Travis Education Center (TEC)

SELF-STUDY REPORT

2775 DeRonde Drive

Fairfield, CA 94533

Travis Unified School District

February 2023

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:
1. **The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement**
4. **The assessment of the entire school program and its impact on the learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

The Self Study Process

TEC's self-study process is an ongoing process entrenched in the daily business of this school and the district. The school's Single Plan for Student Achievement (SPSA) is developed based on a yearly self-study process aligned with district LCAP and WASC goals. The preliminary process for this WASC self-study began in November 2020 with the training of site leadership. It continued through December 2021 during staff meetings and school site council meetings with staff, students, and parents. TEC's principal and counselor participated in the online trainings together. The TEC Counselor served as the Self Study Coordinator. TEC's initial self-study report was assigned in the spring of 2022. However, due to COVID, it was postponed to early 2023.

Furthermore, there was a shift in leadership at the start of the 2021 school year. TEC's counselor accepted the position as principal, and her predecessor moved to Director of Student Services for the same district. Allowing for a warm handoff of responsibilities of ensuring the self-study is completed. With the counselor having served as the WASC coordinator, she was familiar with the process. The newly hired counselor continued to serve as the note-taker during meetings, and the new principal was the primary writer of the report based on each person's input during sessions. Once a draft is written based on each person's information, the document is thoroughly reviewed and edited by staff.

TEC staff is engaged in an ongoing self-study process, particularly regarding developing the annual Single Plan for Student Achievement. At the beginning of each school year, the TEC staff meets to review the SPSA action plan and recent data on attendance, behavior, and academic progress. A review of the data drives decisions regarding the goals and action plan revisions. By 2nd quarter, a School Site Council is recruited with representation from staff, students, community members, and parents; the School Site Council considers the data and revisions and if approved. The SPSA and WASC processes are explained in detail to the School Site Council members and are seen as a concurrent and mutual process. In addition, students at large and all parents are invited to submit feedback about the TEC program through the LCAP surveys, senior and end-of-year parent surveys. TEC utilizes perceptions surveys, soliciting input about the efficacy of our expected learner outcomes and school safety. The perception surveys are used to gauge the atmosphere of the school. Survey results are considered by the School Site Council and influence the goals and the action plan. The principal or other staff meets with student leadership and TEC ambassadors to review the quantitative results and to elicit

qualitative data to interpret the results better. In the Guidance classes, the TEC ambassadors help educate their peers about the WASC process, the expected learner outcomes, and the significance of having an accredited high school diploma. Because TEC is a small school, the entire staff acts as the leadership team by guiding the process, making recommendations, and implementing changes. As the leadership of the process, however, this team needs checks and balances, as the School Site Council reviews all of the staff's recommendations. The final authority for the SPSA comes from district administrators and the school board.

The School Site Council is the liaison between the school staff (leadership team), district administrators, and Board. TEC has experienced open communication and a wealth of support from district personnel and board members, who sometimes attend school activities, including some evening events. This year, the district elected three new board members, and TEC's leadership will make it a point to extend opportunities for them to engage in activities and events on campus.

Chapter I: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.**
- **Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.**

Change in Leadership

TEC's new principal had previously served as the school's counselor for 7 years and worked in partnership with her predecessor. The previous principal served as a mentor and taught her many of her management strategies. It was a natural transition where there was complete support from the staff. The new principal had worked as the chair of the 2016 WASC and is familiar with all of the set-out goals. She will would continue to pursue the same vision and path that was set before her.

Model Continuation High School

In 2016 at the recommendation of the last WASC review committee, TEC applied for the Model Continuation High School recognition and was awarded this honor in 2017. In 2021 the designation was expiring, and TEC once again applied and was able to secure its ongoing status of being a Model Continuation High School having to undergo another review process.

On-going professional development Since 2016

There has been ongoing professional development since 2016. TEC staff has collectively participated in almost 100 plus professional development opportunities. These trainings, workshops, and book clubs have strengthened the TEC program. The commitment to ongoing professional development is intentional and robust. Book Club Each year, the TEC staff chooses a book (or books) to read, and most staff participate in a book club that meets periodically to discuss the book. The following books have been read: Grit (Angela Duckworth), Mindset (Carol Dweck), Why are all the Black Kids Sitting Together in the Cafeteria? (Beverly Daniel Tatum), The Deepest Well (Nadine Burke Harris, MD), Fostering Trauma Sensitive Learning Environments (Kristin Souers). This year's book is Permission to Feel (Marc Brackett, Ph.D.)

Student Support Specialist and Campus Monitor

In 2016, TEC hired a Student Support Specialist to provide various kinds of support with academics, social issues, personal issues, and behavior. In 2022, TEC was also able to secure a full-time campus monitor, this addition helped free up the Student Support Specialist from some supervision duties allowing her to help take a bigger role in the new established Wellness Center.

New teachers; Science and Social Science In 2016

TEC hired a new science teacher. After two years, the position was filled again. The current teacher has a wealth of experience with at-risk students and successfully supports students in earning science credits. In 2017, the longtime social science teacher moved to the district's comprehensive high school. The current teacher is successfully helping students in making social science credits.

Trauma Sensitivity and Trauma Informed Practices In 2017

In 2017, the staff became more trauma-informed. As an impetus, the principal attended several trainings and read The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma. The staff watched the documentary "Resilience" and then participated in several other trainings and conversations regarding trauma sensitivity and trauma-informed practices. The staff is currently participating in trainings with leading experts in the field of becoming a trauma-invested school environment. This development continues with the Thriving YOUniversity training the staff participated the start of this school year.

PBIS

TEC staff is naturally shifting toward more restorative practices and fewer class suspensions and school suspensions. With the implementation of PBIS in conjunction with using its 7-character traits framework, TEC is fully committed to these processes in improving student outcomes. As part of this process, TEC is implementing "Check in – Check out" procedure as part of Tier II interventions. Year there was a refocus of strengthen Tier I interventions after the interruption of COVID.

MAP testing

In 2018, TUSD offered TEC the opportunity to participate in MAP testing through NWEA. The first test was administered in the fall. The data has been analyzed, but the staff will benefit from scores after additional testing.

College Conversations

TEC staff attended a No Excuses University professional development day and was inspired to use their curriculum to promote College Conversations. TEC teachers chose ten lessons and will teach them during the Guidance Period in the Spring of 2019. No Excuses University: What's your Plan? Also, part of the No Excuses University messaging focuses on students being able to articulate their plans after high school. TEC students develop this plan with the support of their Guidance Teacher and then fill out a "What's Your Plan?" card to post in the main office on a wall designated for all of the students' plans.

Fun Friday Activities

Activities As a result of student feedback during the 2016 WASC visit, TEC implemented more student activities. One Friday per month, students participate in activities they help plan.

Universal Grading Rubric

In 2017, TEC created the T-Bird Grading Rubric to support greater symmetry between teacher expectations. Learning Objectives driven by Bloom's Taxonomy In 2016, TEC staff began to write, post, and review learning objectives that were influenced by the higher-order thinking of Bloom's Taxonomy to increase the program's rigor.

A Better Way Counseling Services

In 2017, TEC students were eligible to receive weekly counseling services through a grant-funded organization called A Better Way. The TEC counselor manages the process for referrals.

Work Readiness Certification

For three consecutive years before COVID, TEC partnered with the Solano County Office of Education to provide a Work-Based Learning Specialist for an after-school certification program. Many employers in Solano County recognize this work readiness certificate.

Naviance

Before COVID, the TEC counselor used Naviance to support College and Career Readiness. Students participate in various Naviance activities during Senior Seminar.

Suicide Prevention and Intervention Program

Under the leadership of a district Social Worker, TEC staff and students participate in a Suicide Prevention and Intervention training. These information sessions now happen during the months of October and May.

Senior Seminar

In 2018, the counselor implemented Senior Seminar, where she meets with all seniors monthly to discuss college and career readiness and complete associated tasks.

T-Bird Tips

In 2018, the TEC principal and Student Support Specialist started a process called T-Bird Tips, where information and reminders are given in classes intermittently. This process supports student and staff communication, especially regarding behavior expectations.

Meet Me in the Future

Currently in the planning phase, *Meet Me in the Future* is an English class project where students will explore their career interests and develop and plan to achieve them. In 2021 this concept took shape in what's being called the *I-Search* project for seniors.

Guest Speakers

TEC has enjoyed many guest speakers since 2016, including Mayor Augustine, Mayor Garcia, Mayor Price, Supervisor Skip Thompson, Senator Bill Dodd, Congressman John Garamendi, Department of Rehabilitation, Counselor Heather Driver, Universal Technical Institute, Emergency Medical Technician, Travis Credit Union, and former students who have returned to share their workforce experience in various industries. This year TEC continues to welcome guest speakers.

Solano County Alternative Education Principal's Network

Beginning in 2017, the TEC principal organized quarterly meetings with the six other principals of the continuation high schools within Solano County. During these quarterly meetings, the principals share ideas and best practices and support each other in solving challenges at each other's schools. This impact has been tremendous and has opened up regular communication between the principals, which is particularly helpful when students move from one district to another. The meeting locations rotate to the various school sites, allowing the team to visit the other continuation high schools and classrooms.

Expanded Course Offerings

TEC has added three additional courses. Vocational Preparation is a class designed to prepare students to take the ASVAB and to support students in various vocational skills. Students also have access Ramsey's Financial Literacy, Forensics, and Intro to Marketing.

Mindfulness Practices

Practices TEC staff begin each staff meeting with a brief mindfulness practice. Students benefit from mindfulness practices in English and Guidance.

Productivity Grade

Productivity Grade In 2018, TEC implemented a Productivity Grade, representing 20% of each credit earned. Students earn these points from class attendance and punctuality, time on task, class participation, and good citizenship. This grade has changed how staff addresses tardies, cell phone distractions, inappropriate language, and other behaviors that negatively impact the classroom climate and learning.

Golden Pencil Award

Every Friday, staff choose students to receive the coveted "golden pencil." Each staff member has gold pencils with the teacher's name, stating, "Mr. _____ sees gold in you!" The pencils are given in a very public way and are part of a weekly recognition of students who are doing well or are improving.

Google Suite

During the time of COVID the district adopted the use of Google suite allowing teachers access to all resources in the Google platform. Google chat is one of the features that have been incredibly helpful in communicating easily with students. They provided many trainings to help support teachers with developing engaging lessons for distance learning that are still used today. Some other programs that came out of that time was KAMI, a program that allows students to annotate and turn in work electronically and screencastify, where teachers can record lessons to upload as necessary.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

TEC engages in an ongoing school improvement process that begins in August before students return. The principal will have various action items on the agenda during staff meetings throughout the school year to ensure progress is being made on those WASC action plan items. The team will review the WASC action plan at one of the first staff meetings.

The principal spends the first few weeks compiling all the achievement data and preparing it for review and analysis by staff, students, and parents. As the school year is underway, the School Site Council (SCC) will meet to develop the SPSA. This process evaluates credit recovery data, D/F trends, attendance rate, graduation rate, student/parent perception survey results, and discipline data. Moreover, the SSC reviews and discusses CAASPP results and comparative CAASPP results for all of the continuation high schools in Solano County. After reviewing all of this data, identifying trends, and discussing areas of strength and needed growth, the staff evaluates the action plan and decides if anything needs to be added or changed. Once consensus is achieved, the SCC approves the plan, becoming the year's governing document.

Beyond this, MAP scores were available for the first time in November 2018. Staff is currently learning to interpret this data.

The TEC staff typically meets every two weeks for 2 hours to evaluate progress toward the action plan, identify students who are struggling and discuss targeted interventions for the struggling students. Parent conferences are scheduled on an as-needed basis every four weeks to maintain communication with parents and to foster parent support for the staff's effort with the child. In addition, regular feedback from students is gathered through monthly TEC Ambassador meetings where students share opinions about school culture, safety, and academics.

The process of writing the WASC progress report began in January 2019.
The staff was asked to reflect on the critical learner needs and provide the most recent examples of how each staff member, including the teachers, counselor, and Student Support Specialist, were addressing those.   Also, during January, the principal reviewed the School Profile, primarily a review of work that had been done in November related to the Single Plan. The staff provided written and conversational feedback mainly focused on the Critical Learner Needs. In addition, students from the TEC Ambassadors provided input related to Critical Learner Needs. This same student group helped to interpret achievement data and made recommendations regarding the SPSA. This is an annual part of TEC's self-improvement process.

In February 2019, the staff met to discuss the significant changes and developments since the 2016 WASC self-study.

In March 2019, the staff met to analyze the accomplishments of the 2016 Action Plan, addressing the critical areas for follow-up and focusing on the impact these changes had on student achievement. In addition, the team discussed modifications to the action plan over time and progress in those areas.

In April, the principal, who served as the report's chief writer, finalized it and brought it back to the staff and students for a final review.

TEC staff has maintained its fidelity to the self-study process every year. Ongoing reflection on data, school culture/climate, and instructional practices are integral to TEC's culture and is taken very seriously. Due to COVID issues TEC's WASC 2021 review was postponed to the Spring of 2022. Since then TEC had a change in leadership, all of the report and supporting documents were handed over to the new principal.

The two critical areas for follow-up identified by the 2016 visiting committee are:
   1. D/F rate as is relates to academic preparedness

   Progress: The overall D/F has fluctuated since 2012, but mostly trended downward. It was on a downward trend and COVID hit. Since 2020 the rates went back up and the staff is having to start again with efforts on working with mindset and encouraging motivation. Many of the students are now struggling more than ever with mental health issues that impede learning.

   2. Financial literacy as it relates to responsible citizenship

   Progress: TEC has implemented a Personal Finance class since 2016. The course is

designed by Dave Ramsey, a leading educator regarding financial literacy. In addition, TEC students learn budgeting and other life skill related to financial literacy in Business Math and Guidance class. Since these intentional efforts began in 2016, student survey data have revealed that students feel prepared regarding financial literacy. This year TEC purchases an updated version of this curriculum in hopes of staying up to date with financial trends.

The visiting committee also recommended that TEC strengthen the following areas:

1. Continue efforts to enhance student learning by including conceptual models like Bloom Taxonomy and Webb's Depth of Knowledge in the design of learning experiences.

2. Continue to expand on the use of research based instructional strategies (i.e. student-centered learning objectives) that support student learning.

