



12.3.18 Board Meeting | Administrative Team & TAP Reports

Report #1A: TEA Pre-K-6th Grade Program By Melanie Cooke | Elementary Program Director

Strategic Plan Goal #1: Refine the TEA Magic & Deliver on Learner Outcomes

#1: What we've accomplished since since the last board meeting

Expeditions are complete!

Many crews have completed their first expedition and are moving into their second. These expeditions have been complete with the experts, fieldwork, service, and final products that we are used to. Our Elementary Students have:

- worked with the Mayor of Truckee, the United Way, teachers from around the world, theater directors, Mark Twain ;), and even our construction workers!
- explored Yosemite and Lassen National Parks
- camped at a ropes course where they experienced challenge first hand, and an paleontological site where they mined for crystals and fossils
- interviewed students at other local schools to determine what makes TEA special
- donated a Free Little Library to the school

Mid-Semester Reporting is complete

All families both received a progress report indicating where students are academically and participated in a teacher or student-led conference. The combination of these communication methods paints a picture for parents of how their student is progressing so far this year. At the semester break, in early February, formal Report Cards will be sent home with a whole child description of student progress in the narrative comments.

We are hopeful that our new grading system will be fully up to speed by the semester break so that we can introduce a new format for our 4th-6th grade reporting at that time.

Professional Development from EL

We have had three days of professional development specific to our English Language Arts curriculum directly from one of the curriculum writers. He has provided Nate and the teachers with the tools they need to make sure that the kids get the most out of their learning. After his visit, we provided each teacher with a half day of release time to strategically plan their upcoming expedition. Teachers have been very appreciative of the planning time and have found the planning practices introduced to be extremely efficient and helpful.

Student Withdrawals

Two elementary students have withdrawn from the school. In both cases, the parents elected to move to schools with program features not offered at TEA

Positions Posted for 2018-2019

We have posted Crew Leader openings for next school year anticipating the need to double more than one additional class. New, exciting applications arrive every week. The screening process will begin in December with the goal of hiring early in the season.

#2: What we're currently working on

Formative Teacher Evaluations

We will be using our newly revised Teacher Expectation Guide to provide formative feedback to teachers this month. This gives teachers an opportunity to reflect on their performance so far and gives us an opportunity to support them where needed.

Student Surveys

We are surveying all Elementary students this week to determine how the year is going for them academically, socially and emotionally. Survey results provide Crew leaders with valuable feedback to determine what's working and where changes can be made.

Curriculum Implementation and Development

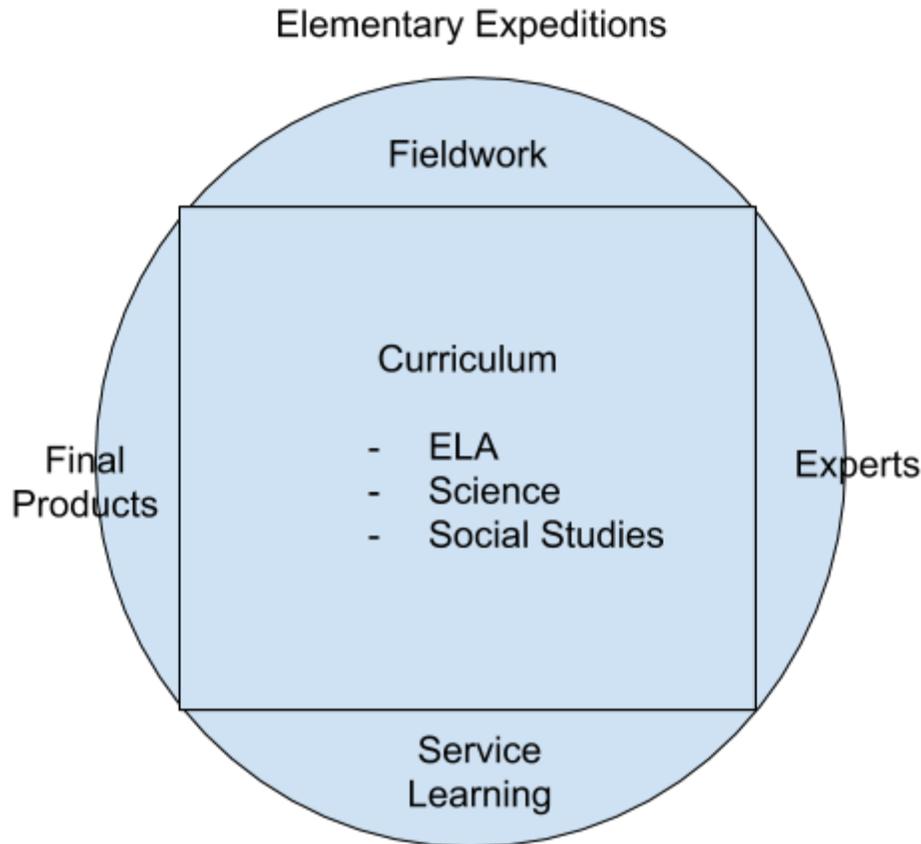
We decided to adopt a new English Language Arts curriculum this year because we felt that this would provide teachers with the tools they need to give our students a more rigorous, integrated academic experience. See [this article](#) describing the kudos this curriculum has received nationally. Teachers continue to gain skill and confidence in implementing the curriculum. At our

