

2021/2022

ANNUAL REPORT



Tahoe Expedition Academy

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WE ARE GOING PLACES!

Dear CommuniTEA,

It has certainly been a year of progress and growth on so many levels for our entire CommuniTEA, especially our students, and we are truly Going Places both figuratively and literally! The past twelve months have seen a return to fieldwork far and near, from the richness of our 42 acre campus to the edges of the continent and beyond. TEA continues to show the country that our students learn best through experience and engagement. Whether this means going across the campus in student-built go-karts to prove physics theorems or going to Hawaii to explore microplastics and renewable energy as a senior capstone, we were Going Places.

We also enjoyed a year of successes in just being together. We definitely have a new appreciation for the chance to assemble as a CommuniTEA and enjoy the wonder of our shared school experiences - from sporting events, our Celebration of the Arts, Passage Presentations, Town Halls, Commencement, or other gatherings. We began our strategic planning process last spring by creating goals and initiatives around Diversity, Equity, Inclusion, and Belonging, creating a roadmap for policies and strategies that will further our commitment that ALL members of our community feel heard and valued and experience a true sense of belonging.

Our arts and physical education offerings spread to the middle school this year, and the return of founding art teacher Emily Tessmer led to memorable performances for all of our students and families. Not only is it great to have Emily back, but other returning faculty include DC Larrabee, Stephanie Gibbons, and both Taylor and Chelsea Simmers. We had a tremendously successful gala in May - our first live celebration in several years - and introduced our new "Constructive Adversity Award", which were presented to our three co-founders: DC Larabee, Taylor Simmers, and Margo Redfern. The CommuniTEA's generosity made it a record-setting fundraiser, which complemented our most successful Annual Fund Campaign, reaching 100% giving from parents, faculty, and staff - truly an amazing accomplishment!

In addition to celebrating the present, TEA continues to look ahead at a future brighter than ever before. We are a member of Western Association of Schools and Colleges and have become a member of the California Association of Independent Schools. We have also begun a strategic planning process which will enlist the support and input from all of our constituencies to determine 4-6 strategic goals for us over the next five years. All of these successes demonstrate what is possible when we believe in the mission and vision of our incredible school.

Thanks to this belief and your continued generosity, our students enjoy a world-class education, filled with experiences on and off campus that are contributing to their role as a new generation of creative problem solvers with a social conscience. Thank you sincerely for your continued support as we continue to enjoy and appreciate ALL THINGS TEA.

Appreciatively,

David Maher, Head of School

WE ARE REAL WORLD PROBLEM SOLVERS

We are a fully accredited, Pre-K-12 school developing creative, resilient and character-rich youth who are using their intelligence to improve the world. Our students are actively solving real-world problems in hands-on environments, all alongside highly trained teachers and trail-blazing industry leaders.

VISION

WE BELIEVE IN THE INFINITE POWER OF YOUNG PEOPLE

At our school, we believe students can make a difference in the world now and become the change-makers of today. We're not interested in "preparing future leaders," but rather tapping their creativity, right now.

MISSION

EMPOWERING A NEW GENERATION OF CREATIVE PROBLEM SOLVERS WITH A SOCIAL CONSCIENCE

Powered by Constructive Adversity™, TEA's forward thinking educational design combines academic excellence, character building, and real world adventures to develop confident and creative problem solvers who thrive in and contribute to dynamic and challenging environments.

VALUES

ARE CORE ELEMENTS OF OUR CULTURE

WE BELIEVE IN FIGHTING FOR A JUST AND EQUITABLE WORLD

WE BELIEVE IN TURNING ADVERSITY INTO GROWTH BY TACKLING TODAY'S MESSY AND IMPORTANT PROBLEMS

WE BELIEVE IN COLLABORATING WITH COMMUNITIES TO ENACT POSITIVE CHANGE IN THE WORLD



BUILDING ON A SOLID FOUNDATION



TEA IS AN ACTIVE 501(C)(3) NON-PROFIT ORGANIZATION

TEA IS FULLY ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) FOR PRE-K-12TH GRADES UNTIL 2024

TEA USES NATIONAL ACADEMIC STANDARDS AS FOUNDATIONAL PIECES OF THE PROGRAM: COMMON CORE STATE STANDARDS, NEXT GENERATION SCIENCE STANDARDS, ART AND MUSIC STANDARDS, NATIONAL SOCIAL SCIENCE STANDARDS AND NATIONAL FOREIGN LANGUAGE STANDARDS

ALL HIGH SCHOOL COURSES ARE UNIVERSITY OF CALIFORNIA A-G APPROVED

TEA ENROLLS STUDENTS FROM RENO AND INCLINE VILLAGE, NV AND TRUCKEE AND NORTH TAHOE, CA. MANY FAMILIES HAVE MOVED TO THE AREA TO ATTEND THE SCHOOL FROM PLACES LIKE HONG KONG, SINGAPORE, PARIS, NYC, SOUTHERN CALIFORNIA, AND THE SAN FRANCISCO BAY AREA.

STAFF UPDATE

- 38 full time faculty and staff
- 6:1 student to teacher ratio

FIELDWORK

- 170 adventure days
- 186 days of overnight fieldwork

STUDENT BODY

- 208 in Pre-K-12th grades
- 36% received financial support

SCHOLARSHIP SUPPORT

- \$1,261,166 granted in financial assistance
- \$ raised - \$1,435,158

CELEBRATING GETTING BACK OUT INTO THE FIELD

Between wildfire smoke and the lingering Covid-19 pandemic, our TEAm had to practice what they preach by being adaptable in order to survive and thrive. Their hard work and dedication allowed TEA to navigate the tumultuous waters with the utmost care. Despite these challenges, we were able to return to our fieldwork in a more “normal” way and deliver on some remarkable adventures around the Tahoe Basin, greater California/Nevada region, and around the United States. Students tackled real-world problems, and worked with a copious amount of experts thanks to the perseverance of our faculty and staff, resilience of our students, and the support of our parents and donors.