   Progress: Teachers have participated in professional development regarding increasing academic rigor, particularly as it relates to Bloom's Taxonomy. When writing learning objectives each day, teachers refer to a Bloom's Taxonomy chart and are intentional about creating lessons that require higher order thinking. They continue to practices these strategies and help each other through peer review.

3. Expand on the use of baseline, formative and summative assessments to support student progress toward obtaining the content standards and student learning outcomes (i.e. learning objectives)

   Progress: In 2018, TEC administered its first MAP assessment. This baseline data was analyzed by staff. Additional testing is required to provide growth/comparison data. The social science, math, and science teachers use pre-tests and post-tests to determine growth. In addition, the ELA teacher focuses on growth of student writing throughout the quarter by evaluating power sentences, paragraphs, and essays. The math teacher uses 1:1 assessments to check for baseline and tests for summative assessments. Some teachers use Kahoot as a technology-based system for formative assessment. Explore additional enrichment activities (i.e. intramural, clubs, etc.) This school year students will have a chance to take the MAP assessment 3 times to help gauge growth in English and Math.

4. Explore additional enrichment activities (i.e. intramural, clubs, etc.)

   Progress: The staff implemented "Fun Friday" activities once per month, which the students help to plan. In 2018, a basketball team was formed to participate in a tournament with the other continuation school in Solano County. Also, the Student Support Specialist coordinates occasional lunchtime activities. Data also showed a rise in behavior referrals in the month of March, as a result the staff started "March Madness" activities to help channel that energy to positive fun activities.

5. Continue to develop the frame of TEC as a School of Choice

   Progress: TEC continues to be a School of Choice in Travis Unified School District. In an effort to improve the school's brand/reputation in the community, TEC applied for and was awarded **Model Continuation High School** by the California Department of Education in 2017 and in 2021. Information about this award is on the school website and given to all parents when students are considering TEC. Since 2016, there has been an increased number of students choosing TEC without needing credit recovery. Currently, all students are enrolled voluntarily.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:
- **The history and background of the school**
- **A description of the school programs**
- *California School Dashboard Performance Overview* **and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
  - **Implications of the data**
  - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
  - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

General Background History

1. Basic School/Community Profile Data

Travis Education Center (TEC) High School is the alternative education high school for Travis Unified School District. The majority of TEC students enroll in the TEC program to remediate credit deficiency that restricts timely graduation from the district's traditional high school. TEC has, however, become a school of choice for many TUSD students who seek a smaller learning environment, a trauma-sensitive, and trauma-invested staff, or who want to graduate early. Depending on academic status, students may return to the traditional high school, graduate from TEC (either early or on time), continue a ninth semester through an administrative process, or access a 5th year if specified in an Individualized Education Plan. Although many students enroll intending to return to the traditional program, most who earn that option make TEC their school of choice.

The school's curricular emphasis aligns directly with the California State Standards. The philosophy behind TEC's student learner outcomes **(I CARE)** is influential in curricular development and teaching methodology. This philosophy intends to challenge students to develop and demonstrate their ability to think and act independently. TEC challenges its students to become cooperative members of society who are effective communicators, exhibiting academic preparedness and civic responsibility.

2. Staff

The four full-time and one part-time (.08) teachers on staff at TEC are credentialed in math, social science, and special education, with 2 having multiple subject credentials. All five teachers are CLAD certified. TEC also has a full-time counselor who also is CLAD with a single subject teaching credential in English. available for individual counseling, transition planning, career planning, and scheduling assistance for each student's individual academic plan.

The TEC counselor meets with or holds a phone conference with parents and new students for an intake briefing upon enrollment at TEC. She reviews their academic records, identifies areas of strength and need, informs the student of their academic options at TEC, and helps them develop an individual learning plan. The counselor also meets with the students every quarter to ensure they are on track with their plans. When students are struggling, the counselor will arrange a student study team meeting or an Academic Probation meeting with teachers, parents, students, and the principal. These meetings provide an opportunity for teachers to share observations about the student's progress and behavior and to work with the student and

the parent to develop a plan for improved success. When necessary, the team will request special education testing.

TEC students with IEPs may be referred for support to a mental health clinician or a school psychologist assigned to TEC. Although the psychologist is on-site only one-half of a day per week for special education services, she can be called for assistance if a situation requires her presence. The mental health clinicians working with students on their caseload are typically on-site once a week. They meet with students with services listed in their IEP and students experiencing a crisis.

General education students who need greater, ongoing intervention may be referred for support to TECs School Social Worker, who also is on campus once a week, or they're directed to a grant-funded mental health service through *A Better Way*. Clinicians from *A Better Way* are integral to TEC's support services one day a week. New to the district this year is an organization called Care Solace. The district contracts with them as another support to help students, staff, and families navigate the mental health field through an online portal. The web links are accessible on TEC's website or can be accessed by the school counselor and social worker. It's yet another way to expand mental health services to our community.

The administration consists of a principal whose duties are split between TEC and the district's Independent Study Program.

TEC has a full-time secretary who meets the administrative needs and those of the staff and the students. TEC also offers special education services from a credentialed teacher who teaches RSP English classes and pushes into an Algebra class where she has an Algebra Essentials course for students struggling in the general education English and Math setting. Finally, the TEC staff includes a paraprofessional who provides additional assistance to special education students and general education students who need support. The special education teacher has one full-time para professional who helps support students with IEPs in the various classes. Since the last WASC TEC hired a full-time campus monitor who supports the campus with continual supervision throughout the day, this has allowed TEC's student support specialist more time to focus on supporting students struggling academically and need a quiet place to work, also the SSS manages the wellness center and screens all issues that enter the main office.

Position	Name	Highest Degree Earned	Credential(s)	Years in Education
Principal	Janelle Preston	Master of Arts	Pupil Personnel Services Credential Administrative Services Credential, Tier I, Tier II scheduled to complete May 2023	18
Counselor	Elizabeth Urabe	Master of Sciences	Pupil Personnel Services Credential Single subject: English	19
<u>**Teacher**</u> Science & Electives	Rhonda Hopson	Master of Sciences	Clear Multiple Subject	24
<u>**Teacher**</u> Math & Electives	Douglas Ivie	Bachelor of Arts	Clear Multiple Subject Supplemental Authorization: math	20
<u>**Teacher**</u> English & Electives	Rowena Kendall	Master of Arts	Clear Multiple Subject Supplemental Authorization: music	27
<u>**Teacher**</u> RSP English & Electives	Marti Stralla	Bachelor of Arts	Clear Multiple Subject Clear Level II Education Specialist	18
<u>**Teacher**</u> Social Science	Andre Garcia	Bachelor of Arts	Clear Single Subject: Social Science	7

3. Accreditation History

TEC received its first 6-year accreditation in June 2004, under Principal Stacy Burke. An additional 6-year accreditation was awarded in March 2010, under Principal Tom Newsom. Mr. Newsom passed away in June 2012, thereby causing a change in school leadership. The current principal has served at TEC since 2012, allowing for consistent leadership of the program for 10 years. In 2016, TEC was awarded a 6-year accreditation, requiring only a progress report mid-cycle. (no mid-cycle visit)

Vision Statement: Travis Education Center is a school of choice, offering a relational family atmosphere, preparing students to become increasingly responsible, productive citizens who meet today's challenges, and promotes success through both traditional and non-traditional pathways after high school.

Mission Statement: Our responsibility is to provide rigorous alternative learning opportunities that supports students through character development, prioritizes mental health, and inspires students to reach their highest personal and academic potential.

The school's curricular emphasis is directly aligned to the California Common Core State Standards with a strong emphasis on addressing the various learning styles and needs of all of our students. The philosophy behind TECs student outcomes **(I CARE)** are a driving force in curricular development and teaching methodology.

I CARE

I*ndependent Thinkers*

- learn how to be a problem solver
- learn how to advocate for oneself appropriately
- understand how to approach researching a topic and know how to choose reliable sources

C*ooperative Learners and Workers*

- work well with others in a group
- listen to others and discuss issues appropriately

A*cademically Prepared Students*

- meet teacher's academic expectations
- reach their highest level of academic proficiency in each subject and are expected to do their best on each assignment
- Improve their skills in reading and writing
- develop skills and a plan for pursuing college and/or career goals after high school

R*esponsible Citizens*

- are knowledgeable about current events and issues affecting the world
- understand the value of money and how to manage it
- are prepared for the workforce
- understand and develop character strengths that promote grit, curiosity, optimism, self-control, social intelligence, zest, and gratitude
- understand the relationship between my character strengths and overall future success

E*ffective Communicators*

- use technology creatively and effectively
- demonstrate social intelligence in varying situations

Upon graduating, seniors are asked to evaluate the TEC program in relation to the school-wide learner outcomes. Areas for growth are identified and addressed by the School Site Council based on the results of the student perception survey.

4. Local Control Accountability Plan (LCAP)

The district's LCAP goals are:

1. Focus on instructional excellence to increase achievement for every student using support systems to improve student learning and to close achievement gaps in order to prepare students for college and career.

2. Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

3. Enhance constructive communication within and outside the school community with a special focus on involving parents as active participants in their child's education.

4. Provide basic services and manage resources responsibly while maintaining the

collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

TEC's corresponding goals, as identified in its Single Plan are:

1. Improve student achievement on pace of credit recovery and individual academic growth along with the quality of student work while employing effective instructional practices and systems of support. Assist and expand student preparation for college and career opportunities.

2. Employ a trauma-invested and trauma-sensitive approach that creates an environment focused on meeting students social emotional and academic needs.

3. Provide opportunities for students, parents, and community to collaborate in supporting student success.

The Single Plan for Student Achievement is developed with contributions from staff, parents, and students. Parents and community members participated in the district LCAP process as prescribed by state law. During the School Site Council meeting, the district LCAP goals are reviewed, and it's explained that the district goals typically align with TEC goals. These goals are specific to the needs of the TEC population as evidenced by California Dashboard data, transcripts, academic probation lists, attendance data, suspension data, truancy letters, SARB referrals, a student perception survey, and anecdotal/qualitative data from staff based on parent conferences and meetings. These same metrics are used to assess our progress toward achieving these goals.

School Program Data
TEC's academic program is on a block schedule. Students take a total of 7 classes each 9-week quarter. Students are enrolled in all new courses each quarter, allowing students to earn 32.5 credits each quarter, for a total of 130 per school year. TEC also offers ten credits in summer school. TEC students automatically enroll in the 6-week summer school program if the counselor recommends it.

Variable Credits
TEC uses a variable credit system, allowing each student to earn one credit at a time. This will enable students to reap the benefit of shorter periods of sustained effort.
It is common for TEC students to earn 3 out of 5 credits in a class (or some other fraction). In those cases, students are re-enrolled in that same class in a later quarter to make up for the missed credits. Once done with their singleton credits, those students are transferred to a different class to make up other singleton credits. Because of this process, teachers are adept at differentiating instruction to support students working on other credits if necessary. The counselor constantly monitors these situations and makes the appropriate moves, creating a lot of movement in and out of classes each quarter.
Typically, students earn one credit in each class every two weeks. In many cases, the 5th credit is done independently. Other than the 5th credit, TEC students are generally only expected to complete work outside of school if they are making up work from an absence or a credit from a class they have already taken but did not complete.

Classroom Instruction and Work Completion
TEC classes are structured to support **direct instruction**, much like classes at a traditional high school.

The most significant difference in the TEC curriculum is that it is paired down to include only enough information to teach the standards for each course. There is no busy work and limited supplemental enrichment. Since teachers are teaching a semester's worth of curriculum in only nine weeks (quarter), they have created essential assignments, based on state standards, for students to earn each credit.

Because of the length of the class periods, teachers have time for both direct instruction and then 1:1 support for students to complete their work in class. In general, most work is completed in class and not taken home.

Courses Offered throughout the year

Mathematics	Science	English	Social Science	Other requirements	Electives
Algebra 1A	Physical Science A	English 1 & 2	World History A	Health	Guidance
Algebra 1B	Physical Science B	English 3 & 4	World History B	Fine Art	PE
Business Math A	Biology A	Essentials 9 & 10	US History A	Music Appreciation	Child Development
Business Math B	Biology B	Essentials 11 & 12	US History B		Speech
Geometry A			Economics		Debate
Geometry B			Government A		Geography
			Government B		Careers in Edu.
					Psychology
					Work Experience
					Leadership
					Information Technology
					Internship
					Music Appreciation
					Fine Arts
					Intro to Theater
					Personal Finance
					Vocational Prep
					Intro to Marketing
					Forensics
					Ethnic Studies

Each student is enrolled in a Guidance class. Each of the 4 Guidance classes maintains one of four foci: Mindful Meditation and Chess, Bike repair and Current Events, Life Skills, Intervention for those on Academic Probation, and students with IEPs for organizational assistance. Each

quarter, the entire class moves to a different teacher. (rotating wheel concept) Those students enrolled at TEC all year are scheduled in all 4 focus areas to complete the rotation.

A typical TEC Student-Schedule

A Day (Monday/Wednesday)		B Day (Tuesday/Thursday)		Friday
P1 English 3	(95 minutes)	P1 Biology	(95 minutes)	Alternates between A and B schedule every other week
P2 US History A	(90 minutes)	P2 Algebra 1B	(90 minutes)	
P3 Info Tech	(90 minutes)	P3 Psychology	(90 minutes)	(shorter periods)
P4 Guidance	(30 minutes)	P4 Guidance	(30 minutes)	
8:30am to 2:20pm		8:30am to 2:20pm		8:30am to 1:00pm

Intervention Classes
Since all TEC teachers are CLAD certified, a few **EL students** are supported during the regular course schedule or can take a support class at the neighboring comprehensive high school. Currently, TEC has one EL student requiring a specific EL course and is dual enrolled at TEC and Vanden for his one support class. Students with an **IEP** receive support from the Resource Specialist who teaches a supported English course. The teacher also co-teaches the Algebra Essentials class. The Resource Specialist has a caseload of at most 14 students. For students with an IEP considering a TEC placement from another campus, the principal will closely work with the district special education program specialist and participate in the change in placement IEP meeting. TEC will always have representation at those IEP meetings where the other site requests a TEC placement. Only 14 students with an IEP are allowed in TEC's program at any time, so making decisions for the limited capacity is taken seriously by district and site management.

The RSP teacher works closely with an Instructional Assistant who provides targeted support to students with an IEP. The TEC counselor manages the 504 caseloads with the help of the principal and the school psychologist. IEPs and 504 plans are strictly managed based on statutory requirements for compliance.

