average of [90% of standards aligned content](#) in a year's worth of math, assessed by Khan Academy, an assessment built in partnership with the creators of the common core. In more traditional grading, that is a school-wide average of an "A-" in math using this third party assessment. 100% of students earned credit in Math through engagement in regular class time, Office Hours support, Academic Intensives, and Summer School. This includes students in SAEL subgroups (students with IEPs and students on free or reduced lunch).
- In English, students at SAEL mastered an average of 70% of academic, standards-based learning targets. In more traditional grading, that is a school-wide average of a "C" in English. 99.95% of students earned credit in English through engagement in regular class time, Office Hours support, Academic Intensives, and Summer School. The remaining students are enrolled in an English Credit Recovery course that also includes students who are seeking to earn English credit from previously missed English credits at former schools or need to pass the CAHSEE.
- Through our English Credit Recovery Class and ability to schedule students strategically to meet any additional recovery needs, SAEL is able to support students who come to us behind grade level in both credits and skills. With this class, SAEL is supporting 100% of students to be on track to graduate fulfilling a-g requirements within 4 years of entering high school. This means 100% of SAEL students are accumulating credits in a-g coursework to be able to graduate on time. This includes students with IEPs and students on free or reduced lunch.
- 100% of students with IEPs earned credits in all of their a-g certified courses, except for English. In English, 86% of students with IEPs earned credit in the course. The 14% of students with IEPs who did not earn credits are enrolled in the English Credit Recovery class.
- 100% of students with IEPs made growth toward achieving the goals in their IEPs.

Growth Area Goal #3: Students are proficient in social studies and science content and understanding.

As measured by:

1. An average of at least 70% of students enrolled at Sierra Academy will score advanced or proficient on the appropriate Science CST.
2. Students enrolled in Sierra Academy will on the average have scores that exceed the average scores in the NJUHSD on similar Science CSTs.
3. An average of at least 75% of students enrolled at Sierra Academy will score 3 or 4 on any Smarter Balanced Assessment that includes a social science literacy performance task. Additionally, students will demonstrate advanced or proficient understanding of social science content in the culminating high quality products they produce at the close of an expedition. These products will be evaluated as part of the High Quality Work Protocol and assessed by the classroom teacher as well as outside experts.
4. Students enrolled in Sierra Academy will on the average have scores that exceed the average scores in the NJUHSD on similar Social Science literacy performance tasks on Smarter Balanced Assessments.

SUMMARY OF DATA AND ANALYSIS:

In social science and science, students demonstrated mastery of learning targets which are based on standards and related to the creation of high quality student work.

- In Science, students at SAEL mastered an average of 80% of academic, standards-based learning targets. In more traditional grading, that is a school-wide average of a “B” in Science. 100% of students earned credit in Science through engagement in regular class time, Office Hours support, Academic Intensives, and Summer School. This includes students in SAEL subgroups (students with IEPs and students on free or reduced lunch).
- In Social Science, students at SAEL mastered an average of 79% of academic, standards-based learning targets. In more traditional grading, that is a school-wide average of a “B-”. 100% of students earned credit in Social Science through engagement in regular class time, Office Hours support, Academic Intensives, and Summer School. This includes students in SAEL subgroups (students with IEPs and students on free or reduced lunch).
- Students did take Science and Social Science interims that were based on NGSS and CA state Social Science and CCSS Literacy Standards. Teachers used this data in Core Council through our data inquiry processes to make school-wide decisions as well as to make individual decisions in their classroom.
- Below are assessment data that provide average scores in learning targets regarding SAEL’s 9th grade “Hanging in the Balance” Expedition final product. This product was evaluated as part of the High Quality Student Work protocol for authenticity, complexity, and craftsmanship.