K-5TH

Weber Lake, CA
Davis Creek, NV
Folsom, CA
Pyramid Lake, CA
Jackson Meadows, CA
Andelin Family Farm, NV
Equus Insight Ranch, NV
Scotts Flat Campground, CA

Maidu Heritage Museum and Discovery Trail, Auburn, CA
Stewart Indian School Cultural Center, Carson City, NV
Pacific Crest Trail, Donner Summit, CA
Grimes Point Archaeological Site, NV
Fernley, NV
Sugar Pine Point State Park, CA
Tahoe City, CA
Incline Village, NV

6TH-8TH

Alabama Hills, CA
Bodie State Historic Park, CA
Bullards Bar Reservoir, CA
California State Railroad Museum, Sacramento, CA
Death Valley National Park, NV
Empire Mine State Historic Park, CA
Golden Gate National Recreation Area, CA
Great Basin National Park, CA

Henry Coe State Park, CA
Lost Coast Trail, CA
Malakoff Diggins State Historic Park, Nevada City, CA
Mono Lake, CA
Prairie Creek Redwoods State Park, CA
San Francisco, CA
Stinson Beach, CA
Trinity Alps Wilderness, CA

9TH-12TH

Acadia National Park, ME
Albuquerque, NM
Anapolis, MD
Atherton, CA
Bears Ears National Monument, UT
Daly City, CA
Dark Canyon, UT
Denver, CO
El Paso, TX
Flagstaff, AZ
Grand Canyon National Park, AZ
Great Basin National Park, NV
Hapuna Beach State Recreation Area, HI
Hawaii Volcanoes National Park, HI
Honokaa, HI
Island Institute, ME
Liliʻuokalani Gardens, HI

Los Angeles, CA
Mauna Kea Observatory, HI
Moab, UT
Novato, CA
Orono Bog, ME
Portola-Redwoods State Park, CA
Rangeley River, ME
Rangeley, ME
Saddleback Mountain/Appalachian Trail, ME
San Francisco, CA
Santa Cruz, CA
Santa Fe, NM
Schoolic Institute, ME
South Lake Tahoe, CA
White Sands National Park, NM

SNOW CAMPING - LITTLE TRUCKEE SUMMIT

5th Grade

In March of 2022, the 5th grade class set out to snow camp just north of Truckee near the Little Truckee Summit. The class was immersed in studying the American Revolution and utilized this trip to understand the turmoils faced by soldiers during the winter months. During the trip students reenacted a battle scene, and faced their own challenges of survival and success in a harsh environment.



LOST COAST TRAIL

8th Grade

In honor of reaching their final middle school year, the 8th grade students were faced with their biggest challenge yet. The students backpacked the iconic and inherently difficult Lost Coast Trail, which spans 24.6 miles between Mattole Trailhead and Black Sands Beach and involves hiking through sand, over boulders and around giant elephant seals. The group worked together to encourage one another, while also reflecting through a travel writers mindset. This trip pushed perseverance levels and the comfort zone of many, but all agreed, they were beyond proud of themselves when they finished.



INDIAN GRINDING ROCK STATE PARK

2nd Grade

In the spring of 2022, the second grade class drove south of Lake Tahoe to the Indian Grinding Rock State park to learn more about Indigenous Cultures in our region. Students were able to see firsthand the lifestyle and cultural artifacts of the basket making people. After an overnight adventure in the park, students traveled to the Stewart Indian School to meet with an Indigenous story teller. The experience broadened and enhanced their understanding of local culture.



UTAH

9/10th Grade

In the fall of 2021, the combined 9th & 10th grade class set out together to explore the Bears Ears National Monument in the Utah desert. During this adventure, students backpacked into Dark Canyon, met with indigenous culture leaders, explored the mining industry in the area, and pushed their comfort zone while rappelling into deep slot canyons. This trip utilized adversity not only for growth, but also shed light on the real world complexity of competing perspectives inherent in many land use discussions.



GREAT BASIN NATIONAL PARK

Art Intensive

Once in Middle School, students are able to choose "intensive" courses, much like traditional electives. These intensives take 5 days each semester to utilize local and regional resources to expand upon their topic. In the Fall of 2021, middle school students traveled to the Great Basin National Park to explore how landscape can influence art. This trip combined adventure, art, inspiration, and sensations to help develop the artist's portfolio. Students explored caves, rode sand dunes, and climbed mountains on this excursion.



GRAND CANYON

11th Grade

In the Spring of 2022, the 11th grade class set out on a journey through time. The Grand Canyon offers insight into the distant past, and dramatic examples of today's climate. This group spent the week backpacking through the southern rim of the Grand Canyon, and were faced with physical, emotional, and spiritual growth opportunities. They explored photography, self reflection, and expert insights throughout this field work. While personal growth was unavoidable, they also met with local government officials and learned about the challenges faced today in the area.



STEAM IN ACTION

Programming in the 2021-22 school year highlighted TEA's resiliency and focus on consistency, along with our program pillars. Our staff overcame the lingering effects of the pandemic, persistent wildfire smoke and an extremely snowy December in order to deliver a full slate of high-quality fieldwork and classroom curriculum. We are particularly proud of our STEAM (Science, Technology, Engineering, Art, and Math) programming, where students grappled with real-world problems, engaged in design processes, and applied their skills and learning during dynamic engineering courses.