Moreover, the staff reviews the progress of students with IEPs or 504s at most staff meetings, where the case manager and counselor provide updates regarding support and where teachers can share information regarding student progress, modifications, and accommodations.

TEC is not a Title 1 school and therefore receives no additional funding for special programs. When students are foster youth, migrant, or homeless, the counselor or principal will work with the district liaison and request appropriate services and accommodations.

TEC has an online component called Cyber High. This program is a **computer-based curriculum** that is self-paced and allows students to further accelerate their progress at a pace that suits their individual needs. This program can help students make up credits faster so they can graduate early or on time with their peers if they are significantly credit deficient. The TEC teachers rotate to facilitate Cyber High in the afternoons to allow students to work or take exams. In acute cases, seniors are permitted to take Cyber High during the regular school day if they do not need a full schedule of classes to complete their graduation requirements. In all cases, the counselor meets with students and provides the Cyber High expectation information and contract.

Preparing students for postsecondary college and careers
TEC provides students with many opportunities to support them in college and career readiness. When students enroll at TEC, the counselor meets with the student, and often the parent, to

review the student's current academic standing and develop a plan toward a diploma. Additionally, the counselor meets with students for a goal-setting meeting where postsecondary plans are written in the student's Individual Learning Plan. Following up with students each quarter, the counselor evaluates progress toward the identified goals and helps students focus on the next step in their plan. As students near graduation, the focus is more heavily geared toward college and career plans. The counselor supports navigating through the steps for financial aid, attending college orientations, and getting registered for community college or trade schools.

TEC's partnership with **Solano Community College (SCC)** has moved its workshops for seniors to be virtual. These workshops cover orientation, enrollment, registration, and available programs at SCC. As they come up with the dates, the TEC counselor will share them in google chat, flyers, and announcements home.

TEC's partnership with SCC started in 2013 and has been helpful in closely guiding students through the college process, which is often an ominous & arduous process for most alternative education students.

For the last ten years, TEC has organized a College and Career Fair attended by many local community colleges, trade schools, and representatives from various careers and industries. All TEC students attend the College and Career Fair and provide written feedback regarding their level of participation. Additionally, TEC staff members participate in the fair by conducting mock interviews, teaching students how to shake hands appropriately, briefly introduce themselves, and dress for success at a job interview.

Students are also required to submit a *senior portfolio*. The senior portfolio is intended to enhance student's learning experience at TEC by making them mindful of what information will be vital as they prepare to enter the workforce or college. The portfolio includes a resume, letters of recommendation, attendance records, transcript, awards received, an essay about what they have learned about the 7-character strengths, and examples of their best work from school. Collecting these items allows students to show potential employers or colleges what they can accomplish.

Some students can take the Work Experience course. That class requires them to explore careers, complete a career inventory, write a usable resume and cover letter, practice job applications, secure letters of recommendation, and participate in mock interviews. Students who are currently employed may also receive elective credits for their hours of employment.

The Personal Finance class also helps prepare students for postsecondary planning and preparation. The main focus of this class is to support students in making plans and knowledgeable financial decisions after high school.

TEC began to offer a *Careers in Education* course that created a partnership with a local elementary school. Students enrolled in this class work in an elementary classroom, providing support to the teacher and working directly with students. Students have shown great enthusiasm about the opportunity to work with young children and have exposure to a career in education.

TEC is actively exploring similar opportunities for students to get internship experience. TEC recently began to offer new *Internship* opportunities to get more exposure to real-world experience. We have placed a small number of students in different departments at the school district. TEC is always looking for opportunities that will help students prepare for college and/or careers.

Demographics
The Travis Unified School District services students who reside in Vacaville, Fairfield-Suisun, and Travis Air Force Base. The population fluctuates yearly, with an average military population of 30%. The student population at Travis Education Center is additionally fluid based on the

need of the traditional high school. Our largest transition of students generally takes place at the beginning of each semester, after grades are posted, and counselors evaluate transcripts.
Update Data
The population as of January 2023 is 58 students –
Race/Ethnicity: 1.7% Intentionally left blank, 5.1% Filipino, 8.5 % Multi-Ethnic (non-Hispanic), 25.4% black or African American, 27.1% white, and 32.2% identified as Hispanic or Latino. We have 31 male students and 28 female students.
Other data: 5% of students are military dependents. Back in October when 70 students were enrolled TEC had 63% of students who qualified for free or reduced lunch.
The student population usually increases in January and can reach up to 80 students, although the average is generally between 60-70. At the time of this report, there are two students classified as English Language Learners, 14 students with active Individualized Educational Plans, and three students supported by 504 plans.
The facilities at TEC include an administration building that serves as a multi-purpose room. Within that building is a library facility. Classrooms consist of 6 portables, allowing each teacher to teach in the same room all day. One of the six portables serve as the computer lab and testing room.

Language Proficiency
A small percentage of TEC students are English Language Learners. Any ELD students who come to TEC can receive specialized assistance at Vanden High school in the ELD program if necessary.

Supporting Data and Findings

California Dashboard Data

Average Daily Attendance

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
91.6%	88%	88.68%	89.91%	90.22%	84.31%	TBD

Data indicates that average daily attendance is relatively high for a continuation high school. However, significant, sustained effort is necessary to maintain and improve that rate. Since COVID and illness protocols have become much more stringent for students and attendance rates lowered. The principal continues to spend considerable time tracking attendance, meeting with students eligible to receive truancy letters or excessive excused absence letters, conferencing with parents, attending SARB hearings for students who are chronically absent or habitually truant, and if necessary attending truancy court hearings for the most acute cases.

Graduation Rate

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
97.5%	100%	100%	100%	88%*	95%	TBD

TEC's graduation rate is relatively high, compared with other alternative education high schools. The 2020-2021 data reveals that there was a dip in the percentage, with such a small number of

seniors 2 students make a big difference. The staff works diligently to ensure students are meeting their quarterly credit benchmarks and catching students early to intervene with supports if they are in danger of not graduating. It will be interesting to see the end of this year's results. Prior to 2019 the district also had a Community Day School which served as another resource for TEC students. When students failed academic probation, they had the opportunity to attend the day school for a more restrictive environment and get refocused. There is no longer staffing for that site and it is no longer available to TEC students. This will likely impact TEC's future perfect graduation rate.

CAASPP Data

	2016 ELA	2016 Math	2017 ELA	2017 Math	2018 ELA	2018 Math	2019 ELA	2019 Math	2020 ELA	2020 Math	2022 ELA	2022 Math
# of Stu	30	30	37	37	34	34					28	28
Level 1 Not met	28%	76%	31%	80%	56%	91%	covid	covid	covid	covid	42.9%	89.3%
Level 2 Near met	40%	24%	43%	14%	24%	6%	covid	covid	covid	covid	28.6%	10.7%
Level 3 Met	24%	0%	26%	6%	21%	0%	covid	covid	covid	covid	28.6%	0%
Level 4 Exceed	8%	0%	0%	0%	0%	3%	covid	covid	covid	covid	0%	0%

MAP Assessment

Fall 2021	Black		Filipino		Hispanic		Multi-Eth/no response		White		Pacific Islander	
# of Stu (33)	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math
Lo	30%	70%	0%	0%	15.4%	33.3%	50%	0%	37.5%	14.3%	0%	0%
LoAvg	20%	30%	0%	0%	38.5%	53.3%	0%	100%	37.5%	14.3%	0%	0%
Avg	30%	0%	0%	0%	15.4%	0%	50%	0%	12.5%	57.1%	0%	0%
HiAvg	20%	0%	0%	0%	15.4%	6.7%	0%	100%	0%	14.3%	0%	0%
Hi	0%	0%	0%	0%	0%	6.7%	0%	0%	12.5%	0%	0%	0%

Spring 2022	Black		Filipino		Hispanic		Multi-Eth/no response		White		Asian	
# of Stu (28)	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math
Lo	28.6%	71.4%	0%	0%	60%	38.5%	25%	0%	11.1%	22.2%	100%	0%
LoAvg	14.3%	28.6%	0%	0%	0%	46.2%	0%	100%	44.4%	55.6%	0%	0%
Avg	57.1%	0%	0%	0%	20%	0%	25%	0%	22.2%	11.1%	0%	0%
HiAvg	0%	0%	0%	0%	10%	15.4%	25%	0%	22.2%	11.1%	0%	0%
Hi	0%	0%	0%	0%	10%	0%	25%	0%	0%	0%	0%	0%

Reading MAP Individual Growth 2021-2022	Math MAP Individual Growth 2021-2022
35.7 % Growth	36.8% Growth
57.1% Lowered	57.9% Lowered
7.2% no growth	5.3% no growth
14 scores	19 scores

The breakdown of MAP assessment scores shows that reading scores trend higher than math. However, there are still significant students scoring in the low to low-average range. Math scores fair far worse. The district as a whole tends to struggle in the area of math and it remains a focus for to strengthen. The principal further disaggregated the data by looking at individual scores of students who were able to test at least twice in the year to measure growth in individuals. There is hope that focusing on personal achievement growth will help encourage students see their potential, no matter where they are starting. This continues to be a work in progress. It's common for students to have testing fatigue or do not find the value in taking such assessments. The staff is currently working on changing this mindset, using MAP goals and taking more time to review scores with their students.

Grade Distribution

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
A	331 (15%)	**A**	255 (20.8%)	**A**	298 (23.8%)	**A**	206 (15.9%)	**A**	660 (20%)	**A**	
B	640 (29%)	**B**	490 (39.9%)	**B**	530 (42.3%)	**B**	382 (29.4%)	**B**	946 (30%)	**B**	
C	759 (35%)	**C**	324 (26.4%)	**C**	296 (23.6%	**C**	393 (30.3%)	**C**	674 (21%)	**C**	
D	272 (12%)	**D**	95 (7.7%)	**D**	81 (6.5%)	**D**	150 (11.5%)	**D**	302 (9%)	**D**	
F	200 (9%)	**F**	64 (5.2%)	**F**	47 (3.8%)	**F**	168 (12.9%)	**F**	381 (12%)	**F**	
21% D/F rate		**12.9% D/F rate**		**10.3% D/F rate**		**24.4 D/F rate**		**21% D/F**			

Academic Probation (including those who failed academic probation)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Quarter 1	25	23	3	3	23	8	7
Quarter 2	16	10	13	5	22	10	
Quarter 3	7	10	4	12	28	10	
Quarter 4	5	5	3	19	29	13	
GP5					22		
GP6					14		
GP7					13		
Year Totals	53	48	23	39	151	41	

Average Total Grade   **Point Average**

2022-2023	TBD
2021-2022	1.94
2020-2021	2.03
2019-2020	2.18
2018-2019	2.17
2017-2018	2.01
2016-2017	1.91
2015-2016	1.94
2014-2015	1.87
2013-2014	1.79
2012-2013	1.63

Student achievement in ELA is shown to go slightly up, as seen in the percentages listed in CAASPP results, with fewer students scoring in the below-level range. Math scores show a similar trend. However, the small number of students that test and the fluidity of the student population make it difficult to evaluate TEC's academic program with CAASPP testing alone. Students often transfer to TEC days before the yearly testing occurs. Therefore, scores are not a reflection of what was learned at TEC. As a result of the previous self-reflection study, it was suggested TEC look at another resource to monitor academic growth in students. As a result, the TEC teachers agreed to implement NWEA MAP testing three times a year to help gauge learning. 2022 will be the first year to have individual growth results for students who tested twice in the school year. This continues to be an area of growth for this school. Looking at the preliminary data from last year's MAP growth in both English and math, it's apparent the teachers will need to use these scores when developing lessons and as a school find ways to incentivize the seriousness of these assessments. It's common for the students to not put much value into taking these benchmark tests.

The TEC staff will continue to use other academic indicators, such as graduation rates, average GPAs, attendance rates and academic probation numbers to address major learner needs

Suspension Incidents (including inactive students)

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
44	45	5	0	0	3	TBD

Suspension rates for at-home suspension are decreasing due to the significant work from the staff in implementing trauma-informed practices. These practices require a mind shift in how to look at behavior and discipline. They use strategies that defuse many behavioral situations. Students are still held accountable but are also educated about the impact of their behaviors. Additionally, TEC has implemented Positive Behavior Interventions and Supports (PBIS). The staff is actively working on a handbook to help lay out specific interventions. The team reviews behavior and character expectations regularly. At-home suspension is a last resort. If appropriate, the principal will assign an in-school suspension resulting in students continuing to access their work.

While students and staff regard TEC as a relatively safe campus, there is anecdotal evidence regarding pervasive marijuana, vaping, and sometimes prescription drug abuse. Most suspensions at TEC result from drugs or vape paraphernalia. It's rare, but sometimes physical fighting and profanity directed at staff are other possible reasons. Students suspended for drugs or alcohol can participate in a Drug & Alcohol intervention program that is five sessions and provided at the district's expense. The Students who engage in physical altercations generally participate in conflict mediation facilitated by the counselor, although physical altercations are not frequent at TEC.

Senior Survey Results 2022

Senior Exit Survey—Travis Education Center 2021-2022 Results

Circle the response that best represents your experience at TEC:

1. In most cases, TEC has helped me to work well with others in a group.

Strongly Agree	Agree	Disagree	Strongly Disagree
46.8%	46.8%	6.4%	0%

2. In most cases, TEC has helped me to become more responsible.

Strongly Agree	Agree	Disagree	Strongly Disagree
65.9%	29.8%	4.3%	0%

3. In most cases, TEC has allowed me to use technology creatively and effectively.

Strongly Agree	Agree	Disagree	Strongly Disagree
44.7%	55.3%	0%	0%

4. In most cases, TEC has helped me to meet the academic expectations of the teachers.

Strongly Agree	Agree	Disagree	Strongly Disagree
68%	31.9%	0%	0%

5. In most cases, TEC has helped me to become knowledgeable about current events and issues affecting the world.

Strongly Agree	Agree	Disagree	Strongly Disagree
53.2%	40.4%	6.4%	0%

6. In most cases, TEC has helped to prepare me for the workforce. (punctuality, resume, interviewing)

Strongly Agree	Agree	Disagree	Strongly Disagree
59.6%	31.9%	8.5%	0%

7. In most cases, TEC has helped me to understand the importance of earning a living wage, being responsible with money, and what to consider when creating a budget.