Learning Target	Average Score	Standard
Hanging in the Balance	3.2	6-16
Overall Academic Mastery (100% of total)	3.2	6-16
I can cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	3.1	6-16
I can examine characteristics and spatial distribution of ecosystems and biomes on Earth’s surface	3.2	6-16
I can explain physical processes that shape patterns of Earth’s surface while referencing geographic terms	3.3	6-16
I can model visual representations of earth’s water and land surfaces	3.2	6-16

- This species field guide about Mathis Pond in Alta Sierra was referenced as evidence for the production of high quality work at SAEL by Superintendent Johnson in her 2014-2015 annual review of SAEL.
 2. “Culminating Activities Documenting Expeditions:
 - a. The Mathis Pond Species Book: Species of Mathis Pond were clearly documented; water quality components were documented appropriately in tables with conclusions drawn; bibliographies were completed in appropriate APS format.

- b. “Hanging in the Balance”: These were student produced drama productions to be delivered at Mathis Pond later in the week and related to the effects of the drought on the Nevada County Ecosystems. The segments included “Lava Floor,” “Water Song,” and Aiden’s Monologues.”
- Students engaged in authentic projects and products that involved an outside audience to support their production of high quality work. All 9th grade students entered the Nevada County Bar Association’s (NCBA) annual essay contest, students submitted proposals to the Caring for our Watersheds call to action, and 2 of our students entered the Placer County STEM Expo as an extension assignment and won the Environmental/Agricultural Innovation category with their water filter project.

Growth Area Goal #4: Sierra Academy will meet or exceed the State’s Academic Performance Index (API) Targets.

As measured by:

1. SAEL’s Academic Performance Index score will meet or exceed 800 by the second year of operation.
2. SAEL will meet or exceed API growth targets for each year.

SUMMARY OF DATA AND ANALYSIS:

California’s academic criteria has been outlined in the wake of this transitional period in testing and API calculations. Although there is no official API calculation available, California has determined that: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.” We strongly believe that based on both quantitative and qualitative evidence SAEL has demonstrated student achievement that is at least on par with the student achievement of comparison schools in the district.

Character and Engagement

Character development at SAEL is a priority and the daily Crew (or advisory) class acted as a way for teachers to explicitly teach character as well as engage in activities to ensure students were developing Academic Mindsets and specifically a growth mindset around learning. All students earned both academic and character mastery based grades in every class. Fieldwork and Adventure also played a major role in developing character skills and linking work at SAEL to work and skills needed in the real world. Measuring non-cognitive or character factors and development is a difficult task and one that SAEL was eager to find support to do on a higher level. The SAEL character survey, character grades, and anecdotal evidence was significant, but SAEL needs more support to find additional multiple measures for our continual improvement. SAEL therefore applied and was accepted to become one of six Expeditionary Learning schools nationwide to work with Dr. Camille Farrington out of the

University of Chicago in her latest research study around non-cognitive factors and how these influence student achievement. SAEL will be partnering with Dr. Farrington to use student and teacher surveys, engage in work around a character-based inquiry question at the school, and as a thought partner in the work around students and character development.

All students engaged in project-based work that culminated in a high quality product at the end of each semester. Teachers analyzed student work in both a Looking at Student Work Protocol and a High Quality Student Work Protocol in order to determine areas of strength and areas ripe for growth. For example, students demonstrated progress toward achieving mastery in character learning targets related to our character trait of craftsmanship and their craftsmanship grade was evidently reflected in the product itself. The grade in our online mastery based grading program JumpRope directly correlated to teacher-normed student work analysis that was completed as a part of teacher professional development.

Although we do not have seniors yet, our students are already engaging in the creation of high quality products which will prepare them for their senior project. SAEL is also making staffing and scheduling decisions to ensure seniors will be enrolled in classes with support to be on the a-g track toward graduation while also completing their senior project.

Growth Area Goal #5: Student has a sense of civic responsibility and comprehends the political process.