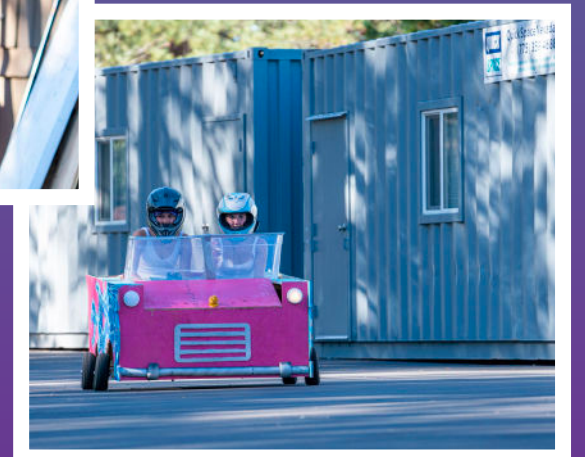
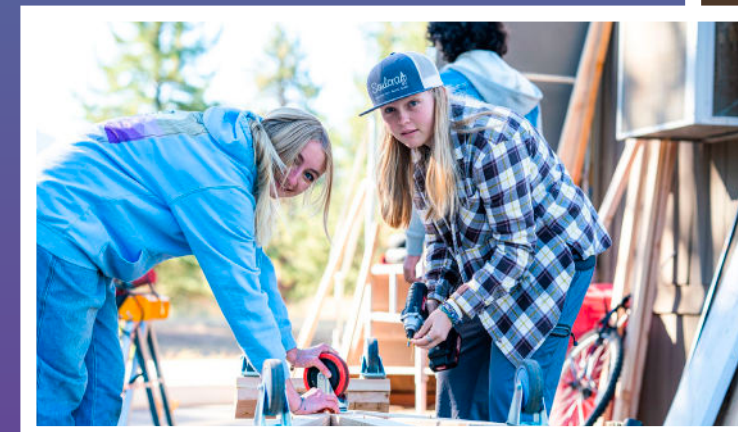
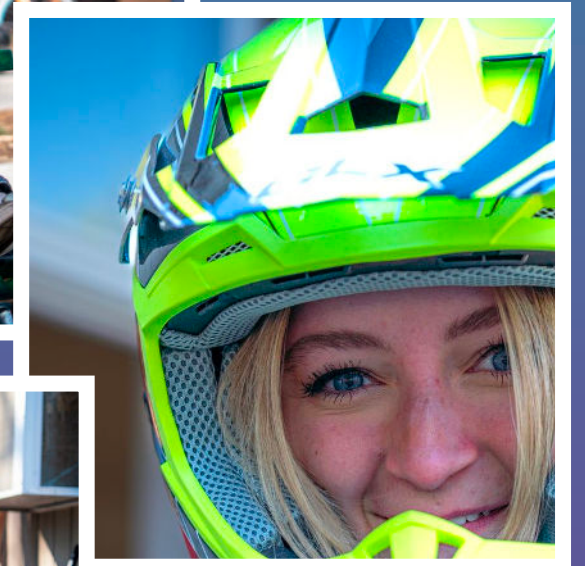
MIDDLE SCHOOL ENGINEERING HIGHLIGHT

Our Middle School Engineering Intensive turned TEA into a Formula 1 Grand Prix course (of sorts). To get there required substantial math and engineering. The karts, just like Formula 1 cars, have different tire types. Students collected data on how tires impacted their performance, as well as compared lap times against one another. On top of this, they calculated their top speeds, time lost due to pit stops, and created a formula on their own to determine the best driver and tire combinations. The course ended with the Final Grand Prix and the Podium!



HIGH SCHOOL ENGINEERING HIGHLIGHT

High School Engineering is a one semester course focused on the science behind motor racing and its applications to real world mathematics. Throughout this course, students gain knowledge in manufacturing, circuitry, programming, advanced mathematics including matrix and vector operations, and engage in healthy debate over ethical dilemmas in engineering. Students learn important engineering skills such as soldering, circuitry, and how to troubleshoot mechanical problems through experimentation, before designing, building and racing their own go karts!!



DIVERSITY, EQUITY, INCLUSION AND BELONGING

Tahoe Expedition Academy has always considered itself to be a project in human potential, and we believe this potential blooms in the context of diverse perspectives and experiences. Experiential education is about students developing the habits of mind and social emotional skills to thrive in the complex diverse world they inhabit. Additionally, we believe that every one of our students deserves to experience a deep sense of belonging in our school - irrespective of their race, religion, sexual orientation, disability, gender identity, gender expression or socioeconomic status - and to be able to create a culture of belonging wherever they may venture.

In the spring of 2022, a DEIB Board Task force composed of students, parents, faculty and board members was created and the work to develop a comprehensive and strategic approach began. As a result of the tremendous generosity of two donors, we were able to contract with the Center for Strategic Facilitation who provided a skilled facilitator to guide our organization through a seven month process. In April, we held our first session for folks interested in participating, where we reviewed the history of DEIB efforts at TEA and created a baseline of shared understanding. We then worked in small groups to define our vision statement:

In the next five years, how do we ensure DEIB is at the core of TEA's mission, vision, and educational practices and shows up in the lived experiences of our students, faculty, staff and parents by interrupting and repairing harm created by oppressive cultures and connecting as a school with the larger community so that TEA becomes a school where you know that you belong?



In early May we came together as a community over 2 days to refine our practical vision, identify underlying contradictions, and finalize our strategic directions which would guide our work over the next 3-5 years.

Those four substantial actions to move us towards our vision are:

- _____
- CULTIVATING AND EMBRACING DEIB EDUCATION
- _____
- COMMITTING TO POLICIES, PRACTICES AND PEOPLE
- _____
- BUILDING A MORE CONNECTED AND COLLABORATIVE COMMUNITY
- _____
- REIMAGINING OUR FINANCIAL MODEL WITH A DEIB LENS
- _____

Implementation TEAMs made up of student, parent, staff and board member representation for each strategic direction are regularly meeting and working collaboratively and with diligence on action items that will advance our progress towards our vision.

“We are indebted to everyone who donated their time and wisdom to the strategic planning process. In particular, we want to recognize and appreciate Kristen Heavey, Mara Morrison, Kim Gallelli, Bella Auerbach and Robert Quintana Hopkins from the Center for Strategic Facilitation for their extensive efforts moving our school towards a learning environment that embraces each of our unique students.”