Strongly Agree	Agree	Disagree	Strongly Disagree
51.1%	40.4%	8.5%	0%

8. In most cases, TEC has helped me to improve my skills in reading and writing.

Strongly Agree	Agree	Disagree	Strongly Disagree
48.9%	46.8%	4.3%	0%

9. In most cases, TEC has helped me to listen to others in an academic setting and discuss classroom topics appropriately.

Strongly Agree	Agree	Disagree	Strongly Disagree
46.8%	51.1%	2.1%	0%

10. In most cases, TEC has helped me to learn to be a critical thinker and a problem solver in my academic studies.

Strongly Agree	Agree	Disagree	Strongly Disagree
44.7%	51%	4.3%	0%

11. In most cases, TEC has helped me to understand and develop character strengths that promote grit, curiosity, optimism, self-control, social intelligence, zest, and gratitude.

Strongly Agree	Agree	Disagree	Strongly Disagree
63.8%	36.2%	0%	0%

12. In most cases, TEC has helped me to understand the relationship between my character strengths and my overall future success.

Strongly Agree	Agree	Disagree	Strongly Disagree
55.3%	42.6%	2.1%	0%

13. In most cases, TEC has helped me to reach my highest level of academic proficiency in each subject. In other words, I am always expected to do my personal best on my school work in each class.

Strongly Agree	Agree	Disagree	Strongly Disagree
55.3%	40.4%	4.3%	0%

14. In most cases, TEC has helped me to demonstrate social intelligence in varying situations.

Strongly Agree	Agree	Disagree	Strongly Disagree
51.1%	46.8%	2.1%	0%

15. In most cases, TEC has helped me to understand how to approach researching a topic and knowing how to choose reliable sources.

Strongly Agree	Agree	Disagree	Strongly Disagree
44.7%	53.2%	2.1%	0%

16. In most cases, TEC has helped me to learn how to advocate for myself appropriately.

Strongly Agree	Agree	Disagree	Strongly Disagree
61.7%	38.3%	0%	0%

17. In most cases, TEC has helped me to develop a plan and the skills for pursuing my college and/or career goals after high school.

Strongly Agree	Agree	Disagree	Strongly Disagree
51.%	42.6%	6.4%	0%

TEC is interested in posting comments from our graduates on our website. If you are willing to share your thoughts about the TEC program, the staff, or what TEC has helped you to accomplish, please write your thoughts below:

The teachers really push you to do your work. They're supportive and they're funny.

It is fine and I had a good experience.

It helped me earn my credits faster allowing me to graduate around 8 months early

I appreciate every teacher keeping me on track to graduate early.

TEC is really helpful when it came to my 5th year they punched me to finished

TEC really helps you in life because of all the great teachers and staff here that help you and teach you things

I really appreciated the care and dedication to help my educational journey go places I 100% recommend this school for any future students who are struggling in school cause it sure helped me

Even though it took me this long to finish i finally did it and i am so thankful for the opportunity. I had my low lows and my high highs and i can honestly say TEC was the school for me even if i didn't show it. I am 125% thankful for

Parent Survey Results 2022

Respondents: 16 displayed, 16 total

Status: Open

Launched Date: N/A

Closed Date: 06/30/2022

Display: Page 1

Active Report Filters: None Active.

Manage Filters: 0 filters

Share Results:

More

1. My child enjoyed going to school at TEC.

Choose one:	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
	56.25% (9)	37.5% (6)	6.25% (1)	0% (0)	16
				Total Respondents	16

2. The TEC staff treats parents with respect.

Choose one:	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
	68.75% (11)	31.25% (5)	0% (0)	0% (0)	16
				Total Respondents	16

3. I was kept informed of my child's progress at TEC

Choose one:	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
	56.25% (9)	25% (4)	6.25% (1)	12.5% (2)	16
				Total Respondents	16

4. TEC maintains good communication with parents.

Choose one:	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
	62.5% (10)	18.75% (3)	6.25% (1)	12.5% (2)	16
				Total Respondents	16

5. TEC staff had high expectations of my child.

Choose one:	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
	56.25% (9)	31.25% (5)	12.5% (2)	0% (0)	16
				Total Respondents	16

6. TEC is a safe school.

Choose one:	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
	62.5% (10)	25% (4)	12.5% (2)	0% (0)	16
				Total Respondents	16

7. My student was able to receive extra help from teachers when needed.

https://www.travisusd.org//cms/module/selectsurvey/ResultsOverView.aspx?SID=N97HP54SL63YW82

1/2

1/13/23, 6:44 PM   Survey Results

Choose one:	Strongly Agree 56.25% (9)	Agree 31.25% (5)	Disagree 12.5% (2)	Strongly Disagree 0% (0)	Response Total 16
				Total Respondents	16

8. If my child had concerns while at school, a staff member was always available to help my child.

Choose one:	Strongly Agree 62.5% (10)	Agree 37.5% (6)	Disagree 0% (0)	Strongly Disagree 0% (0)	Response Total 16
				Total Respondents	16

9. There were adequate resources to support my child's educational needs at TEC.

Choose one:	Strongly Agree 62.5% (10)	Agree 37.5% (6)	Disagree 0% (0)	Strongly Disagree 0% (0)	Response Total 16
				Total Respondents	16

10. TEC equipped my child with the knowledge and skills to achieve his/her goals after high school.

Choose one:	Strongly Agree 50% (8)	Agree 50% (8)	Disagree 0% (0)	Strongly Disagree 0% (0)	Response Total 16
				Total Respondents	16

11. Do you have any feedback regarding the TEC Program that you would like to share?

View responses to this question	view
Total Respondents	10
(skipped this question)	6

TEC's use of the perception surveys addresses the student learner needs and help drive decisions for the school. These results along with the academic data will show areas to focus on when developing the yearly Single Plan for Student Achievement. Students show that many are getting the benefits of TEC's character strengths program. Many students feel that they are held to high expectations. There were some students that indicated they did not receive help in understanding living wages or preparedness for their futures. Some shared they did not grow in understanding current events or improvement in academic writing. Although the staff knows very few students can make an impact with such a small sampling of students, there is still discussion on why they may have indicated such on the survey. Again, with TEC being available to many students in danger of not graduating, the comprehensive site can send students to TEC until the last quarter. Making it difficult to provide all the resources or courses to newer students. Not to say that implementation of new practices have not come out of these surveys, the Personal Finance class, internships and March Madness activities came from such.

In the parent survey from last year, there were a few parents wanting more communication about student progress. As a result, the principal has been more diligent about sending home announcements and communication about information regarding tracking academic progress of their students. Some years ago, the district moved away from sending printed progress reports and report cards out. However, these students suggested to bring back the paper forms. They shared that many parents pay more attention their grades when it's received in the mail. This is a small sample of taking these survey results and making change.

Identification of 2–3 preliminary major student learner needs (at this stage of analysis)

- TEC is focusing on best practices in monitoring student academic growth, bring. Using NWEA MAP assessments to try and help address this area. Furthermore, TEC staff is practicing the use of Bloom's taxonomy or Depth of Knowledge in creating meaningful learning objectives for their class lessons. Giving students the opportunity to engage in the relevance of their daily lessons.
- The counselor and teachers are continuing to forge partnerships with the school district to grow its internship program, allowing students more opportunities to explore the work force.
- Finally, TEC is always looking for ways to incorporate family involvement in their student's education.

Chapter III: Self-Study Findings

For each category of criteria include:
1. **A list of strengths**
2. **A list of prioritized growth areas for continuous school improvement.**
   ➔ **Note: The five criteria categories are:**
   A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
   B. Curriculum
   C. Learning and Teaching
   D. Assessment and Accountability
   E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.
Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1 Vision – Mission – Schoolwide Learner Outcomes TEC's mission and vision statements are reviewed annually as part of the school's Single Plan process, which includes representation from all stakeholders. As part of this process, the school's learner outcomes were reviewed and updated in early 2021. Since 2017, TEC staff has undergone intense professional development and completely embraced a trauma-sensitive approach to education, supported by significant research related to best practices for supporting all students. The staff considers LCAP priorities, student achievement data, perception data, and current educational research, especially regarding underperforming or alternative	**SSC Agenda** **LCAP** **SPSA** **Character Development Program Documents and Research**

education students, when developing the SPSA goals and revising the mission/vision statements and expected learner outcomes. During such data review, research, and professional development, the schoolwide initiative for character development was born. TEC's focus on character development related to student achievement and future success caused the TEC staff to update the expected learner outcomes by adding additional indicators for each category.	**Character Awards and Rewards** **Professional Development List**
In April 2021, TEC recently updated the Learner Outcomes to reflect its emphasis on social and emotional well-being. The mission and vision statements were revised in early 2021 to reflect TEC's focus on character, social-emotional well-being, and academics. This update also emphasizes the family atmosphere that is the hallmark of the TEC experience for students and staff. In the 2021-22 school year, TEC was excited to open its wellness center to all students and staff. Before COVID, the counselor secured a grant offered by the county to fund the implementation of a wellness center. Partners from the Solano County Office of Education came to present to our staff the benefits of having a wellness center on site. It has been an integral part of supporting students who need to decompress and refocus.	**Wellness Center**
A1.2 Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: TEC's School Site Council typically has five teachers, the principal, the counselor, three students, two parents, and a classified member. Due to TEC's small size, the entire staff participates in the meetings and discussions. Working in collaboration, the School Site council annually evaluates achievement data and perception data to influence the development of goals and action items to achieve those goals. In addition to this broad work, the School Site Council annually reviews the vision, mission, and schoolwide learner goals as part of its annual process. However, before this process begins, there are conversations with student leaders (TEC Ambassadors) to garner more widespread student input on proposed changes.	**SSC sign in** **Common planning meeting agendas**
Vision: Travis Education Center is a **school of choice**, offering a **relational family atmosphere**, preparing students to become increasingly responsible, productive citizens who meet today's challenges, and promotes success through both traditional and **non-traditional pathways** after high school.	**Mission and Vision Statements**
Mission Statement: Our responsibility is to provide rigorous alternative learning opportunities that support student **character development**, **prioritizes mental health**, and inspires students to reach their highest personal and academic potential.	

Student Learner Outcomes **I CARE** **I**ndependent Thinkers • learn how to be a problem solver • learn how to advocate for oneself appropriately • understand how to approach researching a topic and know how to choose reliable sources **C**ooperative Learners and Workers • work well with others in a group • listen to others and discuss issues appropriately **A**cademically Prepared Students • meet teacher's academic expectations • reach their highest level of academic proficiency in each subject and are expected to do their best on each assignment • improve their skills in reading and writing • develop skills and a plan for pursuing college and/or career goals after high school **R**esponsible Citizens • are knowledgeable about current events and issues affecting the world • understand the value of money and how to manage it • are prepared for the workforce • understand and develop character strengths that promote grit, curiosity, optimism, self-control, social intelligence, zest, and gratitude • understand the relationship between my character strengths and overall future success • awareness of one's emotional well-being and how to manage it **E**ffective Communicators • use technology creatively and effectively • demonstrate social intelligence in varying situations • communicate needs to support emotional well-being **A1.3 Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP**: Before enrolling at TEC, students are provided detailed information about the TEC program and our expectations once they register. For students transferring from Vanden High School, the VHS counselors or IEP case managers explain the accelerated nature of the alternative education program and what students should expect. Students and parents are provided a brochure describing the TEC program's mission/vision and pertinent details. Upon enrollment, the TEC guidance counselor also meets with the student and parent to provide more meaningful information on the school's mission and vision. Parents and students are encouraged to use the school website to access additional information and review the Student Handbook.	**Updated Learner Outcomes** **Document: Credit Recovery Pathways** **Document: TEC Program** **School Brochure** **School Website**

The principal also makes presentations in each class at the beginning of the school year reviewing the student handbook. The counselor oversees student ambassadors that will meet with new students as they enroll to review the "T-bird tips" to summarize essential factors from the student handbook. A similar presentation is also given during Back to School Night for parents.	**Student Handbook**
To educate other school community members about the TEC program, TEC facilitates an ongoing series of articulation meetings with Vanden High School staff, typically one department at a time. These meetings aim to improve the image of alternative education with staff from the comprehensive school site, build collegial relationships amongst staff, and address any misconceptions about the nature of alternative education at TEC. Since Vanden staff are often the first to discuss alternative education options with students, it is vital that they accurately represent the program. Additionally, our special education department works with Vanden's case managers to smoothly transition students with IEPs. Hence, they are keenly aware of what we can offer to serve students best. Addressing the mission/vision and the student learner outcomes is a natural part of these discussions. Thus, it is TEC's responsibility to educate them about the alternative education program at TEC.	**Back to School Night PowerPoint Presentation** **TEC Ambassadors Notes** **Document: TEC Program** **School Brochure** **School Website** **Student Handbook** **Top 10 Reasons to attend TEC** **List of participants in College and Career Fair**
In addition, through partnerships in Solano county, TEC has educated many in our business community and our civil leadership by inviting them to our campus to engage with our students. This includes approximately 30 businesses, colleges, trades, and military organizations attending our annual College and Career Fair. Beyond that, TEC has welcomed local mayors, city council, and state legislators to speak to our students and learn about our program and collaborate with Travis Credit Union to provide financial literacy training to our students. Each partnership offers an opportunity to educate our community about TEC's program's goals, mission, and vision. We also work closely with the Solano County Office of Education *Work-Readiness* program. Before COVID, our students participated in this program that partners with the local business community in preparing our students to become career ready, establishing a resume, cover letter, and interview skills. When COVID hit, this program became virtual, and students struggled with the continued online platform. The hope is to revive this program in person and re-establish its success.	**List of guest speakers** **Work Readiness Flyer**

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1 Understanding the Role of the Governing Board and District Administration: The Board operates under a set of Board Bylaws, numbered from 9000 to 9400. These bylaws describe specific duties of the Board and include processes for elections, terms of office, Board development, meeting conduct, and Board organization. Board Bylaw 9320 contains details about the frequency and regularity of Board meetings and the district's commitment to following Brown Act state open meeting laws. The Board meets once per month on the second Tuesday of the month. Meetings start at 6:00 p.m., with a closed session at 5:00 p.m. There are opportunities for the public to address the Board on items specifically on the agenda (before each item) or toward the beginning of each meeting for general issues. The TUSD community is active in participating in and attending the Board meetings. As may be widespread, community participation in TUSD Board meetings grew exponentially during the pandemic-related school closures.	**GAMUT on-line**
A2.2 Relationship between Governing Board and School: The LCAP process has expanded communication with stakeholders, including the Governing Board. Each year, the district administration consults with staff, students, parents, and community members to identify priorities for the LCAP. In addition to the LCAP process, parents participate in school and district governance processes on many levels. TEC has a parent representative on the	**LCAP**

Superintendent's Parent Advisory Group, which reviews the draft LCAP, provides feedback, and advises the Superintendent on various issues affecting students and families. Parents also participate in our School Site Council, establishing priorities for our school and approving our plan.