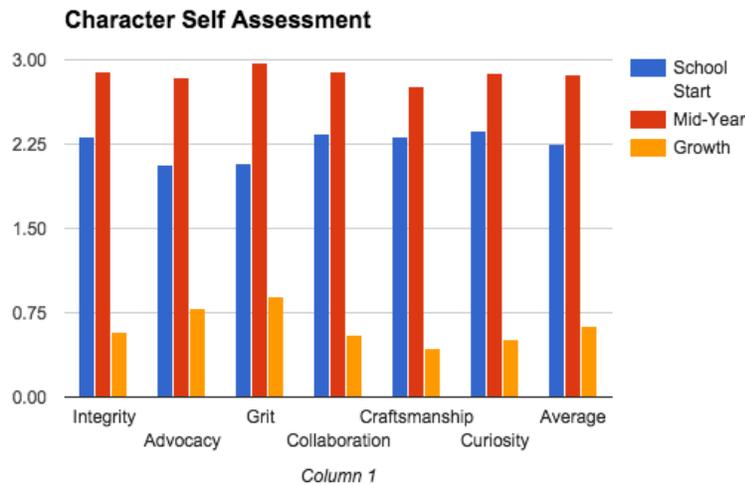
As measured by:

1. All Students will participate in service learning projects and self-reflect on how this experience influences their sense of civic responsibility.
2. 75% of students enrolled in Sierra Academy will show 5% growth over time in the SAEL character traits on internally developed character assessments. These traits align both to the Expeditionary Learning credentialing process and to recent research and discourse around best practices in Character Education.
3. All senior students will present a paper to the senior project committee on their understanding of their role as citizens in the political process and identify one positive contribution to society they hope to make.

SUMMARY OF DATA AND ANALYSIS:

Students have clearly demonstrated growth on SAEL character traits in just one year at SAEL. Students are engaging in service learning on a regular basis as well as examining and engaging in school and field work around what it means to be an engaged citizen.

- Students averaged [15% growth](#) in the SAEL character traits according to a school-wide self-assessment administered to 100% of students. Only 7% of students would rank themselves as below a 3 in having a growth mindset after their year at SAEL.



- Student anecdotes point to self acknowledgement of character growth:
 - “On the snow camping trip, having a growth mindset allowed me to pull the sled just a little bit longer. Also, by having a growth mindset, I was able to push through being cold and was able to take care of myself as well as others.”
 - “My character has improved so much over the last semester and a quarter. I have learned so much and become a much better person. I wasn't able to control my temper and my feelings became actions in the blink of an eye. I am now able to control myself and turn all my actions into good things.”
 - “Ever since I started going to SAEL my character grows every day. In the beginning, it was mostly just getting my confidence back when I lost it freshman year. Now I am able to really become the best I can be. I am so glad that we have Crew to discuss growth.”
- SAEL was chosen to be one of six schools to partake in research around measuring growth in character with [Camille Farrington](#), a national expert on the role of “noncognitive factors” in academic performance beginning in the 15-16 school year.
- 100% of SAEL Crews led our weekly Community Meeting which is a Town Hall style, all-school gathering. This means each student at SAEL has already spoken publicly in front of a group of 80 or more people in the first year of the program. This will be repeated every year which means students will eventually be speaking in front of more than 240 people on a regular basis.
- 100% of students presented their e-portfolios outlining goals for their time at SAEL and beyond at Student Led Conferences last year. Panelists at these conferences included parents, friends, the Crew Advisor, and additional attendees such as the SAEL Administrator, local business people, Superintendent of Nevada County Schools Holly Hermansen, SAEL Board Members, and the Expeditionary Learning School Designer.
- The 9th grade fall expedition, iPledge, had students examine the process that created and meet with legislators who crafted the bill that deals with conflict minerals in the state of California (The Dodd Frank Act). Students examined the role of advocacy in their study of rare earth metal mining with these aides to CA Senators.