COURTENAY WALLPE, DIRECTOR OF DEVELOPMENT AND DEIB COORDINATOR

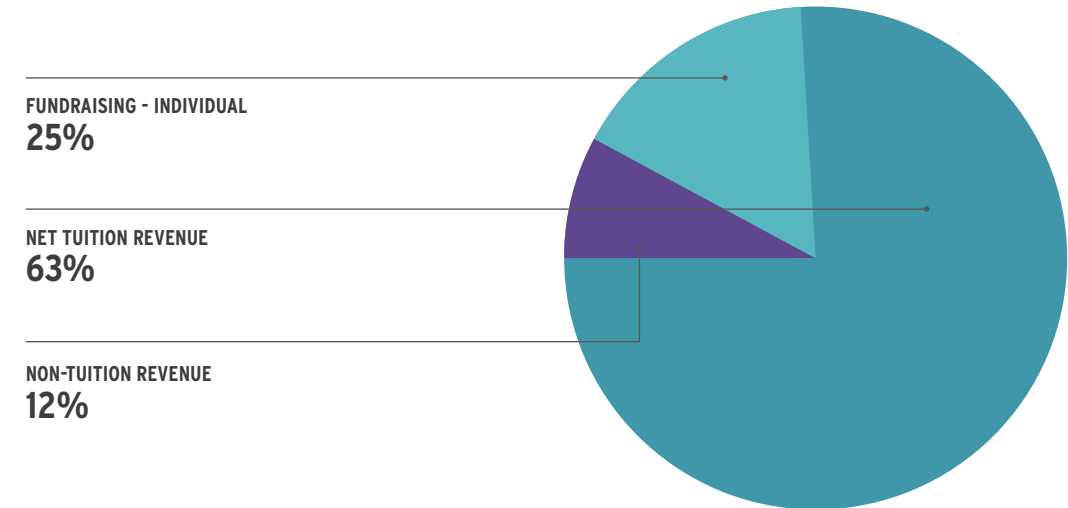
FINANCIAL SNAPSHOT

The 21-22 school year was a pivotal year for TEA. Despite a dip in enrollment attributable to the pandemic, we were able to nearly close the gap between what we collected in tuition income and what it cost to operate our program through the generosity of our donors, PPP loans (paycheck protection program), and subsequent loan forgiveness. Additionally, we were able to maintain a robust scholarship program, providing support to 36% of our students with \$1,261,166 in financial assistance.

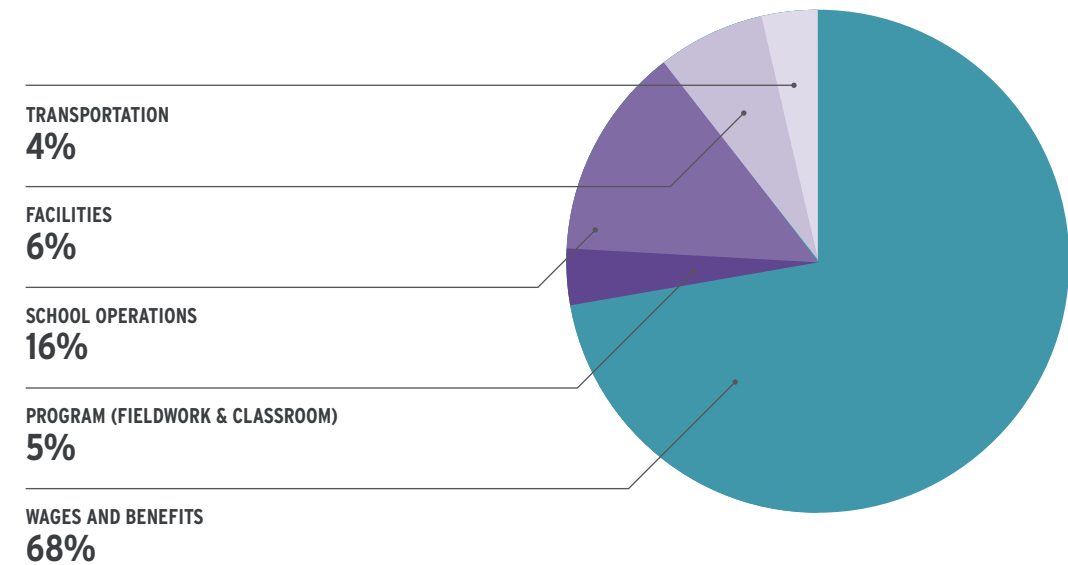
INCOME AND CONTRIBUTIONS		
NET TUITION REVENUE	\$3,701,657	63%
NON TUITION REVENUE (CAMPS, ATHLETICS, CLUBS)	\$702,908	12%
FUNDRAISING	\$1,435,158	25%
TOTALS	\$5,842,938	

OPERATIONAL EXPENSES		
WAGES AND BENEFITS	\$4,200,639	68%
PROGRAM (FIELDWORK AND CLASSROOM)	\$297,618	5%
SCHOOL OPERATIONS	\$971,947	16%
FACILITIES	\$363,052	6%
TRANSPORTATION	\$251,362	4%
OTHER	\$136,835	2%
TOTAL OPERATIONAL EXPENSES	\$4,934,000	

OPERATIONAL SOURCES



OPERATIONAL USES



“As a small independent school, we simply do not have district support in regards to the complexities of transportation and facilities. What we do have however is a remarkable constituency that shows up time and time again to support us in the form of volunteer hours and financial donations. It is only because of that support that we are able to navigate all of the facility and transportation logistics inherent in a one-of-a-kind school program that travels with students just about every day.”

LARRY LARSON - COO/CFO

100% POSITIVE IMPACT

In 2021-2022, Tahoe Expedition Academy achieved the unexpected - 100% participation in our Annual Giving Campaign from our Board of Trustees, faculty and staff, AND PARENTS! This is absolutely unheard of in the not-for-profit and Independent School world and is a significant improvement over previous annual fundraising at TEA. Funds raised during the campaign were directed towards our expansive financial assistance program, fair compensation for our staff and faculty, as well as facilities, transportation, and field work.

Our campaign theme was "Cultivating Compassion: 100% Positive Impact". After the challenge of the last few years,

we wanted to acknowledge that fostering compassion has never been more important. This includes compassion for ourselves, for our neighbors near and far, and for the world in which we live. We see evidence every day in and out of the classroom that compassion has the power to ignite curiosity, concern, and ultimately action. When we connect with the personal experience of another and take the time to walk in their metaphorical shoes, we are moved to instigate change and make a positive impact. A gift to this campaign was more than just a contribution to our amazing students, our remarkable teachers, and our unique learning model, it represented hope for a kinder, more just and sustainable future.