Professional Development, they shared the following reflections on their first quarter expeditions using the curriculum:

- The focus of many of these expeditions is on social justice. This helps students to open their eyes to larger issues around the world and the way that they can make the world a better place.
- Third graders love writing multi paragraph essays!
- The curriculum includes clear and well rounded expectations.
- Creative protocols that feel like the “TEA style” of teaching are a main component.
- Teachers have the freedom to adapt the performance tasks to make them into full fledged final products which are relevant and impact our community.
- The curriculum provides an in depth exploration of the expedition topic with integrated English Language Arts skills and strategies based on grade and skill level.
- There are clear ways to differentiate. There are conversion charts which help teachers to look at assessment data and know exactly what individual students need next.
- Students know how they are being assessed.
- Major tasks are scaffolded to ensure student success.
- It is exposing our students to multiple perspectives around the world, not just Lake Tahoe.

Curriculum + TEA magic = Engaging Expeditions

The curriculum is providing the basis for the expeditions in the Elementary School. TEACHERS use their passion and creativity to round out the curriculum into a full expedition by adding fieldwork, experts, service learning opportunities, and final products.



Curriculum Development Plan

This year, we had an unprecedented number of new teachers on staff. Most of our teachers, both new and returning, have chosen to implement the curriculum with integrity. This means that they know that they have the freedom to make professional decisions about the way that they implement the curriculum in their classroom, for their students. The curriculum has enabled them to “hit the road running” with high quality expeditions immediately. One of our returning teachers was quoted saying that “this curriculum is teaching her to be a better teacher.”

Our long term goal for all of our teachers to have the skills and confidence to create their own high quality, rigorous expeditions. We understand, however, that teachers come with differing levels of experience in curriculum development. Our thinking is that teaching this curriculum is giving teachers professional development in what great, integrated expeditionary teaching looks like, so that they can begin to model their expedition creation after these exemplars. We will continue to differentiate for our teachers by giving them the option to modify the curriculum (level 2), use the curriculum as a resource (level 3), or create their own curriculum (level 4). These levels are described in the chart below. Our Instructional Guide, Nate, along with our

School Designer, Adam, will continue to support and encourage teachers in moving through all stages of curriculum development. We will continue to use the clearly defined resources from EL Education, which support teachers in creating their own expeditions.

Phases of Curriculum Development

Level	One	Two	Three	Four
Description	Stick to the book	Modify the curriculum to match your students	Use curriculum as a resource in designing your expeditions.	Create your own curriculum
Notes for TEA	We will never be here. This level requires teachers to teach a curriculum with fidelity.	Some teachers are here this year. We call this teaching the curriculum with integrity.	Some teachers are here this year. This is a more creative version of level two.	Some teachers are here this year. We have required all teachers to be here in the past, whether they were ready for it or not.

Report #1B: MS & HS Program By Mara Jenkins | MS/HS Program Director

Strategic Plan Goal #1: Refine the TEA Magic & Deliver on Learner Outcomes

#1: What we've accomplished since the last board meeting

HS Fall Expedition Fieldwork:

November 5-15, our entire HS went into the field for fall expedition fieldwork. 9th grade followed the Colorado River for their water scarcity expedition, 10th grade traveled to Chicago for their Unity & Division expedition, and 11th and 12th-grade traveled to Sacramento, Santa Cruz, and the Bay Area for their student designed Criminal Justice expedition. See below for summaries from the trip leader.

- **9th grade fieldwork summary for Water Scarcity Expedition from Nilo Bill:**

I am writing to let you know that we are returning your student back to you a different person. TEA Fieldwork has a tendency to do that! They are changed in terms of growth in their character, academics and adventure. This fieldwork pushed all of the students in all three of those categories. The desolate landscape itself not only inspired the students, but beat them down and challenged them, forcing them to push-through adversity, physically and mentally. In terms of character, the students began to understand the idea of putting others before themselves in order to have success as a group. This happened when students helped each other during the slot-canyon climbing and river-paddling as well as the students learning to deal with limited resources in the backcountry such as limited light, food or backpack space. In terms of academics, nothing can take the place of tracing the Colorado River as we did to understand the broad-reaching impacts and complexity of water scarcity. We experienced first hand the Colorado River slowly being used up on its long march to Mexico, never making it to its natural resting place in the Gulf of California. We learned that humans have put themselves in a position of the river being there to serve us, versus us being there to serve the river. Reading and listening to passages from *Cadillac Desert* by Marc Reisner, *The Exploration of the Colorado River* by John Wesley Powell and *Where the Water Goes* by David Owen and comparing these readings to the conversations with experts from the Federal Bureau of Reclamation only enhanced the experience. In terms of adventure, students had to persevere through scorching heat, dusty wind, slippery fix-rope climbing, tarantulas, paddling 45 river-miles over three days, coming in and out of lakes, rivers and reservoirs. Sleeping every night in a tent for ten nights straight is an accomplishment in itself for these students, and to do it after all of their hiking, climbing, paddling, swimming, enduring and learning is a momentous accomplishment in their life.