- All 9th students wrote and submitted essays to the NCBA's annual essay contest about civil obedience and disobedience. One of our 9th grade students came in second in the competition and two were honorable mentions. The winners are traditionally upperclass men and women. Our inclusion in the winner's circle speaks volumes about the caliber of writing and craftsmanship SAEL students are able to produce through the support of SAEL teachers.
- 10th grade students examined the Armenian genocide in a case study and related this to WWII, concentration camps, and the local internment camps in the United States. Students produced a case study of an act of social injustice when citizens became engaged in struggle in addition to a piece of poetry related to their chosen event.
- The 9th grade spring expedition, Hanging in the Balance, focused on the [restoration of Mathis Pond](#) through a collaboration with the Bear Yuba Land Trust (BYLT).
- This year's 11th grade fall expedition will have students examining the stories of the Parker Dam and how government organizations use elements of eminent domain within local communities and how citizens can question those methods.
- Several students engaged in the public comment section of the NJUHSD board meetings and advocated for SAEL respectfully with passion and evidence last school year.
- Our representative to the regional HOBY conference was nominated for the national scholarship. He attended the national conference on this scholarship with hopes of attending next year as an intern.

Growth Area Goal #7: Students sufficiently function in the world by adapting to change, valuing relationships, and working cooperatively with others.

As measured by:

1. All students will spend a significant amount of classroom time working in collaborative groups and teams as evidenced by teacher charting and administrative observation.
2. 75% of students enrolled in Sierra Academy will show 5% growth over time in the character traits on internally developed character assessments.
3. Students will include at least one reflection per year on the design principle of "diversity and inclusion" in their student portfolio.

SUMMARY OF DATA AND ANALYSIS:

Students regularly work collaboratively at SAEL. Character growth is evident. The EL Design Principle of "Diversity and Inclusion" is valued and reflected upon regularly in Crew and other academic classes.

- In the majority of formal administrative observations and throughout the 15 official learning walks conducted in school year 14-15, there was significant evidence of student collaborative group work. In the High Quality Student Work protocol, student work that required a collaborative group was examined as well as solo work. There is approximately a 50/50 split on collaborative/solo student work produced. In addition,

at bi-annual Student Led Conferences, students present on collaborative work as well as solo.

- The student work highlighted by Dr. Johnson in the SAEL annual evaluation was created collaboratively.
- Student Crews work collaboratively in team building activities, through discussion protocols, and in supporting each other to succeed and reach their goals in both character and academics. The Crew curriculum reflects the EL Design Principle of “Collaboration and Competition.” Crews additionally present to the entire school at Community Meeting at least twice each school year and engage in Crew Olympics activities annually as a team.
- Students averaged [15% growth](#) according to school-wide self-assessment around the SAEL character traits (see graph above).
- Students engaged with the EL Design Principle of “Diversity and Inclusion” in the following ways:
 - Socratic Seminar based Crew discussions and written reflections around difficult topics such as cyber bullying based on race or gender took place regularly.
 - The 10th grade final product included a case study about a topic concerning social justice and a poem reflecting on this moment in history.
 - SAEL’s 2nd place finisher in the NCBA’s annual essay contest spoke about topics of gender equality and justice.
 - E-waste was examined in the 9th grade iPledge (formerly It’s All In Our Mines) Expedition for its impact on the Democratic Republic of Congo as well as other nations engaged in the burning, burying, and recycling of electronic products.
 - Weekly community meetings were led by Crews and topics such as bullying, respect, and justice were discussed openly by the school community.
- Students and families engaged in the process of our site change and adapted to the move through frank discussions, open communication, and the ability to weigh sides of an issue with an open mind. Of the students that left SAEL after the first school year, only one family reported wanting to leave for a different environment. Two families decided to place the students directly into Sierra College. The rest of the students we lost had to do with transportation and distance from the new school site. This demonstrates a willingness to adapt on a very high level.

Growth Area Goal #8: Students will use their own special interests, talents, and abilities to think, reason and produce creatively.

As measured by:

1. Student portfolios will contain documentation of students interests, talents and reflections that illustrate their ability to think, reason and produce creatively. This will include multiple revisions of work that show growth over time.