Board Bylaw 9000 describes the relationship between the Board, Superintendent, and staff. The Board's responsibility is to set policy and a direction for the district. The Superintendent's responsibility is to work with staff to implement this policy and direction. The Board participates in training workshops with CSBA trainers to enhance their understanding of the Board's role, and discussions during Board meetings provide evidence that there is a common understanding of the roles of the Board, Superintendent, and staff.

The district's LCAP describes how progress will be measured for district goals and the State Priorities. Measures include state test scores, other required criteria, and locally developed metrics.

TEC measurements include the graduation rate, attendance rate, suspension data, MAP and CAASPP. The progress on these measures is annually reported to the Governing Board and considered part of the overall progress of the school district.

A2.3 Uniform Complaint Procedures:
Both informal and formal complaint and conflict resolution procedures are adequate. The district website includes detailed information about filing formal personnel, Williams/Valenzuela complaints, and discrimination. Forms are available for download. These complaints are handled expeditiously in accordance with the law.

https://www.travisusd.org/Domain/54 **for the web page that describes the complaint process**.

Travis Unified prefers to resolve complaints informally at the lowest possible level. Parents are encouraged to contact teachers directly if they are concerned about a class or a grade. Most matters can be resolved at the school site level, either with an informal discussion between parent and teacher or an entire parent/staff conference. Generally, when a parent wishes to meet with a teacher, all of the student's teachers will attend to provide input, along with the principal and counselor.

If a matter is not resolved at the site level with the principal's involvement, the case would be referred to a third level involving the Director of Student Services, the Assistant Superintendent of Educational Services, the

Director of Human Resources, or the Assistant Superintendent of Business and Operations. Both school and district staff also respond to parents who walk in to talk about a concern. TEC's school secretary is very friendly, and parents find her easy to talk to; she supports parents in contacting the right people to resolve problems quickly.	

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1 Broad-Based, Inclusive, and Collaborative: TEC staff meets for collaboration time twice per month. Meetings last for 1.5 hours each and include all aspects of school governance. Discussions include school safety, character education, trauma-invested practices, performance data (D/F rate) review, attendance, suspension, and perception data. Furthermore, staff review credit earning, Academic Probation, 504 or IEPs, school activities, budget, awards/recognitions, course proposals, SPSA development, and other nuts & bolts topics that affect the school's day-to-day operations. Due to the small staff size, each person can contribute extensively to each issue. The School Site Council, which includes parents, students, and site staff, reviews extensive data and perception surveys to develop a plan that supports TEC students in accomplishing the expected learner outcomes. The specific goals identified in the SPSA are based on areas that require growth. Progress toward goals gets evaluated and updated annually as part of the SPSA process. Currently, TEC does not have input from members of the business community. There are, however, opportunities to include members of the business community in the College & Career Fair, the Work Experience class, and the Transitions class. All such avenues would allow TEC students to receive valuable input from local employers and business professionals.	**Common planning meeting agendas** **SPSA**

A3.2 School Action Plan/SPSA Correlated to Student Learning: Developing the SPSA is annual and provides an opportunity to review trends in achievement data and perception data as they relate to students accomplishing the learner outcomes (including career/college readiness). The school site models its goals after the district's LCAP goals and creates specific action items that support students in improving academic preparedness and college/career readiness. A review of the school's SPSA and the district's LCAP reveals that the goals are congruent but still allow for enough flexibility for the school site to meet its unique needs and work toward improving areas for growth. To influence the development of the LCAP, the principal or counselor meets with groups of students to discuss student perceptions related to site and district needs. This information gets reported to the district administration, which oversees the LCAP development. In addition, the School Site Council, consisting of parents, students, and staff, also meets to review the draft of LCAP goals and provide input from an alternative education perspective. This information is also relayed to the district to be considered part of the LCAP development. Moreover, the Superintendent's Parent Advisory Group meets to offer input as part of the LCAP development process, and TEC parents are represented in this group. The district hosts several other stakeholder meetings to allow parents and staff an opportunity to provide input toward the LCAP's development. The LCAP's development drives the discussion of the SPSA (including the Mission/Vision/Learner Outcomes) and is the lens through which the achievement and perception data is interpreted. On-going monitoring occurs throughout the school year as new achievement data is available, specifically student progress toward credit recovery (reviewed every four weeks for all students) and the D/F rate (reviewed annually). Student perception data is also reviewed bi-annually (Senior Exit Survey, Safety Survey). The staff also solicits input from a student group (TEC Ambassadors) as needed. **A3.3 Collective Accountability to Support Learning**: The TEC staff works collaboratively regarding most decision-making that affects the instructional program, school climate, and site safety. TEC is particularly unique, with a family atmosphere and a shared sense of responsibility for school success. Self-reflection is a natural part of the school culture,	**LCAP** **School Site Council agenda** **Parent Advisory Group agenda** **TEC Ambassador's notes** **Common Planning Day**

as the staff regularly reviews student outcomes, gauges the student climate, and evaluates staff morale. TEC staff pride themselves on being more than just a well-functioning team, but also a family who genuinely loves and cares for one another and the students who are a part of the TEC family. For this reason, shared decision-making shared responsibility, and self-reflection are essential aspects of TEC's day-to-day life, including implementing practices, programs, actions, or services. At TEC, each person's opinion matters and is considered when decisions are made. Decisions are typically made by consensus, further indicating the collegial and shared vision that is particularly noteworthy at TEC.	**agendas** **Professional Development list** **SPSA**
A3.4 Internal Communication and Planning: TEC's bi-monthly staff meetings are the formalized setting for lengthy discussions, planning, and decision-making. The principal creates the agenda and then asks for input from the staff for additional agenda items. Due to TEC's small size, the team utilizes a group chat (via Google chat) to make minor decisions that do not require lengthy discussion. Also, when needed, the principal will call an impromptu "T-Bird Huddle," a brief meeting after school if something requires a short conversation. Although TEC regards itself as a family, like any family, there may be challenges or disagreements. TEC staff commit to sharing concerns and discussing how to best solve the challenges that may arise. Above anything, TEC elevates strong relationships and approaches any difficult situation with a commitment to maintaining staff morale and the family atmosphere. TEC staff know how to disagree without being disagreeable, and honor each person and their perspective.	**Common Planning agenda** **Staff photos** **Google Chat**

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1 Qualifications and Preparation of Staff: Alternative education teachers are selected either through a recruitment and interview process used in Travis Unified or through a voluntary transfer process outlined in their collective bargaining agreement. The Travis Unified Human Resources Department has verified that all teachers have the appropriate credentials and certifications. The district supports new teachers and administrators with coaches and extensive professional development. At the beginning of each school year, the principal meets with all staff to review new district policies and protocols and those existing policies and procedures relevant to TEC. The principal provides details and explanations using a prepared document called Nuts and Bolts. The district also hosts a "Welcome Back" breakfast for all staff, where district leadership provides a collective vision for the upcoming year. However, since COVID, this event has been scaled back in an abundance of caution Although TEC has minimal teacher turnover, there is an informal process for acclimating new staff. Since the last WASC self-study, TEC has changed in leadership, counselor, social science teacher, science teacher, paraeducator, social	**Collective Bargaining agreement** **Nuts & Bolts document**

worker, added a campus monitor, and a new position - Student Support Specialist. In the 2021-22 school year, the principal moved to the district office as the Director of Student Services, and the counselor became the new principal. Transitioning from counselor to principal was seamless, and it was encouraged by the team since being part of the staff since 2013. The new principal supported the newly hired counselor and shared information about the program and the school's day-to-day operations, including expectations. The new counselor, however, resigned in early march, leaving the principal to resume counseling duties and principal duties to finish out the year. Fortunately, the school secured a new counselor with ample experience starting the new 2022-23 school year. Much of what new staff learns is from speaking to experienced teaching staff. The length of the acclimation process is greatly influenced by the years of experience in education and the type of schools where the staff member had previously worked. The interview process is also highly collaborative. Because TEC is a small school, the principal is very conscientious about employing staff who will be a good fit for the rest of the staff and the program overall. Thus, staff input in the hiring process is essential to all hiring decisions. All staff members are invited to participate in interviews when new teachers are hired. TEC works to recruit staff who have a special and particular interest in working with at-risk students who may not have been successful in the larger comprehensive school system. Other sought-after qualities include providing a flexible educational experience for students and working effectively with students who may struggle academically, socially, and/or emotionally. Moreover, teachers must be willing to teach elective courses that may be outside of their core area of expertise. For example, the English teacher also teaches coding, the science teacher teaches a wide variety of elective courses from PE to psychology, the math teacher teaches varied courses from geography to speech, and the RSP teacher teaches multiple electives, including vocational education electives. The goal is to offer students as many elective choices as possible, requiring that the teaching staff be flexible in what they can teach. New staff brings new ideas and the possibility of new course proposals that increase the elective options for the students. TEC teachers have significant input in their teaching assignments. Although TEC operates with a student-driven master schedule, most electives offered each quarter are chosen by the principal and counselor, who consult with the teaching	**Letter of recommendation for new Principal** **Master Schedule** **Course Proposals** **Cyber High enrollment**

staff. Teachers can submit course proposals for new electives they are interested in teaching. Since 2016, Personal Finance and Vocational Preparation have all been added. In the 2022 school year, Marketing, Environmental Science, and Adulting 101 will be added as new courses. Teachers have greater flexibility and variety in their teaching assignments, where they are significantly involved in their assigned teaching schedule decisions. Because teachers have written many course proposals, they have significant autonomy in designing their courses and choosing the appropriate curriculum. In general, the TEC staff is adept in course and curriculum development and quite resourceful in creating and finding appropriate lesson plans. In cases where teachers are asked to teach a new course, the teacher will generally work collaboratively with other teachers in the district who may have taught the course to be oriented with what is expected. The principal will also provide the original course proposal as a guide when necessary. The online program, Cyber High, is managed by the counselor and principal, who help determine its use for students. TEC teachers are all adept at managing Cyber High. **A4.2 Professional Development and Learning**: Professional development is approached in 3 ways, with approval from the site principal: 1. The staff participates in professional development offered by the school district where a trainer is hired. Staff are compensated for their time if the training is outside of their duty day. 2. The staff participates in professional development offered outside of the district. Staff attends during their duty day, and a substitute teacher is provided if necessary. 3. The staff participates in professional development within the context of a Professional Learning Community (PLC) where staff collaborate and learn from one another. Beyond these organized efforts for professional development, TEC staff are professional educators, thus they are life-long learners. They seek opportunities for growth on their own time by reading educational research/books and reviewing lesson plan ideas and curriculum related to their discipline, staying abreast of changes related to standards for their content areas, and seeking information about how to develop their individual craft as professional educators. Since 2016, the alternative education staff participated in **numerous** professional development opportunities,	**Professional Development list** **Books from book club**

ranging from subject specific training to trauma to equity. Considering the size of the staff, this commitment is evidence of a staff that has embraced both personal and professional growth, taking the posture of lifelong learners, so that they may be better for students, themselves, and each other.

A4.3 Measurable Effect of Professional Development on Student Learning:
Staff meetings, held every two weeks, provide a time for the staff to share information about their professional development. In many cases, when staff return from a workshop or training, they will give a brief overview to their colleagues during a staff meeting. The principal sees evidence of what staff have learned during professional development by visiting classrooms regularly and observing the implementation of new ideas and their impact on students. The principal and staff have informal conversations as a follow-up to these routine visits to discuss the efficacy of lessons or pedagogical strategies. The most systemic example of effective changes made after professional development was the creation of the Productivity Grade. After visiting another alternative high school, the TEC teachers implemented a productivity grade that increased student engagement and improved grades.

Since 2017, the emphasis on the impacts of Adverse Childhood Experiences (ACES) and the trauma-invested approach to relating to the students has become the topic and metric for much of TECs success. These efforts are experienced qualitatively, but can also be observed quantitatively in the decreased number of behavior referrals, decreased number of suspensions, and also **the number** of early graduates who have made TEC their school of choice.

Professional development continues to be a priority for TEC staff, as is evidenced by the commitment to so much PD since the last WASC self-study.