I will leave you with a few quotes from the students that I recorded at the end of the trip relating to their growth in terms of Character, Adventure and Academics:

*"At the beginning I didn't have faith in myself that I was going to make it through the trip physically or mentally. It was mentally challenging because of missing home and the looming days ahead of the trip. But **feeling the accomplishment at the end of getting through made me really, really proud of myself.**"*

*"The world is not what we think, you need to know both sides of any story. **You always need to find truth for yourself. We found the truth for ourselves by following the Colorado River.**"*

*"We are all more aware of how water is used in the West and we know the difference between **how people think water should be used vs. how it is actually used.**"*

*"We came closer as a group to **work together to get through the stresses** of the wind, the unknowns and the challenges."*

*"I learned to be thankful for what you have at home and know **you are stronger than you think you are.**"*

*"I never realized that **so much of our agriculture is grown in what is actually the desert.**"*

*"We **learned how to not be comfortable** and how to not be picky, which is a skill."*

*"We learned to **work collaboratively** with people we don't usually work with."*

*"I have **more empathy** for people and their stories of hardship."*

*"I learned how to **take care of myself and others.**"*

*"**Everything you do has far-reaching effects.**"*

- **10th grade fieldwork summary for the Unity & Division Expedition from Jess Svoboda:**

After spending 10 days in the Windy City, all I can say is wow. Thank you for the privilege of taking your students to Chicago. We had an immense goal when we set out to study Unity and Division, and the students far exceeded what we thought we could cover. They walked away with a better understanding of power, privilege, and identity, and what an individual can do to make the world a little bit better.

We kicked off our trip with a lesson on gerrymandering, as the midterm elections were happening. Students simulated districts voting for who should get the donuts for breakfast. We then explored some neighborhoods by walking The 606; a restored L-track turned walking trail. The next morning we analyzed voting results in the local newspapers and went downtown to observe the city post-elections. Each car group was given a star from the

Chicago flag to study and went to different locations to observe what their star represented. These days offered a great way to get a sense of place!

One of the highlights of the trip was shadowing students at Amos Alonzo Stagg High School. Their Voice of Witness class partnered up with our students to share their stories and hear about others' lives. Students shared the vast differences of the school but recognized the Stagg students had far more in common with us than they thought.

Students also participated in a 5K run along the beautiful shore of Lake Michigan; a run which benefited veterans. We received a personal tour from Chicago natives (ask about the pipe organ!), learned about genetics from the Museum of Science and Industry, and, volunteered at Casa Central. Students interviewed Malak, an Egyptian student currently studying at the University of Chicago, about her experiences being in Egypt and Chicago. Finally, our capstone interview was with Ja'Mal Green, a current mayoral candidate with an inspiring passion for making positive change in our world.

Students were also given "electives" for the trip. Small groups were sent to programs happening around the city. These small group experiences allowed for more intimate conversations to occur, regardless of the activity. Highlights include: Chicago Young Authors Poetry nights, Emcee Wreckshop on writing raps, Tonika Johnson's Folded Map Project, Women Speak, and Imagine Armistice.

Lastly, students ended the trip mapping out our entire visit on a Chicago neighborhoods map. This is a great tool to hear more from your students about their trip. Student experiences were supported with an academic workbook, where we read "A Case for Reparations," articles on the role of Chicago in World War I, and poetry from various local poets - also a great tool to spark conversation!

I am so grateful for this experience. Students truly brought the trip to the next level with their engaged and insightful questions, thorough debriefing, and amazing synthesis of readings and experiences. Even our experts noticed how awesome our kids are. Below are some quotes from experts we met with, as well as a link to photos from the trip.

Thank you again, for letting me bring your students to Chicago. Their input brought the trip to a whole new level, and we made some incredible new developments. I could not be more proud of what they did in the field.

Expert Quotes:

"It was truly a pleasure to have such an engaged and kind group of students take time to visit our preschoolers and seniors."

-Casa Central

"Thank you for attending "Imagine Armistice in Chicago" with your students from the Tahoe Expedition Academy! It did my heart good to see those young people engaging in the peace community. We really appreciated sharing an afternoon of peace together."

-Imagine Armistice in Chicago

"I could not smiling the whole walk home and just cannot get over how incredible your students are."

-Malak Arafa (Egyptian University of Chicago Student)

- **11/12th grade fieldwork summary for the student designed Criminal Justice Expedition from Mara Jenkins:**

Thank you for sharing your amazing young adults with us. The students definitely picked an interesting subject to explore. In true TEA fashion, we took learning out of the classroom and into the field to investigate the criminal justice system, high recidivism rates in the United States, and figure out how to support reintegration. I know teenagers are notorious for short answers after getting back from trips so I thought I'd give you some key points to ask them to spark a lively conversation during your Turkey dinner.