SUMMARY OF DATA AND ANALYSIS:

All students at SAEL created portfolios and presented them twice at biannual Student Led Conferences.

- 100% of students presented their e-portfolios outlining goals for their time at SAEL and beyond at Student Led Conferences last year. Panelists at these conferences included parents, friends, the Crew Advisor, and additional attendees such as the SAEL Administrator, local business people, Superintendent of Nevada County Schools Holly Hermansen, SAEL Board Members, and the Expeditionary Learning School Designer. Sample portfolios below include student work as evidence of student achievement of academic and character goals, as well as evidence of passions and leadership.
 - <https://vanessacristdahlportfolio.weebly.com/>
 - <https://miassaelportfolio.shutterfly.com/>
 - <https://henrysportfolio.shutterfly.com/>
- 100% attendance at both fall and spring Student Led Conferences in the first year of the program is a huge accomplishment that demonstrates the commitment of students and families to be engaged in supporting students to reach their goals and achieve in both character and academics.

Growth Area Goal #10: Students will demonstrate the school's design principles and character traits.

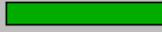
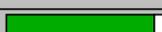
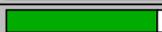
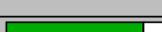
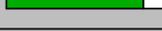
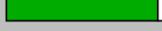
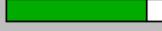
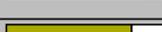
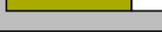
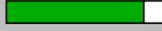
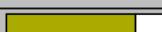
As measured by:

1. Students will take character trait assessments at appropriate times during the year based upon their experience.
2. Teachers will rate the percentage of student's attainment of the character outcomes for each of the character traits.

SUMMARY OF DATA AND ANALYSIS:

Students regularly engage in assessment and reflection on the SAEL Character Traits and EL Design Principles. Teachers explicitly teach and assess character development at SAEL.

- 100% of students at SAEL earn mastery based character grades. These are reported separately from academic grades on progress reports and report cards.
- Students at SAEL averaged an overall character mastery grade of 3.2 on all character learning targets assessed at SAEL. Below is the overall mastery grade and a sample of character learning targets on which students were assessed:

Overall Character Mastery		 3.2
(CCS.MATHSMP.MP4) I can model with mathematics.		3.0
CLT: I can fully engage in the revision process to produce high quality work.		3.7
CLT: I can submit my work on time.		3.4
Craftsmanship		3.4
I can appropriately use technology by staying on sites appropriate to the lesson; no texting.		3.5
I can collaborate effectively in diverse groupings with my peers.		3.2
I can come to class prepared with paper and writing tool, an organized notebook and carefully completed, legible homework ready to turn in on due date.		3.5
I can communicate effectively with my teacher using various electronic and direct methods.		3.2
I can complete an assignment on time with minimal additional prompting from my teacher.		3.4
I can complete an assignment on time with minimal additional prompting from my teacher. (Weight 25.0)		2.8
I can contribute my authentic ideas to further the creative work of the class.		3.2
I can demonstrate a mastery of time management in order to complete my assignments.		2.9
I can demonstrate a mastery of time management in order to complete my classwork.		3.2
I can demonstrate a positive, collaborative work ethic with my classmates.		3.4
I can demonstrate an ethic of excellence when creating and presenting my scene with my group.		2.8

- 100% of students presented their e-portfolios twice annually outlining character goals for their time at SAEL and beyond at Student Led Conferences. This is a form of public reflection on progress and an opportunity for the adjustment of character goals.
- 100% of students took a school-wide character [self assessment](#) survey. We are working to develop a world class assessment with leaders in the field.
- 100% of students enrolled at the time of the opportunity participated in a Crew Orientation backpacking experience.
- 90% of 10th graders engaged in a winter camping experience for which they had trained all semester and was the culminating product for the Expedition. Students reflected on their experience through the lens of grit and the EL Design Principles of “Success and Failure, The Natural World, and Solitude and Reflection.”
- 100% of 9th graders engaged in FitnessGram testing which means SAEL did not have any students “opt out” of any portion of the FitnessGram tests. This includes students in subgroups (ie free or reduced lunch and students with IEPs). Students were excited for this challenge and the data that would be gained from it.
- SAEL averaged a 96% attendance rate over the school year for a total of 77 enrolled students (by the end of the school year). Of those 77 students, at least 4% of them had