"One of the reasons I have always felt so fortunate to work at TEA is that the community is so giving. I have benefited from the generosity in multiple ways, both personally and professionally. I am continuously grateful and inspired to give more myself. From staff and faculty to parents and alumni, each person gives what they can and it makes everyone stronger."

WITH GRATITUDE, BRENDA GANTS, 3RD GRADE TEACHER,
LEAD TEACHER IN THE ELEMENTARY SCHOOL, AND PARENT TO OWEN (6TH GRADE)

"The success of this year's annual giving campaign was a huge inspiration to the board of trustees. Our efforts to make every dollar go as far as possible to provide a positive and rewarding experience are made that much more special knowing that the entire community shares in and feels a responsibility for supporting our organization. Fundraising is a big part of TEAs budget and having 100% participation in the Annual Giving Campaign makes us even more motivated to continue to work on behalf of all of our students. A wholehearted thank you to everyone who supported the campaign and continues to make our school so special!"

MELISSA JARVIS
BOARD TREASURER

WHY WE GIVE



"Giving does not only precede receiving; it is the reason for it. It is in giving that we receive" this quote from Israelmore Ayivor sums up why our family gives to TEA. Everyday since we found TEA, our family has received care, support, empathy, compassion, constructive adversity, opportunity and love. Yes, love! We have become a part of this amazing community who value the whole student. TEA staff and teachers know our daughter, as a person and a student. They wrap around her and provide opportunities for learning based on her strengths. They empower her to find and access the tools she will need to make a positive impact as she moves through highschool and into adulthood and they do this for all students! The field experience, experiential projects, mastery and solving real-world problems would not be possible without the magic of the staff and teachers at TEA. We give because we are always receiving.. and so it goes.

AVERY, STEPHANIE AND ALEX PEREIRA



The value of a top notch education is priceless—and a top notch education starts with top educators. TEA has some of the best teachers in their field and we realize it's not easy for them to live in the Truckee area on an average teachers salary. By donating to TEA, we are helping to ensure that our teachers are being compensated at a level that allows them to stay at TEA and do what they do best - give our children the best education and experiences possible! By giving to TEA, we hope that the school can continue to attract and retain the best teachers, provide the best curriculum and prepare our children to be the "problem solvers, doers, stewards, fixers and leaders of the future."

BRENDAN, KIM, ANNA AND GUS BURNS

"With our emphasis on real-world problem solving, it is essential that we enroll students who want to engage in this style of learning. Our financial assistance programs help to ensure that we're able attract and retain the right students for our program, regardless of their socioeconomic status."

GREG WRIGHT, DIRECTOR OF ADMISSIONS

Through our Need-Based Financial Assistance Program in 2021-2022, we offered:

\$1,261,166 IN FINANCIAL AID

36% OF OUR STUDENTS RECEIVED SUPPORT TO ATTEND OUR PROGRAM

THE MILLENNIUM SCHOLARSHIP PROGRAM

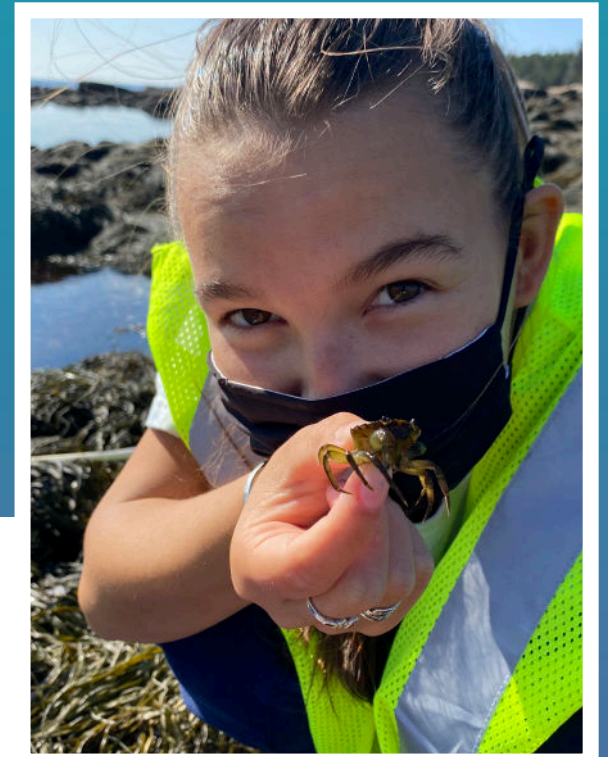
TEA's Millennium Scholarship Program was designed by our Student Council in 2019 after we received an initial gift of \$25,000 from the Community Foundation of Santa Cruz County. The scholarship program was founded on the premise that young people should have the opportunity to continue their education beyond High School, regardless of financial capacity, and that when supported they can make a significant and important difference in the world. In the spring of 2021, we received an additional \$100,000 gift from the Community Foundation of Santa Cruz County in support of the program and we will now be able to continue offering scholarships to our graduating seniors for several more years.

Please join us in congratulating TEA seniors Bella Auerbach and Diego Martinez! Both recipients were awarded \$5000 grants in order to offset costs associated with their future endeavors. Bella is currently attending the University of California, Davis where she is studying nutrition. Diego is taking a gap year to work and travel before continuing his educational journey. We are exceptionally proud of their accomplishments and contributions while at TEA and we are excited to support their next adventure.

We are truly grateful for the Community Foundation of Santa Cruz County's generosity and beyond thrilled to be able to support the academic dreams of our students.



GRADUATES MAKING AN IMPACT



TEA strives to graduate young people who are prepared to make a difference in the world right now. One opportunity students have to demonstrate this ability is through their Individual Senior Intensive, a semester-long project allowing them to demonstrate their highest level of learning at TEA. They are tasked with choosing a field and defining a problem, becoming a budding expert in that field, conducting relevant service-learning, and creating solution-driven final products. With guidance from teachers, mentors, and crew leaders, students demonstrate their ability to solve problems, conduct research, meet and overcome adversity, organize time and resources, communicate well, and reflect on their efforts.