We started in Sacramento and dove right in by observing a murder trial, meeting with formerly incarcerated youth from the [Anti-Recidivism Coalition](#) (ARC), and the [Director](#) of the Division of Juvenile Justice. *Ask them how the conversation with the formerly incarcerated members of ARC impacted them. Ask them how different the impact of watching a murder trial in person is versus their former experiences of watching criminal justice on tv or in movies.*

We then traveled to Santa Cruz where we interviewed business owners about their stance on hiring formerly incarcerated individuals, met with the Director of [Freedom Within Prison Project](#), and a teacher at a Santa Cruz County juvenile facility. *Ask them what business owners shared with them and the work Malcolm Dydo is doing as the Director of Freedom Within Prison Project.*

Our final location was in the Bay Area where we met with a retired SF Police Department and current criminal justice [professor](#) at SFSU, Directors at [Project Rebound](#), 4 Alameda County Probation Officers and 1 retired parole officer, and 2 residents/workers/formerly incarcerated individuals at the [Delancey Street Foundation](#). *Ask them how the Delancey Street Foundation compares to systems in [Norway](#), services provided by Alameda County, and the challenges Project Rebound is facing.*

Students reflected on what they learned and what they will take away from this fieldwork on our final night. Some of the comments included:

- *I am grateful for my family and my school. I am walking away with more gratitude for what I have.*
- *This trip reinforced my values to not judge a book by its cover. It opened my eyes to those formerly incarcerated that are turning their life around.*
- *I am going to walk away from this with more forgiveness. People can and will change given the right tools.*
- *Whatever you want to have you have to earn it. It won't be easy and it won't be quick, but you will get what you work for.*

Along the way, students learned skills such as meal planning, cooking, physical fitness, surfing, self-control, social media regulation, and navigating urban environments via public transportation. When we asked how they felt like they personally grew on the trip we heard things like:

- *I have gotten a lot better at being able to talk and interact with people and experts.*
- *I made healthier choices and I am committing to exercise regularly now.*
- *I learned how to cook.*
- *I learned to be calm when things don't work out: what is going to happen is going to happen and I can't let my anxiety go crazy over something like that.*
- *I improved personally when Mara challenged us to stay off of social media. The first 12 hours was hard, but I felt like I had a lot better and longer conversations when I wasn't on my phone.*

Students are currently working on solutions to the high recidivism rates in the United States. Stay tuned for more details.

External PD options:

In order to continue to invest in what makes TEA special (our TEACHERS), we are committing to provide internal and external PD options this year. Laura Quarin is rocking our internal PD and 1:1 coaching as our instructional guide. She also put together a [menu of options](#) for teachers to choose from and submit a [proposal](#) for PD. This will provide specific support towards teachers' individual pedagogical goals.

We already have approved sending Lindsey Cunningham from our support services team to a Gifted and Talented Accelerated Learning professional development opportunity and Nilo Bill from our math and science team to the Geological Society of America conference where he will present about current science curriculum at TEA.

Speaker Series:

Caroline Kaplan is working with the MS/HS leadership TEAM to create a speaker series for our students. She started last Wednesday by having guest speaker, Jordan McElroy, share his journey through the successes and struggles he had faced in life. Jordan is a young man who worked his way from the bottom up to become a well-known competitive world-class Nordic ski racer. At the height of his success, he developed a serious back injury which had resulted in the downward spiral of his career and motivation to continue thriving. Unfortunately, this had left him feeling hopeless and unsure of what his purpose in life was for the time being. Jordan soon realized that the only remedy for getting him out of his depressed state of mind was by serving others and giving back to the community. Soon after this realization, he started working with young adults and youth who were also experiencing a lack of purpose and motivation in their life.

Future topics for speakers include health and wellness, career opportunities, passion talks, inclusive dialogues, etc.

Positions for 2019-2020 SY:

To get a head start on the hiring process and in anticipation of growth, we have posted a position for a MS/HS Math & Science teacher as well as a MS/HS Humanities teacher. We have already received some exciting candidates and will start phone screens in December.

#2: What we're currently working on

Goal-based instructional coaching with Laura Quarin:

Until the end of the first semester Laura will continue to be available for optional check ins to help with dialing in procedures, planning and assessing. Beginning second semester (end of January), Laura will be scheduling a monthly meeting with each teacher to work on Goal Based Instructional Coaching. In considering what pedagogical area teachers would like to center their coaching sessions on, please refer to the attached [Dimensions of Student Achievement](#) document. Teachers might choose one or more dimensions to focus on.