A4.4 Supervision and Evaluation:
The mission of the performance evaluation in TUSD is to foster professional growth for educators through a culture of mentorship, collaboration, and support, thereby creating a relationship that produces meaningful feedback which promotes continuous improvement. The purpose is to help professional educators by implementing an assessment that will inform, instruct and improve teaching and learning; provide educators with meaningful feedback on strengths and weaknesses and opportunities for growth; and ensure fair evidence-based employment decisions,
In 2020, TUSD overhauled the evaluation process for certificated staff, including counselors, creating an evaluation

Common Planning agendas

Principal drop-in visits forms

PD list

Discipline data

Collective Bargaining agreement

Evaluation Documents

Principal drop-in forms

process and instrument that is standards-based and specific to each professional classification. Staff is evaluated every two years. Using a traditional evaluation method, teachers and the counselor establish goals for their evaluation year and meet with the principal to review their goals. The principal completes two formal observations as part of this evaluation process but also visits classrooms several times per week to observe instruction and student learning and to gauge the climate of the learning environment. After each formal observation, the principal meets with each staff member to review what was observed and their strengths and provide input on the areas for growth. Teachers and counselors are given a summative standards-based evaluation, which includes a review with the principal. Because TEC's staff is committed to personal and professional growth, TEC teachers have an alternative evaluation method option. The "Portfolio" option is available to tenured staff with the support of their site principal. Most recently, TEC teachers opted to participate in a collective portfolio evaluation where they met bi-annually to share their growth and challenges while teaching during a pandemic. This option supported reflection and discussion amongst staff and the principal during an unprecedented time of school closure and distance learning. The principal will serve in a coaching role to support staff in making the growth identified in their evaluation or to provide input and resources to help them in their overall professional development. **A4.5 Communication and Understanding of School Policies and Procedures**: At the beginning of each school year, the principal meets with all staff to review new district policies and protocols and those existing policies and procedures relevant to TEC. The principal provides details and explanations using a prepared document called *Nuts and Bolts*. Since the last WASC self-study, TEC has changed in leadership, counselor, social science teacher, science teacher, paraeducator, social worker, added a campus monitor, and a new position - Student Support Specialist. In the 2021-22 school year, the principal moved to the district office as the Director of Student Services, and the counselor became the new principal. Transitioning from counselor to principal was seamless, and it was encouraged by the staff since being part of the team since 2013. The new principal supported the newly hired counselor and shared information about the program and the school's day-to-day operations,	**Evaluation forms** **Evaluation calendar** **Nuts and Bolts document**

including expectations. The new counselor, however, resigned in early march, leaving the principal to resume counseling duties and principal duties to finish out the year. Fortunately, the school secured a new counselor with ample experience starting the new 2022-23 school year. Much of what new staff learns is from speaking to experienced teaching staff. The length of the acclimation process is greatly influenced by the years of experience in education and the type of schools where the staff member had previously worked. As we move forward we are also continuously working on keeping our PBIS handbook up to date to in order to provide a guideline on how to address positive behavior supports. At the beginning of the school year, the principal meets with staff to review district policies and site protocols relevant to the site staff. The principal uses a collaborative approach to decision-making and works to achieve consensus when possible. Beyond the Single Plan and WASC self-study process, the staff is involved in decisions that affect their work environment, day-to-day school operations, student discipline matrices, and school safety. When decisions must be made in a short period of time, and a regular staff meeting is not possible, the principal will call for a "T-Bird Huddle," which is a euphemism for a brief discussion on very short notice. Generally, these meetings will take place during a passing period or right after school. This process allows for more collaboration, particularly on matters directly impacting the staff. Due to the small size of the TEC staff, coordinating these types of short-notice meetings are not difficult.	**PBIS Handbook** **Common planning agenda first day**

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1 Resource Allocation Decisions: The staff works collaboratively to provide input on the LCAP and then develops the Single Plan and WASC goals to support the LCAP goals. District and school site resources are marshaled toward achieving those goals. A focus on academic standards, college/career readiness standards, critical learner needs, and the school's mission/vision is intrinsic to the LCAP, Single Plan, and WASC processes. As goals are developed, action items are also developed that explain what specific actions are necessary to achieve the goals. Many action items include allocating resources specific to supporting the action. For example, resources have been earmarked for professional development, character awards, library resources, and other similar site needs through this collaborative process. Although the TEC budget is relatively small (less than $15,000), the staff is included in a collaborative process to allocate resources toward achieving site goals. **A5.2 Practices**: In March each year, the site receives a preliminary budget	**TEC Budget**

development spreadsheet from the Business Director of Fiscal Services. The data entered into this document is being used to build the following year's budget. The site allocates a certain amount of funds based on CBEDS enrollment. This amount is approximately $15,000 for TEC.

The site principal and secretary project how much will be spent to accomplish the school site goals anticipated for the following school year. In addition, the site is provided with a specific budget for adding library books. The site secretary is responsible for placing funds in the appropriate expenditures (i.e., office/classroom supplies, conference & travel, technology license/ supply/ software/ maintenance, replacement books, postage, extra duty, and/or substitutes). The secretary follows the district's protocol for purchase orders and requisitions when expenses are incurred. The paperwork is submitted, which triggers an electronic process requiring approvals for the expenditures. The approvals are routed through the site principal, district administration, and the business office.

TEC undergoes an annual audit of its expenditures, site cash, and attendance records. In May, the district's business office notifies the site of the date of the June audit. TEC is responsible for having information readily accessible for auditors regarding attendance and site cash. The site cash includes any cash collections, processing, deposits, receipt book. All other records are audited at the business office. TEC has had no audit findings indicating mishandling of funds.

A5.3 Facilities Conducive to Learning:
School facilities are adequate to support the school's vision, mission, school-wide learner outcomes, the educational program, and the health and safety needs of students. The student population (approximately 70-80 students) are served well by 5 classrooms, a computer lab, a library, a multipurpose room, and a wellness center. In addition, the students have access to adequate outside seating, a lunch trailer where lunch is served, an in-door student "kitchen," in-door lunch seating, large bathrooms, and a basketball court.

The Secretary, Counselor, Student Support Specialist, Campus Monitor, School Social Worker, and Principal also have adequate space to perform their functions in support of the school program.

Teachers enjoy large classrooms with enough space to conduct classes, store classroom materials, and can move student desks around in various configurations to support varying learning needs/styles. Although the portables are

Observation of facilities

Williams Act compliance

Textbook list

Williams Compliance

aging, and there are sometimes rodents and pests to deal with, the school district has a facilities master plan that acknowledges that the TEC program would benefit from permanent classrooms when funding becomes available. **A5.4 Instructional Materials and Equipment**: Instructional materials are provided using district funds or site funds. At the beginning of each year, staff inventory their books to ensure that the school has enough textbooks for the student population. Shortages are reported to the district administration, who order additional textbooks as needed. Supplemental instructional materials are provided as requested by staff. This includes PE equipment, instructional videos, library resources, technology resources, and written resource materials for various subjects. TEC has enjoyed a significant increase and improvement in technology resources, specifically the addition of a computer lab, all with the latest Microsoft software. In addition, each teacher has a laptop cart in their classroom, for student use, where laptops are replaced on an alternating basis as site funds become available. Most teachers also have a projector or large TV, laptop, and document camera to support their instruction. TEC would like to work toward 1:1 devices for all students. After distance learning, the district added the google classroom suite making access to work much more available when students are out. TEC has seen significant improvements in the process and practicality in addressing technology issues that arise throughout the year since the district implemented a help desk system for technology requests. TEC staff have direct access to report issues and work directly with IT staff to have their IT problems addressed. **A5.5 Resources for Personnel**: TEC maintains a well-qualified staff by hiring professionals with appropriate credentialing and certifications. Once staff are hired, they are offered professional development on an on-going basis to support specific site/district goals and improve their overall craft as professional educators. Administrators and teachers have coaching support for two years. College and career preparation is built into all curriculum and practices at TEC, thus all professional development supports staff in improving the quality of their instruction/services to that end.	**Purchase orders** **Observation of technology** **Helpdesk website** **Staff credentials/certifications** **PD list**

Professional development is a priority at TEC, as evidenced by the number of professional development opportunities provided since 2016. These opportunities include everything from improving the social/emotional climate of the school, enhancing the non-cognitive development of students, and providing training in teachers' specific discipline.	

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. **Clearly stated mission and vision statements that are congruent with schoolwide learner outcomes.**

2. **Representation from parents and students as part of an annual review of SPSA goals.**

3. **Significant support from district administration and governing board, which includes inclusion in the process to develop the LCAP and all matters related to secondary sites.**

4. **The SPSA is aligned with the district's LCAP. The SPSA goals are correlated to achievement data relevant to a continuation high school.**

5. **Effective internal process for communication and collaboration**

6. **Highly qualified staff**

7. **Significant support for professional development and commitment to professional development.**

8. **TEC staff accomplishes a great deal with a small ($15,000) budget.**

Areas of Growth

1. **Continue to grow TEC's technology equipment to eventually have 1:1 laptops**

2. **Increase elective options particularly in areas to support career pathways**

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - o **Identify important next steps within the schoolwide action plan/SPSA.**

TEC has continued support from the school district and governing board. This year three new board members were elected. One of the new member's daughter graduated from TEC, and the other two will need to learn more about the program. TEC shares monthly events with the superintendent's secretary to place on board members calendars in case they'd like to attend. The superintendent also schedules walk throughs of the campus where board members may attend. TEC has a small budget, but we manage well. The district is accommodating if we need extended help. The leadership at TEC is very open to bringing new electives to the school if one of the existing teachers can teach it.

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*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. **Congruence with Student Learner Outcomes and Standards**: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1. Current Educational Research and Thinking: Since the last WASC visit, the TEC teachers have been trained in Bloom's Taxonomy and have been intentional about creating lessons that require higher order thinking skills. In addition, the staff has integrated the use of Bloom's with research related to the impact of writing, posting, and reviewing learning objectives with each class. There is a large body of research that supports the positive impact of writing/posting high quality learning objectives and reviewing them with students. The teachers are still exploring how Depth of Knowledge (DOK) can be useful in evaluating assessments of student learning.	**Bloom's Poster in each classroom (TEC Taxonomy)** **Learning objectives posted each day on classroom whiteboard** **CPD Agenda**
Also, due to the staff extensive training and professional development related to Adverse Childhood Experiences (ACEs), the staff creates lessons and calibrates expectations through a trauma and equity lens. This often results in teachers implementing collaborative learning opportunities, class discussions, mindfulness practices, and assignments designed to gauge competency and mastery, rather than lengthy busy work that is likely to result in disengagement. To	**CPD Agenda** **Professional Development list** **Student Work Samples**

the largest degree possible, TEC teachers work to build rapport and community in their class, and design their curriculum through a trauma and equity lens. Imbedded in the academic program is a strong emphasis on non-cognitive skills that impact character development. TEC's character development program is based on university research from Dr. Angela Duckworth and Dr. Carol Dweck. The staff has been trained in research related to character traits. Research proves that skills like grit (persistence) and having a **growth mindset** can help a person achieve success, regardless of natural intellect and life circumstances. TEC staff emphasizes this to the students on a regular basis. As part of TEC's professional development related to character strengths, many of the staff read a book entitled, _How Children Succeed_, by Paul Tough, which explained the science and research related to Duckworth's and Dweck's work, along with other researchers. This research is the impetus behind TEC's emphasis on character. Traits like _grit, curiosity, social intelligence, self-control, zest, gratitude, and optimism_ are all part of the vernacular of TEC students and staff. This common language helps staff and students to engage in discussions regarding student achievement and growth that are not represented on a transcript, but very much affect a student's present and future success in college and/or career. In addition, the staff uses a Character Strengths curriculum during bi-monthly meetings with students called "character teams" where teachers serve as Character Coaches. Beyond schoolwide efforts, each teacher creates curriculum based on various research that has influenced them. Research related to each discipline: **ELA** The English teachers (both general education and RSP) are integrating more non-fiction and requiring students to annotate, analyze, and write evidenced based responses to what they are reading. The general education English teacher relies heavily on the research of Kelly Gallagher whose work focuses on strategies to help students become better readers and writers. The teacher also uses strategies developed by Dr. Kevin Feldman whose focus is on increasing literacy, and the _Bay Area Writing Project_, which focuses on strategies to improve student writing skills. Beyond that, the English teachers use research and resources from the National Council of Teachers of English, the International Literacy Association, the Teaching Channel, Edutopia and the California Department of Education website to stay abreast of	**Professional Development list** **Student Work Samples** **Several published articles** **Book: _How Children Succeed_** **Author: Paul Tough** **www.characterlab.org** **Student work samples**

current research and instructional strategies to support students in meeting the ELA standards that will support them in college and career readiness as well as help them achieve the student learner outcomes. The ELA teacher uses "Thinking Routines" from *Making Thinking Visible* by Ritchhart, Morrison & Church which comes from Project Zero, Harvard Graduate School of Education. The ELA teacher also implements reading strategies from reading experts, Donalyn Miller (The Book Whisperer) and Jennifer Serravallo (Reading Strategies). Other research-based strategies for ELA curriculum development include ideas from *Twitter*, *Readworks, commonlit.org*, *Scholastic*, *Upfront*, and *Scope.* **Social Science** The social science teacher uses primary source documents from *Stanford History Education Group (SHEG)* and requires students to think critically as they develop persuasive responses to historical questions. Students are developing greater skills for annotation and analysis of complex historical texts and documents. **Science** The science teacher has begun integrating the Next Generation Science Standards, and works to align the curriculum with Vanden High School's science department. The science teacher also uses Study.com, Khan Academy, and Scholastic News to develop curriculum. **Math** The math teacher is currently using a newly adopted Algebra 1 textbook that is based on current educational research related to Common Core pedagogy and strategies. The teacher has employed a more collaborative, student-centered approach to teaching mathematics. The teacher has also spent time researching best practices for teaching Common Core by reviewing information on-line. **Electives** The Personal Finance course is based on Dave Ramsey's *Financial Peace University* and the Guidance course includes elements of <u>7 Habits for Highly Effective Teens</u> and also <u>Strong Teens</u> curriculum specifically designed for at-risk youth. All TEC teachers are cognizant of the need for students to be prepared for life after high school and implement strategies that support college and career readiness in reading, writing,	**Student work samples** **Lesson plans** **Ramsey Curriculum**

listening, and speaking, thereby creating a viable and meaning academic program. Evidence of this preparation is most evident by observation of instructional practices and revealed through student work.	
B1.2. Academic and College- and Career-Readiness Standards: The academic focus of TEC's alternative education program is credit recovery and high school graduation. Within the framework of that focus, the teaching staff is committed to supporting students in developing skills that will improve their readiness for community college, vocational school, or the job market. As such, the curriculum is accelerated and focused primarily on essential assignments related to specific state standards.	**Student Work**
The staff has considered submitting TEC courses for UC "a-g" approval. The conclusion of that meeting was that the TEC program would have to substantively and systemically change its focus to include the degree of rigor required for UC approval. Such a change would significantly compromise the accelerated nature of the academic program and thus jeopardize accelerated credit recovery and timely graduation. After weighing the options, TEC staff chose to forgo submitting courses for "a-g" approval.	
The level of rigor at TEC is prescribed based on each student's need, ability level, and goals after high school. The staff prides itself on its flexibility, differentiation of instructional practices, and being able to work with at-risk students of all ability levels and life circumstances.	
Each course in TEC's academic program is developed based on state standards and geared toward helping students to grow in aptitudes for college and career readiness, recognizing that TEC students will either pursue community college, a vocational program, or the workforce. These skills include analysis, annotation, evaluation of resources, research skills, and mathematical problem solving. The teaching staff works to incorporate as many of these opportunities for each course.	**Lesson sample** **Student Work**
In addition, the Work Experience teacher prepares students for the workforce by requiring that they engage in mock interviews, resume/cover letter writing, and completion of on-line applications.	**Example of Work Readiness Certification**
The focus on college and career readiness has influenced teachers to implement career interest inventories, use California Career Zone, and Roadtrip Nation, all intended to support post-secondary transitions, career readiness, and career exploration. This information, along with additional requirements supports every student in completing an I-Search project before they graduate. TEC also offers an	**Lesson Sample** **Work Experience Class work**