been referred to SARB multiple times before attending SAEL. One of the students represented in the 4% was supported through SAEL's recommendation to the SMART Board. At this time, the student has 100% attendance this school year when at this time last year the student had already been absent multiple times. The current (as of 8/29/15) attendance rate at SAEL is 98.29% for 135 students. This shows immediate and substantial growth.

- There were 7 suspensions and 0 expulsions at SAEL last school year. 5 students were engaged in those suspensions. 2 were in school suspensions and 5 were out of school suspensions. 1 out of school suspension involved 2 students and the possession of a controlled substance. Officer Micah at Bear River was called and involved fully in the process of issuing the proper citations for this incident.
- 1% of students cut school last school year. Attendance is taken every period, student's are well-known, and closely monitored. In addition, 100% of students with IEPs attended services provided and did not opt out.

Technology

SAEL has invested great time, resources, and energy to creating a campus that utilizes technology strategically to support student achievement. This is evidenced by our technology-related class offerings. Technology Education I is a course offered to all 9th grade students. The Tech Squad and Maker Space classes offer students the opportunity to dig deeper into the hardware and software technologies and support systems at our school and beyond. All students regularly engage with technology as a tool for learning.

Growth Area Goal #6: Students use technology to enhance and explain their learning, to find solutions to problems, and to show technological literacy.

As measured by:

1. Annually all students will present, as part of their classroom assignments, at least one project or product using technology such as: presentation software, video, website, wiki, or other medium.
2. All Students will digitize their student portfolio for presentation their senior year. This will both serve as a student archive of work and culminating product of their accomplishments.

SUMMARY OF DATA AND ANALYSIS:

All students use technology regularly, strategically and as a tool for learning at SAEL. Technology is often incorporated into student work, projects, and the creation of high quality final products.

- 100% of students have a school-issued Google Chromebook (similar to a lap top) for use at school and at home. Students sign a Tech Acceptable Use Agreement, get training for this technology in their Technology Education I class, and the use of devices are normed in every classroom.

- SAEL has created technology standards on which the Technology Education I and other technology-related coursework is based at SAEL. The standards were adopted from the CCSS, Long Beach Unified School District Tech Skills Scope and Sequence, the NJUHSD acceptable tech use standards, and CA CTE standards.
- Superintendent Johnson observed the use of learning targets based on those standards in Technology Education I class and recorded her observation in her annual evaluation:
 - “Fidelity to the Expeditionary Learning Model was observed as follows:
 - Clearly displayed Learning Targets on each classroom wall. In technology, for example, the learning targets are as follows:
 - Learning Target Goal 1 – I can preserve through the process of inquiry and research.
 - Learning Target Goal 2 – I can use skills learned in Tech Ed to support my other classes (and vice versa).
 - Learning Target Goal 3 - I can use technology and digital media strategically and capably.”
- 100% of students created and presented electronic portfolios at Student Led Conferences in the Fall and Spring of 2015. This is leading to the presentation of Passages in the Spring semester of 10th grade for all SAEL students and the senior project and portfolio presentation students’ senior year.
- Students have created work using technology and various platforms that include, but are not limited to: Weebly, iMovie, YouTube (sample [Rate Video](#)), Prezi (sample [Prezi of Mathis Pond](#)), Google Slides, Forms, and Docs, infogr.am, 123d design, powerpoint, Shutterfly, etc.
- 100% of students met with experts in the field of technology via regular class, fieldwork, Intensives, and guest speaker opportunities. Representatives from Apple, Parrot Cellular, Jawbone, and Pixar spoke with our students in person or remotely last year.
- Students who are advanced in mathematical coursework at SAEL have the opportunity to engage in computer science opportunities that include work in areas like coding which involves the specific use of Code Academy.
- A Coding Bootcamp Intensive was offered as an Enrichment Intensive last school year. Enrichment Intensives are offered at the end of the semester for students who are proficient to advanced in their mastery of standards-based academic learning targets and are therefore earning credit in those classes.
- 100% of 9th grade students designed and utilized SAEL’s 3D printer last school year.
- SAEL has 1:1 Chromebooks, 4 iPads, 4 digital cameras, 1 Go Pro camera, 2 Kindles, a 3-D Printer, 3 Mac desk tops, and 2 PC desk tops. This was made possible through strategic budgeting and commitment to providing students with the opportunity to regularly use