Spring Intensives: Teachers are submitting their proposals for spring intensives this month. Spring intensive courses start second semester on January 28 and fieldwork is scheduled in May. Juniors have the option to do individual intensives OR be leaders on group intensives. Seniors are all completing individual senior intensives as a graduation requirement. Here is a sneak peak of some intensives:

- The Art of Art: Ceramics, blacksmithing, murals, oh my!
- Urban Vibes: Investigating Homelessness on America's West Coast
- Clean Energy Revolution: Supported by Pioneers of Clean Energy
- Art & Science of Storytelling: A deep dive into the film industry
- Food, Health, and Culinary delight: led by TEA parent and chef extraordinaire, Shawn Kroop
- The Human-Animal Connection
- *More to come...*

STEAM space: The 6th grade is currently using the space that can accommodate our STEAM materials. We are working with the facilities team to get a vent put in over winter break so that when the 6th grade moves to the Elementary School side of campus we can move the machines in and resume having STEAM as an option.

Fine tuning the evaluation process with teacher input:

Melanie worked last year with Bill Bryan to develop a holistic evaluation for teachers. *Side note: Bill is working with ALT to develop an administrative evaluation tool as well.* We are in our preliminary stages of using it. We are taking teacher feedback to ensure it is a fair and holistic measurement that provides opportunity for mastery, in alignment with the philosophy of

education we provide for our students. Observations, evaluations, and 1:1 meetings are occurring November-December. Feedback will be discussed at the Programmatic Leadership Team meeting. Spring evaluations will also be conducted.

Expedition scope and sequence:

To provide a clear scope and sequence that provides a throughline of academics while allowing creativity and current events to drive the real-world problems we are addressing, we are developing an expedition scope that has an overarching theme aligned to foundation courses. Guiding questions and learning targets are being worked on with fieldwork locations considered. The following is being developed (work in progress) with the help of the MS/HS Leadership TEAm and TEAcher TEAm.

- 7th grade: Balance of Power
 - This expedition will look at how power has shifted over time and across multiple contexts. Through historical, scientific, and social lenses, students will identify how power is a dynamic force that has lasting impacts on the ways in which we experience and move throughout the world.
- 8th grade: Survive & Thrive
 - This expedition will look at what communities and societies need to survive and thrive. Through the investigations of the establishment and growth of civilizations from the Columbian Exchange to World War I as well as the exploration of physical science and the relationship between humans and the environment students will explore what is needed to not only survive, but thrive. They will also investigate the impact of these choices socially, politically, and environmentally.
- 9th grade: Unity & Division
 - This expedition will investigate what divides us biologically and sociologically as humans and ways to unite us in spite of those differences.
- 10th grade: Fire & Water
 - This expedition will focus on the ever growing challenges related to water scarcity and fire locally, nationally, and globally.
- 11th grade: May the force be with you...
 - This expedition will look at the social and physical forces through their U.S. History and Physics courses.
- 12th grade: Climate Change
 - This expedition will look at the political and scientific challenges and solutions to climate change that impacts us on a global scale.

Report #1C: Report from MS/HS Student Council

Strategic Plan Goal #1: Refine the TEA Magic & Deliver on Learner Outcomes

Since we include student voice as much as possible and as we are developing our student council, they have opted to include a report about what the students are working on and what they have accomplished in similar format to the other staff reports. Below is the report from the MS/HS President, Jack Loughan, and Vice President, Johan Sotelo.

#1 What we have accomplished:

- **Halloween Spirit Day:** Our first spirit day of the year was a huge success. We put together some creative activities for the student body and staff to partake in and celebrate Halloween in a TEA way. Crews were asked to collaborate and create a costume for their crew leaders. They also worked together to stack objects to build the tallest tower to hold a pumpkin. Finally, crews got even more competitive to win the basketball game of BOO. There was a high level of participation, creativity, and collaboration that we can't wait to plan more spirit days!
- **Environmental Club:** 10th graders, Summer Benjamin, and Caroline Sandberg have started the first student-run club this year. It is called Earth Warriors and will be focusing on bringing awareness to ourselves and others about environmental issues and making TEA and our communiTEA a more eco-friendly place. They are planning on helping out with the planning of TEA Earth Day and getting ecological experts to come and talk to us. The teacher facilitator for the club is Nilo Bill but will be all ran by the students. Their first meeting is Tuesday, December 4th and are hoping to get at least a few students involved.

#2 What we are working on:

- **Camp Fire Fundraiser:** Paradise, CA is now recognized for the most destructive fire with the highest human loss in California history. Tens of thousands have been displaced, have lost homes, businesses, personal belongings, and pets. Instead of doing a food drive for Project Mana which is already being done by the Spanish Class, we decided to raise funds for

the victims of the Campfire. We wanted to do something to give back to our communities this holiday season and thought this would be a great way to help. The fundraiser will be shared out in the TEA Times and social media accounts to get involvement from both parents and students of our CommuniTEA.