intensive Work Readiness Certification in partnership with the Solano County Office of Education, where successful participants earn a Work Readiness Certification that is recognized and respected by employers throughout Solano County.	
B1.3. **Congruence with Student Learner Outcomes and Standards**: The schoolwide learner outcomes include goals for college and career readiness and academic preparedness. The teaching staff aims to incorporate all aspects of the learner outcomes in each course. *Independent thinking, cooperative learning, academic preparedness, responsible citizenship and effective communication (*TEC's learner outcomes) are all general expectations from every teacher in every course.	
The teachers have become more adept at developing learning objectives considering state standards, student learner outcomes, and college and career readiness. The teachers post these objectives daily and review them with students so that students know what they are supposed to be learning, why they are expected to learn it, and how they are expected to demonstrate their learning.	**Class Observation**
Teachers report that they heavily focus on critical thinking skills to help students prepare for college and career. The social science teacher focuses on responsible, informed citizenship and linking the past to present.	
The English teachers also focus on responsible citizenship and uses discussion, reading and writing about social issues, ethics, and world-issues to engage students in improving their literacy, listening, and speaking skills.	
A review of student work and observation of classroom instruction would reveal congruence between the standards and skills taught and achieving the learner outcomes and college and career readiness standards.	
Beyond achieving these cognitive skills, TEC staff also strongly emphasizes non-cognitive skills as part of its character development efforts. Traits like *grit, curiosity, social intelligence, self-control, zest, gratitude, and optimism* are all part of the vernacular of TEC students and staff. This common language helps staff and students to engage in discussions regarding student achievement and growth that are not represented on a transcript, but very much affect the student's present and future success in college and/or career	**Character lessons**
B1.5. Community Resources and Articulation and Follow-up Studies:	
TEC has held articulation meetings with almost every department from its feeder school (Vanden High School). This	

process is on-going as new staff are hired, and as relationships need to be strengthened amongst staff at both sites.	
TEC does not have any formalized articulation agreements with any community colleges, universities, or technical schools. However, TEC has been successful in building a relationship with Solano Community College (SCC) that has allowed SCC staff to visit the TEC campus and share information about its program on several occasions. SCC has assigned a liaison to TEC to provide regular student presentations and serve as a resource for students who are in the process of enrolling at SCC. Most TEC students who plan to attend college will attend Solano Community College due to its proximity and have significant support from the liaison.	**Senior Seminar Notes**
Beyond this, TEC's annual College & Career Fair provides an opportunity for many of the local community colleges and vocational schools to meet with TEC students and share information about their programs.	**College & Career Fair Flyer**
Since the last WASC self-study TEC has enjoyed community partnerships with the following: Solano County Office of Education (Work Readiness Certification), Travis Credit Union (Mad Money), Kaiser Educational Program (Mental Health Theater- *Ghosted* and *Resiliency Squad*), A Better Way (mental health services and class presentations), Solano County Mental Health in partnership with SCOE (Wellness Center grant), Department of Rehabilitation (Workability), Protect in partnership with CDE (Human Trafficking), Solano County Trade Union (student tours), College fieldtrips (auto, mechatronics), and numerous guest speakers including local, state, and federal elected officials and local industry employees and leaders.	**Master Calendar**
With respect to graduate input regarding the efficacy of the curricular program, TEC does not have an effective method for following up with all of its graduates. TEC has identified an opportunity to survey those graduates who contact the school to gain access to transcripts and is committing to surveying those graduates via the TEC website. At the time of this report, TEC relies heavily on the exit survey of is recent graduates to gain insight into the effectiveness of the curricular program.	**Survey on school website**
TEC has identified the need to use Clearinghouse to track college enrollment and financial aid submissions. This continues to be an obstacle as the district has had technical issues with getting it accessible to the district counselors.	

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — **Full Range of Choices**: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1. Variety of Programs — **Full Range of Choices:** Students who graduate from TEC have the choice to attend community college, vocational college/technical school join the military, or enter the workforce. These options are driven by the breadth of coursework students complete in high school, which does not include higher level math, science, and foreign language required for CSU or UC admission. Moreover, TEC courses are not "a-g" approved. Beyond that, TEC students typically do not have the grades or GPA requisite to compete for admission at a CSU or UC. Students who transfer to TEC understand the implications of their choices before they transfer. Students who are CSU or UC bound are able to remediate their credits or their low grades at the comprehensive site or at the community college instead of transferring to TEC, if they choose to do so.	
Having established that, TEC students do have many options available to them that are realistic for their circumstances. Students are encouraged to pursue community college, the military, or some type of vocational training that will lead to a skilled labor and higher wages. The academic counselor provides support for transition planning, particularly for students who are preparing to graduate.	
Students have access to opportunities for career exploration through several elective courses, including Work Experience, Transitions, Careers in Education, and Guidance. As part of these classes students are able to explore their learning style, complete a career interest inventory, and explore the details of the minimum requirements for their chosen career. As part of	

this process, students get support from the teaching staff while conducting their research and also from the academic counselor, as requested.	
To support students in accessing a greater variety of classes, TEC has added many elective courses including Psychology, Business Math, Music Appreciation, Child Development, Careers in Education, Work Experience, Information Technology, Vocational Preparation, Intro to Marketing, and Forensics. The staff is also working to grow internship opportunities in the community, including partnering with the district's maintenance, transportation, and foods department to help students gain work exposure during the school day.	**Master Schedule** **TEC pamphlet**
Teachers employ the use of websites, such as California Career Zone to support students in transition planning, along with requiring students to complete an I-Search career exploration project before graduating.	**I-search example**
Students are able to not only develop skills for college and career readiness in these classes, but they are also exposed to many types of curriculum that might inspire their interest in a specific industry or career. Since TEC's master schedule is governed by student need, students are enrolled in classes that both support their credit recovery but also supports them in both skill development and transition planning.	
Beyond the course curriculum and assignments, TEC students also have access to the Armed Services Vocational Aptitude Battery (ASVAB). This assessment allows students to get feedback regarding their aptitude for specific disciplines, which supports their ability to choose a career for which they have a natural aptitude. All students are encouraged to take the ASVAB, regardless of their interest in the military, so they can learn about their aptitudes for a variety of skills.	**ASVAB list**
Finally, the annual Career & College Fair allows for students to access information about local college choices, vocational school choices, and career choices. The College & Career Fair has grown significantly since it started in 2012 and includes a wide variety of options for students to receive information for their transition planning.	**College & Career Fair flyer**
Despite all of these efforts, there are some TEC graduates who are still undecided about their pathway after high school. In those cases, students are strongly encouraged to find a job and to enroll in at least 1 course at the community college. As job postings become available, the staff works to make this information available to students.	
B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: Students have access to all classes at TEC; they are not prevented from taking any classes, provided that the class is	

being taken to satisfy a graduation requirement. Students can also access classes that are offered at the comprehensive high school during 7th period. TEC's block schedule does not jibe with the traditional schedule at Vanden, so taking courses during the earlier part of the school day is not feasible.	**Master Schedule**
The level of rigor achieved in TEC classes is calibrated for the accelerated academic program and the at-risk population of the school. Teachers differentiate instruction to prescribe a relevant and coherent curriculum that is prescribed for an alternative education population. TEC teachers are routinely evaluating and monitoring the level of their expectations based on the overall student dynamic in each class as well as individual student potential. In some ways, rigor is calibrated to meet students where they are currently performing and help them to grow into their potential. The small student population allows for teachers to quickly assess student ability and then calibrate expectations based on this assessment. In English, math, science and social science, teachers are adept at this calibration process and all teachers work to impress upon students the relevance of what they are learning. Elective classes allow for even greater flexibility and often allow for more student choice in what they are learning within each elective.	
Transitioning to Common Core standards has changed the type of rigor students are experiencing at TEC, particularly as it relates to their skills for annotation and analysis of complex texts. The English, social science, and science teachers require more reading and analysis of non-fiction to support this level of rigor. In addition, the math teacher has transitioned to a more student-centered approach to teaching that requires students wrestle with mathematical complexities as a group. Students are learning to work through difficult problems that focus on both mathematical concepts and real-world application. The teacher reports that students are struggling with this new approach, but believes that they are well served by it.	**Sample lessons**
To support real-world application, students use current events in the New York Times to learn and demonstrate competency in ELA standards, and the economics course is focused on financial literacy that will serve students well in the financial future. In addition, the social science teacher is intentional about bringing in guest speakers to amplify what students are learning in class.	**List of guest speakers**
B2.3. Student-Parent-Staff Collaboration: Upon enrollment at TEC, the counselor evaluates the student's transcript and creates a personalized credit sheet for the student. This credit sheet allows for parents, students, and other staff to track what classes the student needs to complete to meet graduation requirements. Parents are invited to meet with the counselor and student to engage in	**Credit Sheet**

discussion regarding their child's academic plan. In many cases, the principal participates in some aspect of the intake and orientation process.	
The counselor meets with each student several times per year to review progress toward this plan and also contacts parents as needed. If the student is not making adequate progress, parents are contacted to schedule a conference. Every 4-5 weeks, the principal meets with staff to review academic progress for each student and to identify who may benefit from parent contact and/or a parent meeting with staff. Those parents are invited to meet with the teachers, the counselor, and principal to discuss concerns and consider additional supports. TEC staff is committed to identifying students who are struggling early on and preemptively meeting with parents so that students can avoid being placed on Academic Probation.	**Individual Learner Plan** **Academic Probation List**
In addition, each year, the counselor meets with each student to develop goals for the year through an Individual Learning Plan (ILP). The discussion during this meeting helps the counselor to know if the student plans to graduate from TEC, return to the comprehensive high school, and what post-secondary plans are in place that require staff support. A copy of the goals is drafted and provided to the parent as well.	
Those students supported by a 504 Plan or IEP are given additional supports and collaboration with staff through annual meetings. TEC is in compliance with all IEP and 504 requirements. In addition, some students are referred for a Student Study Team (SST) to evaluate whether a 504 or special education assessments are warranted. These referrals are based on staff observation of student work and challenges within the classroom. Teachers also contact parents directly to address individual concerns or offer words of praise for students.	**Example of SST and 504**
TEC also utilizes a Character Report Card to support students in creating goals for their character development and giving them feedback throughout the year regarding how they are growing.	**Character Report Card example**
B2.4. Post High School Transitions: Students are encouraged to pursue community college, the military, or some type of vocational training that will lead to a skilled labor and higher wages. The academic counselor provides support for transition planning, particularly for students who are preparing to graduate.	
TEC has been intentional about transition planning; as such, many new elective courses have been offered as well as hosting an annual College & Career Fair.	
Students have access to opportunities for career exploration through several elective courses, including Work Experience,	

Transitions, Careers in Education, and Guidance. As part of these classes students are able to explore their learning style, complete a career interest inventory, and explore the details of the minimum requirements for their chosen career. As part of this process, students get support from the teaching staff while conducting their research and also from the academic counselor, as requested. In addition, students complete an I-search project to support career exploration as part of their post-secondary transition.	
Teachers continue to look for methods to support students in considering a career pathway and then encouraging them to pursue it after high school. In some cases, the English teachers include this type of research and writing into their curriculum. Graduating students are also expected to create a "Senior Portfolio" that includes their accomplishments, best work, resume, and letters of recommendation. This requirement is accomplished as part of the last English credit the students earns at TEC.	**Senior Portfolio** **I-Search**
Students are able to not only develop skills for college and career readiness in these classes, but they are also exposed to many types of curriculum that might inspire their interest in a specific industry or career. Since TEC's master schedule is governed by student need, students are enrolled in classes that both support their credit recovery but also supports them in both skill development and transition planning.	
Beyond the course curriculum and assignments, TEC students also have access to the Armed Services Vocational Aptitude Battery (ASVAB). This assessment allows students to get feedback regarding their aptitude for specific disciplines, which supports their ability to choose a career for which they have a natural aptitude. All students are encouraged to take the ASVAB, regardless of their interest in the military, so they can learn about their aptitudes for a variety of skills.	**ASVAB**
The annual Career & College Fair allows for students to access information about local college choices, vocational school choices, and career choices. The College & Career Fair includes a wide variety of options for students to receive information for their transition planning.	**Career Fair photos**
TEC's partnership with Solano Community College (SCC) allows for students to access SCC staff on the TEC campus and receive information regarding college expectation, admissions, and registration. TEC students also have access to presentations from various groups, including Job Corps and other vocationally oriented organizations (including military recruiters) that are willing to make presentations to our students either during lunch or during a specific class.	

Evaluating the effectiveness of TEC's processes is done annually by surveying the graduating students regarding their attainment of the schoolwide learner outcomes. Transition planning is imbedded in the learner outcomes as one of the indicators for *Academic Preparedness*, so when students provide input regarding their attainment of the schoolwide learner outcomes, the staff has data upon which to reflect and consider changes. To support students who receive special education services, a representative from the Department of Rehabilitation and Workability attends IEP meetings for students as part of transition planning. Also, TEC has implemented Senior Seminar to support seniors in post-secondary transitioning where the academic counselor provides instruction and presentations on financial aid and transitioning to post-secondary education.	**Senior Seminar Agenda**

ACS WASC Category B. Curriculum:
Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. **Provides a wealth of information about post-secondary opportunities through a successful college and career fair**
2. **Willingness to continue working on practicing meaningful objectives for class lessons**
3. **Exploring options with bringing new elective courses to meet student requests and needs**

Areas of Growth

1. **Continue to explore Depth of Knowledge in assessments and lesson planning**
2. **Clearinghouse to track college enrollment and financial aid**
3. **More internship opportunities**

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - o **Identify important next steps within the schoolwide action plan/SPSA.**

TEC students participate in a rigorous and relevant standards-based curriculum, as evidenced by the evaluation of student work and classroom observations. The staff uses current educational research to offer a viable and meaningful instructional program that has real-world implications for student success. Adherence to state academic standards creates the foundation for TEC's curricular program, which has unity with schoolwide learner outcomes, the school's mission, and college and career readiness. TEC has a solid process to evaluate the curricular program, including all stakeholders' input. Teachers are willing to continue their research and practices for using Depth of Knowledge and Bloom's taxonomy when developing their lessons. They will support each other in this practice by peer review and support from the principal.