technology in the classroom and in the field. The kindles and 2 of the digital cameras were donated. One major factor in our ability to strategically budget for this technology is that our teachers create and craft their curriculum using primary source and free, current news sources instead of textbooks and the investment in those materials. The technology then becomes the tools that support students accessing the texts.

College and Career

Students at SAEL must complete a-g coursework and a senior project to graduate. In addition, there is a goal at SAEL, and all Expeditionary Learning high schools nationwide, for students to achieve 100% college acceptance. All students engage in specific curriculum in Crew around college preparation and the process for engaging in education and career after high school.

Growth Area Goal #9: Students will meet all the graduation requirements for SAEL.

As measured by:

1. Students who have been enrolled at Sierra Academy for at least two years will meet all the requirements for graduation.

SUMMARY OF DATA AND ANALYSIS:

Students at SAEL are on track to graduate and receive the support necessary to meet the full a-g requirements in addition to a senior project. Students regularly gain access to college and career readiness experiences and opportunities.

- 100% of SAEL students engage in Crew, a 15:1 advisory-type class that has carefully crafted curriculum to support student achievement in character and academics. Students engage in transcript analysis, teambuilding, discussion, reflection, portfolio creation, preparation for Student Led Conferences, preparation for Community Meeting presentations, Crew Olympics, college and career readiness activities, organizational methods and presentations, and social interventions and support. In addition, students engage in character and academic goal setting, monitoring, reflecting, and evidence collecting in Crew. This means 100% of students with IEPs are receiving regular and inclusive support with college and career development as well.
- 100% of SAEL students have access to Office Hours for approximately a half an hour Monday through Thursday at the end of the day. This allows students to gain access to all teachers for additional support or extension in their classes. Students practice scheduling time with teachers similar to how they will schedule time with their professors in college to gain support in a class.
- Week-long Intensives are offered at the end of each semester at SAEL. Students are either enrolled in an Academic Support Intensive to gain additional help in achieving mastery and therefore earning credit in their classes or an Enrichment Intensive opportunity. An average of 36% of students were assigned to Academic Support Intensives for some or all of the week. Enrichment Intensives have included the following opportunities to take student learning deeper: Car Systems and Computers,

Coding, Backpacking the American River, Natural Art at the Yuba, The Science of Art, Gardening, and The SAEL Ambassadors. This school year students will have the opportunity to link with the international non-profit EarthTrain on a two week long Intensive in Panama.