- **Vending Machine:** Students need snacks to keep their busy bodies and minds going. Healthy snacking can help kids get essential nutrients, make up for skipped meals and provide the necessary fuel for learning, sports, and other activities. We realize that many students have those days when they don't have time to pack a lunch and get very hangry thought the day. We are currently working on finalizing a proposal to get a healthy vending machine on campus. Student Council will have to raise funds for the vending machine, and once we get it going, it will turn into a fundraiser for service projects. The proposal will be presented to Mara and the MS/HS Leadership TEAm in the coming week.
- **Student-Run Clubs:** The first club that was started, the environmental club, was by a student council representative. Many students have ideas and are wanting to start their own clubs, but many don't know what to do to get heard. We are currently working on creating an outline proposal for starting a club that will be share out with students and can be sent to us anytime for review and approval by Mara.
- **Student Body Communication:** Having good communication with the student body is an integral part of the student council. We want to be able to share updates on what the student council is working on and events or volunteer opportunities in the communiTEA that students may be interested in. To do this, we will be creating a weekly/bi-weekly (depending on the amount of information) newsletter that will be sent out to students email. We will also be placing a news corkboard in both cafeterias were a physical copy of the newsletter will be posted as well as flyers on information for clubs, school events, and events students are in who may want classmates to attend, i.e., dance performance. We are also working on a student council website where we will post information like a new club request form, and an anonymous forum where students can tell what they want to see in our school.

We also want to work on finding a way for students to have access to

pictures and news that are shared on ParentSquare that we don't get to see without asking our parents.

- **School For Climate Change:** We have decided that we want our school to speak up for climate action. Schools For Climate Action was started to empower schools to speak up for climate action to protect current and future generations. There has currently only been one student council in the nation that has gotten a resolution passed, and we want to be the next. We will also be participating in Congress, Act on Climate! Day 2019 where we will hand deliver climate action resolutions to members of Congress. TEA students will write these letters and will be getting the young ones involved as well.

Report #2: Staffing & Retention By Ken Martin | Board Chair

Strategic Plan Goal #2: Attract, Develop & Retain the Best People For Our Programs

#1: What we've accomplished since the last board meeting

We've posted several new positions. Mara & Melanie reported on the Elementary and MS/HS positions. We're also building up our business office in response to our growing scale and complexity. We're always on the lookout for great people, whether its substitute teachers, adventure guides or summer camp staff.

#2: What we're currently working on

We're working with Dr. Bill Bryan of the Center for Secondary School Redesign (CSSR) to develop an evaluation system that not only evaluates performance versus goals/success measures for the position but also rates the underlying competencies (knowledge, skills, and talents) that support execution. All of this is in the context of TEA's values, vision and mission as well as the specific position being evaluated. The first stage of this effort is a teacher evaluation system, but we'll eventually roll it out to everyone in the organization.

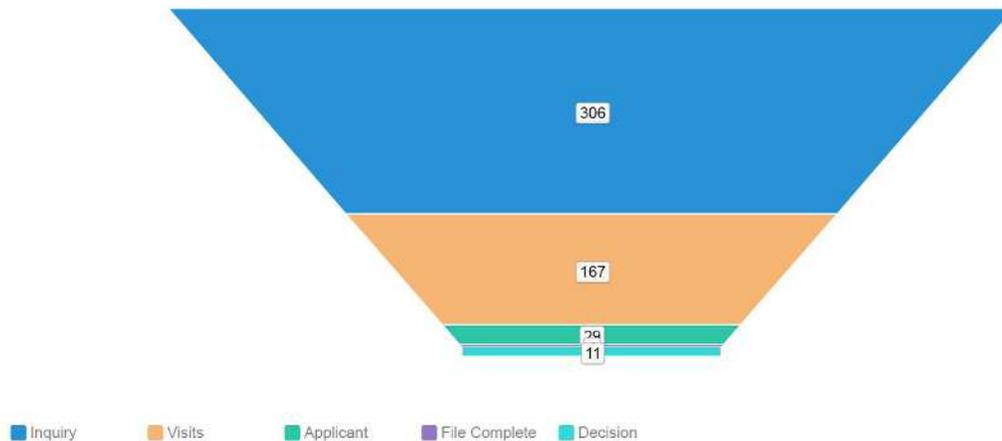
Report #3: Program Enrollment By Greg Wright | Marketing Director

Strategic Plan Goal #3: Grow and Diversify the Body of Young People Served

#1: What we've accomplished since since the last board meeting

- The new CRM is fully functional and in-use. All new inquiries are entering the system and stay in the system through enrollment. Assuming we keep Raiser's Edge, users would stay in the system as potential donors after graduation.
- Working on a few mid-year admits including a "winter term" admit. This student would be in our program from December - February only. Working with the program team on what that student experience would be like and how we would administer it.
- Now that all applicants are in our new CRM, we will be able to produce more granular reporting. We can report on the status on applicants by grade. Our funnel goes inquiry > visit (shadow) > application > file check > ready for offer letter. The following graphic shows where we are at for 2019-20 across all grades. We can refine by grade if/when needed.