The class of 2022 explored a wide range of complex real world problems, including: diabetes, sustainable agriculture, mental health in nature, dance, and the entertainment industry, immigration and the refugee crisis, and wildfire in the wildland urban interface. Bella Auerbach, who attended TEA for High School, relocating from her family home in the Bay Area in order to do so, chose to focus on Equity in Education. In addition to interviewing experts and writing a substantive research paper, she co-facilitated a weekend long Diversity, Equity, Inclusion and Belonging strategic planning process for Tahoe Expedition Academy. In her culminating paper, she concluded that:

Educational equity and creating a space of belonging are pertinent to quality education. Ample resource distribution, equitable punishment, abolishing standardized testing, and supporting the arts are a few ways to promote equity. The underlying issue that causes roadblocks in creating an equitable education is inadequate resource distribution. Adequate resource distribution and having a sense of belonging allows learners to succeed. Traditionally, marginalized students are hit the hardest by inequity in schools. The findings of the project were that equity is not yet a priority in schools because the systems are out of date and do not allow for it; in order to make equity a priority, these systems need to be reconstructed and reimagined.

OUR OUTCOMES



Tahoe Expedition Academy's (TEA) program connects a rigorous standards-based academic program with a modern experiential learning approach. In addition to earning the highest level of accreditation by the Western Association of Schools and Colleges (WASC) in 2017, all high school courses are University of California, A-G approved. Our learner outcomes are derived from national standards like Common Core ELA and Math, Next Generation Science, National Social Science, Second Language Standards, as well as character and adventure standards we created. Students successfully completing our HS graduation requirements have met or exceeded college admissions requirements with four years of math and science. Our students are encouraged to explore a variety of extracurricular activities including academic exploration in community college, often earning transferable college credits while still in High School.

In addition to learner outcomes related to critical thinking, global citizenship, communication skills, and creative problem solving, we have an "Adapt to Thrive" learner outcome, focused on helping TEA students develop the tools they need to embrace challenges as opportunities. At a recent Alumni panel, we heard how successfully our students reflect this important real world set of skills.



"I want to highlight that [at TEA] we have to take ownership of our education and also kind of push and manage through the mess. Part of being a new school and being a small school is that there's often a lot of change and uncertainty and I think one of the biggest blessings of that is that it taught me how to operate in that zone and how to make sure I'm advocating for what I need."

ZACHARY WALLPE, CLASS OF '22



"The first [lesson I learned at TEA] would be triumph through adversity. That lesson comes up in so many of the experiences that I've had TEA, and it is really integral to my life now, and I know it will be integral in my life going forward. It allows me to have the philosophy that I want to and I'm going to continue to learn and grow as a person, become a more evolved or a better person over and over and over through every experience. I'm inspired to keep pushing myself just a little bit out of my comfort zone every day. That's allowed me to be where I am in terms of finishing university, that's allowed me to be where I am in terms of owning a tiny home and working my dream job. It's allowed me to manifest my dreams. The other lesson would be working as a team and in a community, especially managing those interpersonal relationships. The ones that are tricky end up teaching you so much about yourself, about the other person and how to incorporate that into that teamwork. So that has carried forward. In terms of workforce in general or any sort of job going forward, being able to navigate those relationships is really key. I think that's also helped with interviews, with getting jobs because you're able to portray yourself as the most authentic person that you can be, and communicate your needs."

ALEESE HOLIDAY, CLASS OF '18

COLLEGE ACCEPTANCES 2017 - 2022



100% of our seniors who applied to college since 2017, were accepted to 4-year colleges/universities, earning over \$4,336,360 in merit-based scholarships to date. Acceptances with bold listings are enrollments from 2017-2022:

- Academy of Art University
- Arizona State University
- Babson College
- Baylor University
- Belmont University
- Boston University
- California Polytechnic, Humboldt
- California Polytechnic, Pomona
- California Polytechnic, San Luis Obispo**
- California Polytechnics, San Luis Obispo (Honors)
- California State University, Channel Islands
- California State University, Chico
- California State University, Fullerton
- California State University, Long Beach
- California State University, Maritime
- California State University, San Francisco
- Case Western University
- Chapman University**
- Colby College**
- Columbia College Chicago
- Colorado College**
- Georgetown University**
- Gonzaga University
- Holy Names University
- Hult International Business School
- Ithaca College
- John Cabot University (Italy)
- Lewis and Clark College
- Loyola Marymount University**
- Loyola University Chicago
- Marquette University
- Michigan State University
- Montana State University
- Principia College**
- Montana Technological University
- New York University
- Northeastern University**
- Northern Arizona University
- Oberlin College
- Colorado School of Mines**
- Colorado State University
- Eckerd College
- Emerson College**
- Fort Lewis College
- Oregon Institute of Technology
- Oregon State University, Honors
- Pennsylvania State University
- Pepperdine University
- Pitzer College**
- Portland State University
- Quest College (Canada)**
- Reed College
- Regis University
- Saint Mary's College of California
- San Diego State University**
- San Francisco State University
- San Jose State University
- Santa Clara University
- Scrapps College**
- Seattle Pacific University
- Sierra Nevada University
- Simmons University
- Simon Fraser University (Canada)
- South Dakota School of Mines
- Southern Methodist University**
- Stanford University**
- Texas Christian University**
- The University of Alabama
- Tulane University
- University of Arizona
- University of British Columbia (Canada)
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, Merced
- University of California, Riverside
- University of California, Santa Cruz
- University of California, San Diego**
- University of Colorado, Boulder
- University of Colorado, Colorado Springs
- University of Colorado, Denver
- University of Denver
- University of Edinburgh Napier
- University of Hawaii, Manoa
- University of Idaho**
- University of Montana
- University of Nevada, Reno**
- University of Oregon
- University of Oregon (Honors)
- University of Puget Sound
- University of San Diego**
- University of San Francisco
- University of Utah
- University of Vermont
- University of Washington, Seattle
- University of Wisconsin, Madison
- Washington State University
- Wesleyan University
- Western Colorado University
- Western Washington University
- Whittier College
- Whitworth College**
- Willamette University

EXPANDING OUR STUDENT SUPPORT

During the 2021-22 school year, TEA made learning support for all of our students a priority, enlisting faculty, parents, and students to help with a nation-wide search for a best in class support team. The Student Support Team (SST) at TEA is a comprehensive program that supports students both in and outside of the classroom.