- 85% of 10th grade students passed the English CAHSEE and 80% of students passed the Math CAHSEE in year 1. Students who did not yet pass the CAHSEE have been enrolled in an English Credit Recovery and CAHSEE support class and/or are receiving additional math support in alignment with the specific skills missed on the test during both regular class time and Office Hours.
- SAEL hosted college visits from UC Davis, Chico State, Prescott College, and Sterling College for our community members last year. SAEL plans to continue to bring colleges to the campus and to take students to visit colleges as well.
- SAEL plans to track college retention rates once there are graduating seniors.
- Students engaged in fieldwork at the UC Davis Genetics Lab, the State Capital, local mine sites, the California Museum's Armenian Genocide Exhibit, the Sierra Snow Lab, the Placer County STEM Expo, and Mathis Pond, a BYLT restoration site. In each place, they interacted with experts who supported the connection between the academic and character work students were doing in school with what was happening in the real world industries associated with these sites.
- 100% of students engage in meaningful, real world work with strong community partners at SAEL. SAEL has created these community partnerships and connections in its first year and plans to expand them as the school grows. SAEL has an MOU with the South Yuba River Citizen's League (SYRCL) and is collaborating on the creation of the high school fellowship and outreach arm of their program. The Bear Yuba Land Trust (BYLT) partnered with SAEL on the Mathis Pond restoration service learning project and water quality report produced by 9th graders in the spring Expedition. Grass Valley Charter School (GVCS) 8th graders served as an authentic audience for 9th grade fall pledge products in addition to the professional partnership that exists between the school staff and administration. Jawbone fitness trackers paired with SAEL's 10th graders to examine student fitness data with one of their data scientists. Current 10th grade students will work with data being sent to the EPA via our relationship with bee expert Randy Oliver. The Nevada Irrigation District (NID) is pairing with our current 11th graders on their work with the Parker Dam. The California Charter School's Association (CCSA) selected SAEL to be one of its featured schools and SAEL was mentioned in the CEO's monthly message to highlight the school for the partnerships being built here.
- The Crew Council, committees, and clubs all offered opportunities for student leadership at SAEL. One representative from each Crew was elected to serve for the school year on the student government group. Clubs offered at SAEL all involved officers and included the Multimedia, Art, Music, Trail Running, Cross Fit, and

Snowboarding and Skiing Clubs. By linking with SkiDuck, a national non-profit, our students were able to gain access to free passes, lessons, and gear at Squaw Valley weekly throughout the winter. 70% of students took advantage of this opportunity. SAEL is eager to work with Silver Springs to bring this opportunity to them as well.

- Student access to this breadth of coursework and experience in the field that is directly tied to college and career readiness expectations supports that not only will SAEL students be prepared to graduate meeting all a-g requirements, but that they will also be prepared for the rigorous coursework and experiences demanded of students and citizens in college and beyond.
- A SAEL 9th grader scored a 4 on the AP Environmental Science test after engaging in an extension opportunity under the guidance of the SAEL science teacher to support her through this difficult coursework in addition to her regularly scheduled classes at SAEL.

Moving Forward: Continuous Improvement with SAEL's New Goals

SAEL is eager to continue the solid work of our first school year. There is a clear focus on continuous improvement using multiple measures to track progress and provide evidence for growth. The SAEL community focuses on a growth mindset which means constant forward motion is expected on a whole school and individual level. This also means that temporary failures or setbacks are put in the context of this idea of growth and all community members are supported to believe they can and they will achieve with enough effort and support. SAEL is excited for the opportunity to continue to be authorized by the NJUHSD and to share our successes and the knowledge gained from our successes and setbacks with the rest of our learning community. SAEL is open to sharing this information together so plans for improvement in our greater educational community to support student achievement can be forged from all our best practices.

We have revised our goals to put them in alignment with our LCFF and Single Action Plan for Student Achievement, as well as our path to Expeditionary Learning credentialing. This means we have examined progress in growth areas, determined next steps in accordance with collaboratively-created, stakeholder-driven goals in order to craft more meaningful and relevant growth areas for SAEL moving forward. We have also updated the growth area measurement and data points. The crux of the charter has remained intact with updates to the Expeditionary Learning Core Practice appendix section, research around EL implementation and student achievement results, the new EL credentialing requirements, our 5 year budget projection based on current LCFF calculations and predictions, and a more robust explanation of our mastery based grading approach. The governance section has been revised using our current structures and systems that have been developed with stakeholder input and are dictated by our adopted By-Laws, Conflict of Interest Code, and Articles of Incorporation. The Special Education section of the charter continues to include SAEL as a school of the district for Special Education purposes. Confusing language in that section was revised and the NJUHSD and SAEL are continuing to clarify all details of this relationship in the MOU.