Admissions funnel



To clarify - we have 306 students in the funnel, 167 of those have visited, 29 have applied and 11 of those are in the group we will send offer letters out to on January 8th as part of our "Early Action" admissions pool. Those who have not completed their applications and associated paperwork (transcripts, test scores, etc) by 12/14 will be

moved into the “Regular Action” admissions round. For a look at our admissions timeline (internal doc) [click here](#). For the external facing admissions timeline go to <https://www.tahoeexpeditionacademy.org/admissions>

- With this new reporting, we’re not able to compare to historical numbers in an “apples to apples” format. The data does exist, but it would take some digging to run the comparisons. For a quick comparison, at this time last year we had 114 students in the funnel vs 306 now.
- Here’s a more granular view of the funnel, showing where each of the 306 inquiries are at in the funnel by grade. When a candidate reaches “decision” they will be sent an enrollment agreement at the end of the admissions period (early, regular, rolling). See internal admissions timeline above for those dates. Note this view is a little different than above as it shows where everyone is at in the process. The goal is to get everyone to the right hand column.

Potential candidates

Candidates by status

Status	Inquiry	Visits	Applicant	Decision
Grade level	Active candidates	Active candidates	Active candidates	Active candidates
Pre-K3	2	7		
Pre-K4	14	11	2	2
Kindergarten	10	14	2	5
1st Grade	13	4	1	3
2nd Grade	12	11	2	
3rd Grade	8	15	1	
4th Grade	11	5	4	1
5th Grade	12	12	2	
6th Grade	13	14	2	
7th Grade	7	12	2	
8th Grade	12	5		
9th Grade	9	12		
10th Grade	2	8		
11th Grade	7	9		
12th Grade	5	1		
Sum	137	140	18	11

#2: What we're currently working on

- Re-enrollment agreements and Early Action enrollment agreements are being prepared to go out on January 8th.
- Upcoming recruiting event at Lake Tahoe School.
- Ongoing initial calls, shadow visits, and application processing.

#3: What We Need From the Board

- With enrollment agreements going out we need to finalize tuition rates for 2019-20. Based on our pro-forma budget, we're planning on a 3% increase in tuition. This is in-line with the CPI. On this [Bureau of Labor Statistics report](#), there's a row titled "Services less energy services" and a column titled "Unadjusted percent change Oct 2017-Oct 2018" the intersection is 2.9%
- With this information in-mind, the Administrative Leadership Team proposes the following rate structure. We are looking for board approval.

2018-19 VS 2019-20 PROPOSED TUITION RATES

PK 2-day:	\$ 7,200	\$ 7,416
PK 3-DAY:	\$ 10,900	\$ 11,227
PK 4-DAY	\$ 13,100	\$ 13,493
PK 5-DAY	\$ 14,900	\$ 15,347
K	\$ 17,900	\$ 18,437
1	\$ 17,900	\$ 18,437
2	\$ 17,900	\$ 18,437
3	\$ 17,900	\$ 18,437
4	\$ 17,900	\$ 18,437
5	\$ 17,900	\$ 18,437
6	\$ 17,900	\$ 18,437
7	\$ 18,900	\$ 19,467
8	\$ 18,900	\$ 19,467
9	\$ 24,900	\$ 25,647
10	\$ 24,900	\$ 25,647
11	\$ 24,900	\$ 25,647
12	\$ 24,900	\$ 25,647

Report #4: TEA Development By Taylor Simmers | TEA Cofounder

Strategic Plan Goal #4: Scale TEA Magic & Develop World-Class Facilities

#1: What we've accomplished since since the last board meeting

We have met twice with Kundig / Faulkner Architects and MVEF and architects to plan future campus development and better understand the costs, timeframe and needs as well as gather collateral for fundraising efforts. We are getting great clarity here and will announce to our CommuniTEA as things get a bit more flushed out.

With the Board's help, we have revised the Pro Forma to get a solid understanding of what operational expenses and deficits will be over the next 2 to 3 years. By 2021, we are striving to be entirely self-sufficient, without relying on any fundraising for operations.

We have had great meetings with members from our CommuniTEA, some of which who are interested in partnering with us to help us achieve our vision.

We had a great call with Chris Nelson, Director of the Fisher Fund, who is going to connect us with his network of philanthropists. A big thanks to Jim and Caroline Kaplan and Jim Fisher for facilitating this call.

#2: What we're currently working on

Fundraising

- We are updating and communicating TEA's Fundraising Plan and strategy, which tells TEA's story as it relates to create the best school in the world and continue to strive toward our larger vision of positively impacting students and education beyond TEA.
- We are in the process of securing verbal pledges from the spring and summer from our amazing supporters.
- We are conducting ongoing individual meetings with potential partners. There has been some limited but good success to date. We need to continue to figure out ways to inform and inspire our families in terms of the value of a TEA education and the need to have a diversified donor base.
- We started planning for the Auction in Spring 2019.
- We are continuing to develop our Alternative Revenue sources, including camps and summer programs so that they can replace annual fundraising for operations within three years.