UPPER SCHOOL LEARNING SUPPORT

Ariane Dandeneau is the Learning Support Coordinator for the Upper School. She studied childhood education and special education at NYU and has an extensive background in working alongside students with learning differences. As the upper school Learning Support Coordinator, she helps guide students' academic growth and success at TEA. She is a resource to students, families, and faculty in regards to all accommodations (504s/ISPs), teaching and learning strategies, organization and study skills.

IAP PROGRAM

Emily Reid joined TEA in the Fall of 2022 to manage the Individualized Adventure Program. The Individualized Adventure Program aims to support students who have to miss large chunks of school due to participation with extracurricular passions and hobbies. Emily keeps students' teachers updated regarding absences and provides additional support during Clubs, Office Hours, and after-school. Students in the IAP program receive additional 1:1 and small group instruction throughout the year while remaining connected to crews and classes.

SCHOOL COUNSELING

Kristen Giordano, PPS-SC, TEA's School Counselor, serves our Pk-12 students to help them maximize their success through social/emotional support, academic guidance and skill building, and short-term therapeutic sessions. Kristen has worked in education for the past 17 years, 16 of those years being in independent schools. In addition to student-specific work, Kristen works with our faculty and staff to better facilitate and develop our social-emotional programming, increase classroom success for groups, and provide training to help further individual faculty or staff social-emotional education goals.

HS ACADEMIC, COLLEGE AND CAREER COUNSELING

With her MA in School Counseling and Pupil Personnel Services Credential, Katy Watts started her career as a HS Counselor in a public school in the Bay Area in 2002. Katy found her way to TEA in the 2015-2016 school year to work with the first senior graduating class of 2017. Since then she has been excited to usher each graduating class through graduation and into the real world. Katy uses her sense of humor, empathy and listening skills to really understand what the unique needs are of each student (and family) to develop a plan to get them excited about the future.

DEAN OF STUDENTS

Chloe Levenson is the new Dean of Students. She has worked in a variety of educational settings for over a decade in both learning and support and leadership roles. With her masters and licenses in both special and general education and social work, Chloe works from a holistic lens supporting students and overseeing the student support team.

LOWER SCHOOL LEARNING SUPPORT

Katie Bloom is TEA's Learning Support Coordinator. This is her 4th year in this role and her 9th year at TEA. Her schooling and many years of teaching experiences, ranging from teaching kindergarten through middle school English, have helped her become an expert in understanding learning progressions and identifying challenges that may hinder students. Katie spends most of her time conducting reading and math intervention for K-5, and she also collaborates with crew leaders and TTUSD's Special Education department to help best accommodate our students who struggle academically.

THE TEAM: EXPERTS IN EDUCATION AND INNOVATION

TEA has built an internal and external team of experts to guide and lead the school now and into the future. We are grateful to have an exemplary group of individuals who have come forward to build this school and help our students GO PLACES.



TEA BOARD OF DIRECTORS

Aaron Peterson, Member-at-Large
Melissa Jarvis, Treasurer
Michael Madigan, Secretary
Stephanie Pereira, Member-at-Large
Tori Long, Chair, Chair

TEA'S ASSOCIATION OF PARENTS EXECUTIVE TEAM

Annie Hull, Faculty and Staff Appreciation Coordinator
Annie Osborne, Treasurer
Heidi Hill Drum, New Family Ambassador
Jessica Marr, CommuniTEA Events
Katie Hoopengardner, Fundraising Coordinator
Kim Burns, Vice-President
Marsha Fronterhouse Sohn, New Family Ambassador
Nichole Cook, CommuniTEA Events
Norah Findlay, Secretary
Traci Mason, President

ADDITIONAL BOARD FINANCE AND FUNDRAISING COMMITTEE VOLUNTEERS

Kim Burns, Fundraising Committee
Nikki Price, Fundraising Committee
Nina Meehan, Finance Committee
Tom Boger, Finance Committee





HEAD OF SCHOOL

David Maher

ALL SCHOOL STAFF

Alex Peugnet, Athletics and Activities Manager
 Ally Chase, Assistant Director of Admissions
 Anne Sullivan, Fieldwork Coordinator
 Ariane Dandeneau, Student Support Coordinator
 Beth Gamboa, Administrative Assistant
 Brian Collier, Director of Facilities & Compliance
 Chloe Levenson, Dean of Students
 Christy Schraub, Bookkeeper & HR Coordinator
 Courtenay Wallpe, Director of Development
 Dennis Griffiths, Bus Driver /Facilities Support
 Diego Duran-Medina, Dean of Faculty

Emily Reid, Independent Adventure Coordinator
 Eric Martin, Athletics, Athletics and Activities Director
 Greg Wright, Marketing, Communications, & Admissions Director
 Katie Bloom, Student Support Coordinator
 Katy Watts, Academic, College and Career Counselor
 Kristen Giordano, School Counselor
 Larry Larson, CFO/COO
 Miguel Gonzalez, Custodian
 Nic Capule, Bus Driver /School Support
 Sabrina Brown, Transportation Administrator
 Taylor Simmers, Advancement Officer & Co-Founder

UPPER SCHOOL FACULTY

Andy Giordano, HS Science, 11th Grade Crew Leader
 Ariane Dandeneau, Student Support Coordinator, 6-12
 Carolyn Highland, MS & HS Humanities, 8th Grade Crew Leader
 DC Larrabee, 6th Grade ELA & History & Co-Founder, 6B Grade Crew Leader
 Haley Meyer, MS & HS Math, 9th Grade Crew Leader
 Haley Schreier, MS & HS Humanities, 7th Grade Crew Leader,
 Heather Roenspie MS & HS Humanities, 10th Grade Crew Leader
 Hunter Cosselman, MS & HS Math & Science, 9th Grade Crew Leader
 Katy Watts, Academic, College & Career Counselor, 12th Grade Co-Crew Leader
 Laird Blackwell, HS Humanities
 Loren Trux, 6th Grade Math & Science, 6A Grade Crew Leader
 Merinda Zywic, MS & HS Spanish, 8th Grade Crew Leader
 Steven Ellsworth, MS & HS Math