Scaling and Big Picture Development Efforts

- We are in the process of developing TEA's first Summer Program, which will be launched Summer 2019 to local and regional students looking for HS credit. We are calling this TEA for FREE Summer School, with TEA standing for: Think, Experience, Act. This will be a new spin off brand that will have the ability to serve our own students coming into our high school as well as be scaled to much wider audiences. Taylor has spoken with Chris Nelson, from the Fisher Fund, who is willing to present the program to his CA KIPP schools.
- We are collaborating with two other awesome local organizations, Gateway Mountain Center and Adventure Risk Challenge, as we share very similar experiential approach. We will be conducting a Case Study to demonstrate the efficacy of our shared approach on three different demographics and three different social constructs (education, therapy and wellness and youth empowerment) in order to increase our development power.
- We continue to work on developing software apps in order to improve our own program as well as share with other schools and organizations. This includes our Gradebook App and a Character Index app that will enable schools and orgs to track growth in character values. (A huge shout out to Erik and Julie Swan for helping support this initiative, not to mention many other things happening around campus, like landscaping, Building One interior design and the athletic field.)

#3: What We Need From the Board

We have worked with the Board to revise and update the Pro Forma, which has been very helpful. This has given us a clear funding number to achieve over the next two to three years in order to become 100% self-sufficient and sustainable.

Though we are not there yet, it is within our plan is to become self-sufficient without any annual fundraising for operations. Instead, fundraising would become targeted toward cool and exciting new programs, capital infrastructure and an endowment.

We need to continue to network at a Board level and it would be awesome to forward any internal and external supporters of TEA and our vision to me, so Taylor can follow up with those altruistic folks who can help us achieve our mission.

Report #5 - Current Facilities By Ken Martin | Board Chair

#1: What we've accomplished since last board meeting

There's been a tremendous amount of activity around the campus this fall. Through the TEA Times, we've already shared our excitement about the athletic field, but it has exceeded all expectations. Students have been actively enjoying it on a daily basis since its completion. Now, we'll need to put it to bed for the winter so that it can get established.

#2: Mid-range term facilities plan (next 90 days)

We are working hard to complete the Early Childhood Education building in December so that we can get it ready for class after winter break. We had some challenges and delays (construction adversity) but we're optimistic that all the pieces will come together.

Our geodesic domes finally cleared customs at Oakland and were delivered to campus. We've missed the window to build the decks in two locations, so that will have to wait until spring. We're still planning a volunteer effort the next time we have clear weather to put up one dome near the athletic field.

#3: Long term facilities planning in progress (next 2 years)

We're in close coordination with MVEF to refine the campus master plan. At this point all we can say is that it will be spectacular and befitting of this amazing campus setting and our unique and powerful program.

Report #6 - TAP Update By Sas Hadden | TAP President

#1: What we've accomplished since since the last board meeting

TAP delivered at least 11 meals to Brian Collier and his family while he was recovering from surgery. The meals were all greatly appreciated. Thank you to all who participated!

TAP successfully continued blending new TEA parents and old TEA parents. There was a Martis Valley hike that a dozen parents charged through, and everyone met someone new. There was also a happy hour mixer for new middle and high school parents at the Simons residence. At both events, the parents were sharing their kid's "magical" experiences at TEA. It was very touching. TAP shared an appreciation to the staff, that included few highlights from these events.

TAP had a successful 2nd all-parents meeting in the new building. The new multi-purpose building was a hit and the meeting focused around What Character Building Looks Like at TEA. If you missed it, you can read the [meeting minutes](#) and [watch a full-length video here](#) of our guest speaker, Caroline Kaplan, sharing Character Building at TEA. The camera kept rolling during Q&A too.

At the meeting, parents requested these Board Agenda Narratives to be shared ahead of time from the Board meeting. Thank you for including these in the Friday TEA Times so all parents can read about it.

The art orders for the KidsKreations fundraiser were placed, with thanks to Joe, our ES art teacher. Students from K-6th grade submitted artwork. A total of \$2122.27 was raised. The money will go towards an art project that is currently being reviewed by the TAP Committee. After committee approval, it will be reviewed by all necessary stakeholders (TEA, MVEF, etc.)

#2: What we're currently working on

1. TAP is currently working on supporting the Winter Concert with the volunteers, food and refreshments.
2. TAP has a couple FUNdraisers in the month of December including the Gingerbread Decorating Party on 12/1 and the Ugly Sweater Bar Night on 12/4.
3. At the end of the month the TAP Committee will review some ideas on how to use the funds from TEA-sized fundraisers.
4. TAP is making the informal athletic parent volunteers into official TAP Volunteer positions. We will be sitting down with applicable school leadership defining specific roles and responsibilities for these roles.

5. TAP wants to encourage parents to use the Likemoji app for providing feedback to the school. TAP will be working with Greg on how to show parents the value of using this easy, quick, anonymous tool.
6. TAP is owning the Swag Pop-up Tent that will be monthly on Fridays and at the ES Winter Concert. TAP will own it until it eventually transfers to the MS/HS student council.
7. TAP is helping the MS/HS students procure games and activity sets for their free time.