LOWER SCHOOL FACULTY

Brenda Gants, 1st Grade Crew Leader, PreK-2 Lead Teacher
 Colleen Carr, 3rd Grade Crew Leader, 3-5 Lead Teacher
 Emily Tessmer, Music Teacher
 Grete Giesin, 5th Grade Crew Leader
 Katie Bloom, Student Support Coordinator, k-5
 Marisa Capellan, 2nd Grade Crew Leader
 Rosie Striffler, Kindergarten Crew Leader
 Steph Gibbons, 4th Grade Crew Leader
 Stephanie Brodi, Pre-K Director / Crew Leader
 Veronica Lichter, Art Teacher
 Yovanna Martinez, Pre-K Aid





REFLECTIONS FROM OUR CO-FOUNDER

Dear CommuniTEA,

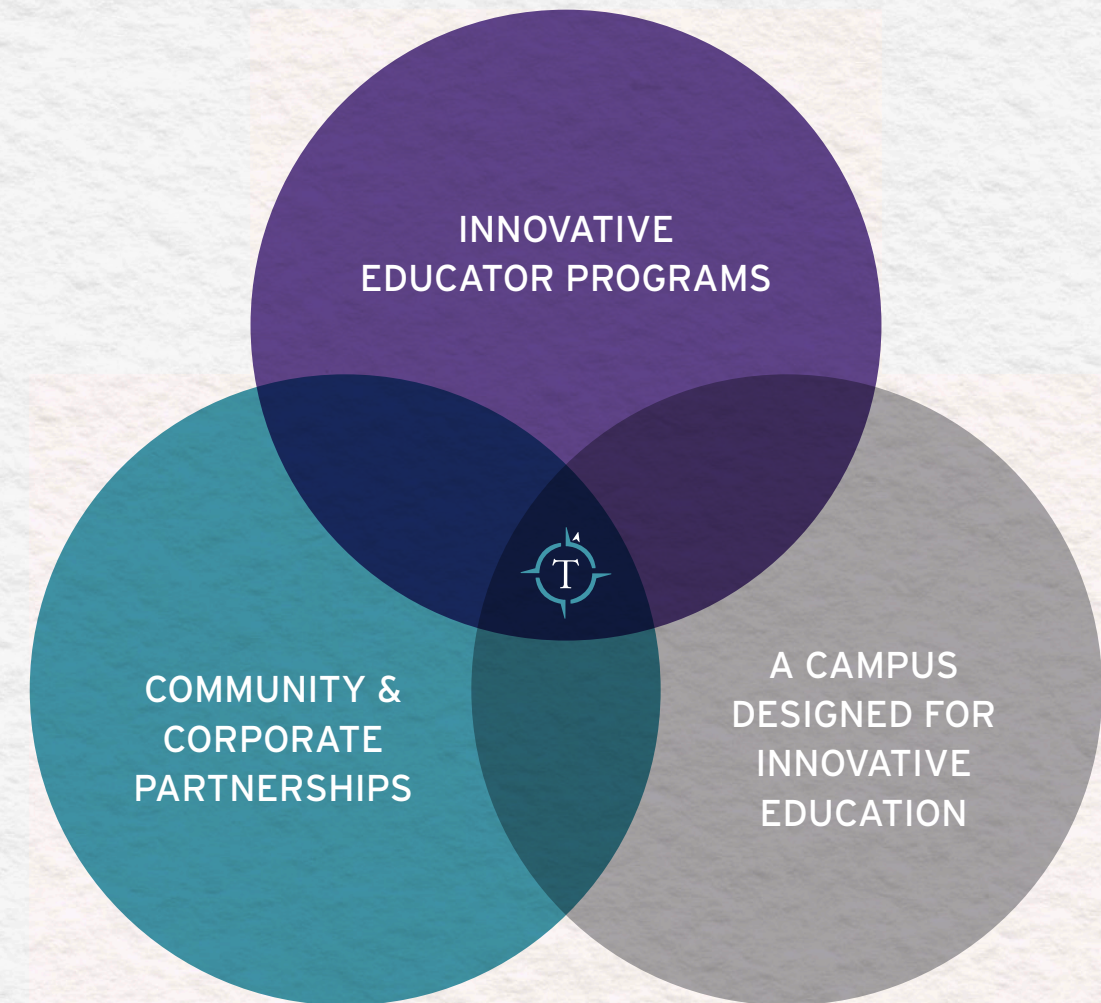
Education is not broken. It was just built for a different era and, unfortunately, not designed to adapt. As a result, student (and teacher) engagement is suffering, schools are disconnected from the real world and too many young people do not have the training, experience or skills to thrive in our complex, fast-paced world.

We started TEA to help solve this problem, for our students at TEA and beyond. By connecting every student's education to real world learning opportunities and by teaching emotional intelligence, adaptability, compassion and perseverance alongside core academic content and skills, we can ensure young people are trained and ready to handle life's challenges, take advantage of its opportunities and very simply be good humans.

As we look ahead to this coming year and beyond, I am so excited to return to TEA after a year sabbatical with my family. With this year of reflection in the books, I am more invigorated than ever to rejoin the crew at TEA in a new, outward facing role that puts time, energy, resources into a project called, Disrupting Education (by design).



TO TRANSFORM EDUCATION
IN AND BEYOND OUR SCHOOL, WE ARE
CREATING AN EDUCATIONAL ECOSYSTEM
THAT INVOLVES THREE INITIATIVES:



This is a long term project that, when successful, will have helped people in our local community through longstanding partnerships, collaborated with educators from across the country to move the needle in education to be more engaging, holistic and equitable and built a campus where this work happens for decades to come.

The time is now to make positive changes in the field of education. Young people are demanding it and deserve it. We are not going to do this work alone, and thankfully there are many schools, organizations and educators who recognize the challenge at hand. By working together and using our collective efforts to disrupt the educational status quo, we can graduate from high school generations of creative problem solvers with a social conscience and the ability to thrive in the real world.

It is not an overstatement to say that the future of humanity and the health of our planet depend on it.

Taylor Simmers, TEA Co-Founder



Tahoe Expedition Academy