The counselor will continue to advocate for a resource to be able to better track college enrollment and financial aid. Student data implies that while most students are committed to earning a high school diploma, their level of engagement is sometimes limited to only earning credits and not working to their academic potential.

Students have access to a wide variety of elective choices and have access to all courses but the staff will work on finding new internship placements as time goes on to maximize the district resources before trying to expand opportunities out in the community.

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*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1 Results of Student Observations and Examining Work: *Independent thinking, cooperative learning, academic preparedness, responsible citizenship, and effective communication (*TEC's learner outcomes) are all general expectations from every teacher in every course. Teachers work to provide challenging learning opportunities to achieve the learner outcomes, which embody college and career readiness and learning the academic standards. Student work consists of written work, projects, traditional assessments, and participatory evidence that points toward student learning. In English classes, students create written summaries, essays and power points. Their understanding is also demonstrated through class discussion and cooperative learning opportunities (i.e. think, pair, share and group responses via technology). In addition, students in English, social science, and science classes complete projects, make classroom presentations, and conduct research to prepare for essays and other writing assignments. Some teachers also use handheld dry-erase boards so students can write responses and participate in class activities using this approach. Most teachers require students to complete WebQuests, where students search for specific information online using criteria determined by an assignment. All teachers use formative and summative assessments to evaluate what students have learned. In Math and English students participate in benchmark testing using the NWEA MAP Test (Measures of Academic Progress) which is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. Some teachers also use teacher created assessments that provide opportunities to demonstrate understanding and learning.	**Classroom observations** **Student work** **Student tests** **Student projects** **MAP scores**

The science teacher employs the use of both wet labs and online labs and requires students to analyze data, write lab results, and draw conclusions. Science students also build models (i.e. bridges/towers) that demonstrate scientific principles of physics and force.	
The math teacher uses a student-centered approach to teaching mathematics. Students work collaboratively to solve problems and complete Algebra and Business Math assignments. The teacher is a facilitator of this process, requiring students to work together through their challenges. Students will rely on the expertise of each other and the teacher to collaboratively solve problems.	
The elective courses also include similar forms of instruction and varied types of assessment but also provide teachers an opportunity for more hands-on, kinesthetic, and project-based learning.	
Many students are committed to doing their best work, learning as much as possible, and earning a "good grade." However, teachers report, and an evaluation of GPAs reinforce that although all students are offered a challenging academic program, many achieve below their ability level. Often, the at-risk students at TEC lack the motivation to put forth their best effort and focus on earning the minimum grade (D) to be awarded the credit for the class. TEC students tend to have a fear of failure that is disproportionate to their more emotionally regulated peers. Therefore, teachers at TEC must address student frustration tolerance in addition to academic standard and learner outcomes. To combat this thinking, the teachers have returned student work with feedback on how to improve their graded assignments. This strategy is helping lessen the D/F rates. Through observation and evaluation of student work, teachers gain insight regarding the degree to which students are being challenged and achieving the expected learner outcomes. Since teachers are also committed to grading work for accuracy, not just completion, students get accurate feedback on the quality of the work they submit. The staff has also educated students on the importance of GPA for employment opportunities and potential scholarship opportunities.	**GPA data** **D/F data**
Teachers are tasked with developing lesson plans and delivering instruction that promotes student engagement while considering frustration tolerance and utilizing scaffolding and differentiation to meet student needs. While this is true in all academic settings, the challenge is significantly greater when working with at-risk students in an alternative education setting, such as TEC. The teaching staff is committed to addressing this issue and creating processes encouraging them to work to	**Classroom Observations**

their potential.	
C1.2. Student Understanding of Learning Expectations: The TEC staff has been working on becoming more purposeful in sharing the standards and expected performance levels due to the previous WASC feedback. Over the last year, TEC teachers have been writing their learning objectives on their whiteboards and some review them with students at the beginning of class. The staff has been working on reviewing the objectives with the class as visitors come in to ensure students are reminded of their expected outcomes for the day's lesson. This helps to incorporate a student's ability to identify the "why" of the lesson. They have supported each other in this by conducting peer reviews of each other's learning objectives and providing feedback. This practice continues to be a work in progress.	**Learning objectives peer review forms**
Additionally, the teachers developed a general grading rubric to coach students on what constitutes the grading levels for assignments. This strategy is also a work in progress as the teachers can review this rubric more often and be specific as they continue to guide students' grading expectations for assignments.	**Grading rubric in classes**
Pacing guides exist as each teacher divides their curriculum into five individual credits and knows which standards and essential assignments are needed as part of the credit. Students earn one credit approximately every two weeks. Formalized pacing guides that one might see in a school with traditional departments have not been developed, primarily because each teacher at TEC is the only teacher assigned to their subject area. There is no need to create a guide for keeping others on pace with the curriculum. However, teachers collaborate with the comprehensive high school to stay up to date on what students should be mastering at certain points in time to ensure a smooth transition if students return to the comprehensive high school.	**Course descriptions based on state standards**

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real-World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1. Teachers as Facilitators of Learning:	**Commonlit.org**
TEC teachers are adept at differentiating instruction. TEC students have various learning styles and instructional needs require that teachers be diverse in their approach and maintain an arsenal of pedagogical skills.	**Readworks.com**
	Scope Magazine and UpFront Magazine
Beyond direct instruction, TEC teachers use class discussions, collaborative work, student-centered work, and project-based learning. The teaching staff uses various multimedia tools to support these efforts, including online resources, videos, google docs, document cameras, and audiobooks.	**BizWorld**
	Google Suite
	News ELA
The English teacher uses Thinking Routines that were created by Project Zero from Harvard School of Education. These routines help students think deeply about controversial or "hot" topics and help facilitate this process. All staff use modeling to demonstrate expectations, supported by their document camera or google docs.	**CNN Student**
	Geography videos
The impact on students' learning is evident in all aspects of the schoolwide learner outcomes and the overall graduation rate. As evidenced by student perception surveys, these varied instructional strategies support students in becoming independent thinkers, collaborative learners and workers, academically prepared for college/career, responsible citizens in their classrooms, and effective communicators. Teachers are given a front-row seat to incredible growth as they witness students evolve during their time at TEC. While not all	**The Century- video series**
	World at War – video segments

students mature and achieve the type of overall progress that one might see in a comprehensive high school. TEC staff sees exponential growth in all aspects of the schoolwide learner outcomes, which directly correlates to the teacher's instructional practices and the overall quality of TEC's program.

C2.2. Creative and Critical Thinking
In Business Math, students access the *Cengage* curriculum online and primarily work at their own pace, using Excel (a computer-based program). They apply formulas and concepts discussed and taught with *Cengage* in class to complete assignments. In Algebra, students are challenged to learn basic math skills and also improve critical thinking skills. These skills are demonstrated through assignments, discussion, warm-up problems, and assessments. For students that need additional support and have an IEP, the resource teacher pushes into the class and provides appropriate accommodations or modifications to lessons and assignments. Examples of real-world assignments are; bank services, payroll, taxes, insurance, markup and markdown rates, interest, annuities, stocks, bonds, depreciation, and financial statements.

Cengage

Student Perception Survey Results

In 2020 the Social Studies teacher changed the use of his class time, allowing half the class period for students to complete guided notes, and the second half of class to be used to guide discussion questions. This system allows for more time the class can complete analysis of political cartoons and propaganda, and take deeper dives into primary sources such as *The Stanford History Education Group*. Student engagement has increased, as the teacher continues to work towards getting more student-led involvement in class in the form of peer to instruction.

Student work

Curriculum access

Comparing the D/F ratio

Students demonstrate creative and critical thinking within English and Ethnic Studies by performing *Thinking Routines* that were created by *Project Zero* from Harvard School of Education. Activities such as *See, Think, Wonder* and *CSI: Color, Symbol, Image* and many others. This program assists students in developing their critical thinking skills after a reading. Students are asked essential questions after a reading to encourage deeper thinking. Students are also asked to defend why they say what they say in discussions. To support students with IEPs and the various learning styles the TEC resource teacher uses technology such as Google Classroom to monitor all classwork. She has a supported English class and last year she started pushing into the Algebra class to support students with completing their algebra requirement. She uses audiobooks for novels and visuals as needed to provide differentiated content. The

Class observations

teacher will model examples and answers for students to guide them on what the teacher's expectations are on how to complete assignments. She regularly works in collaboration with the general education English teacher to further develop lessons.

Student work and lessons

Science courses use textbook and crash course videos as resources to enrich the whole class instruction. They use critical thinking to solve problems and understand material from real world experiments like *Project Wet* and *Spinning Salmon* project. Students use technology to research information for projects. This year they will collect data that will be used in an actual research project in conjunction with UC Davis.

Project Data

TEC elective courses have been student centered and through perception surveys the TEC teachers have implemented newer elective choices. Being on a quarter system allows for students to experience an array of courses. Many of the courses provide opportunities for creative thinking and sources beyond textbooks. Supplemental sources like YouTube, TED talks, and guest presenters bring information and resources to the students helping them to engage in deep conversations and discussions. Students make connections with the material, their experiences, and how it relates to them and their community.

Elective course list

Lessons

Many of the electives use textbooks and research current events. For example, the Child Development class researches updated information and policies around child care. They learn the requirements for a career in early childhood as well the development of children from birth to 7 years. In the Work Experience elective students apply real life examples such as mock interviews, develop usable resumes, write a reference page, learn to dress for success, and complete real employment applications on-line. Additionally, students learn to write cover letters, letters of introduction, and completing a work permit application. There is a review of a master employment manual. The last two years the teacher has worked with the district to help obtain internship positions in the district's maintenance, food, and transportation departments. The vision is to expand internships beyond the district and into local business. Prior to that TEC students have worked at the nearby elementary school as teacher assistance in the primary grade levels. This opportunity has opened the door for some graduates to follow a career path as paraeducators.

Student interview

It was through student perception surveys that TEC staff learned students were wanting more financial literacy and the answer was found in the teachings of *Ramsey Classroom -*

Foundations in Personal Finance - High School Edition. With this program students practice and apply important personal finance knowledge and skills. All chapters are aligned with the National Standards for Financial Literacy. In all elective courses teachers take advantage of Google Suite, students are most comfortable using slides, docs, forms and sheets for assignments, tests/quizzes and presentations.

C2.3. Application of Learning:
In both Algebra and Business Math, students apply knowledge of the subject matter and complete higher-level work. Each assignment requires the knowledge learned in the previous assignments to complete. Many math concepts build off previous knowledge and steps, thereby making scaffolding essential. They not only learn the subject matter, but they also apply it to post high school life. Many of our students make the connection between math concepts and trade school skills, and seek out knowledge that will make them more marketable in the trades industry.

At the beginning of each credit the Social Studies teacher will describe the different ways the class can learn the content. The teacher encourages students to have agency in their education by choosing the subtopics and style of learning for the entire class. This has been successful in getting higher engagement from the students during the lessons. Using the white board to show the options, the teacher lays out the schedule for each credit, and the students have a menu of options to choose from in order to demonstrate mastery by selecting the "what" and the "how" of each lesson.

In English classes, additional ways students demonstrate that they can apply acquired knowledge and skills at higher levels is through quizzes/tests, verbal responses, guided reading questions and the like. As mentioned above the teacher uses methods like *Thinking Routines* that were created by *Project Zero* from Harvard School of Education. Moreover, students apply knowledge and demonstrate understanding in all learning areas. Teachers often model all necessary skills and competencies so that students are able to extend their knowledge and learning opportunities, this is even more so in the supported English class.

Science students use prior knowledge and basic science skills to complete worksheets, hands on projects, and Google Slides. They demonstrate understanding of the material presented through written assessments (daily quizzes and tests) and/or projects. Some assessments apply what students have learned in a project such as a flier, PowerPoint and/or pamphlet. This type of activity-based learning allows students to demonstrate a deeper understanding of concepts

Class learning objective on the board

Bloom's Taxonomy to guide learning objectives

Projects, warm-up examples

in a variety of ways. Many of the teachers will assess prior knowledge and use this information to determine the skills needed in a particular lesson. This can look like warm-ups, problems of the day, pre-tests, Kahoot! and free writes.

There are elective classes that aid students in their potential career decisions. Many students enter these classes with no future career plans and graduate with potential options for their career. Often students use projects and presentations to show their acquired knowledge. Google Slides is a popular tool student use to demonstrate their understanding of career options and pathways to future employment. In Intro to Psychology, Debate, and Speech students get to engage with their own personal observations and experiences along with research to come up with answers for their various debates, speeches, and psychology assignments.

C2.4. Career Preparedness and Real-World Experiences:
In Business Math, students are learning real-world applications: reviewing taxes, insurance, registers, and accounting. This knowledge is essential in the real world. They get practice with these concepts which should provide some guidance in their future. Often TEC students are interested in pursuing careers in the Trades or apprenticeships. Algebra is key in helping students enter many of these programs. Their understanding of basic algebraic concepts is an important foundational step towards their career.

Lessons

In English the last three credits for students planning to graduate focus on a student portfolio where students must compile documents to show what they've accomplished while at TEC, which includes a resume, three letters of recommendation, and an essay on the importance of our 7-character traits. They are encouraged to use their portfolio to inspire their next steps. Additionally, they must do an "I-Search" of an exploration of their life after high school. They choose three occupations they are interested in and do extensive research on how to attain their career goals. They must develop a slideshow to convey what they've learned. The English courses as well as the elective courses are essential in helping students develop the writing skills to be able to write correspondence, resumes, letters of introduction, and complete employment applications.

Senior Portfolio

I-Search Project

Science students make real world connections about how actions influence their environment and community. Students are able to connect through research and class discussions. This school year students will be able to participate in a couple of field trips, one to the Sacramento River, a local stream, and Rust Ranch. They use both wet and online

experiments to gain a better understanding of the materials. Teachers will work across curriculums to provide students the opportunity to utilize all academic disciplines to complete research for the various projects.

Every TEC elective course is an opportunity to expand on students' college or career preparation. While discovering skills they possess, they are able to determine how these skills can apply to real-world situations.

In the Work Experience course students have access to: mock interviews, usable resume, usable reference sheet, dress for success, complete real employment applications, write cover letters, letters of introduction, work permit applications, and review master employment manuals. Furthermore, in Personal Finance students obtain real life knowledge of: saving, budgeting, avoiding debt, consumer awareness, bargain shopping, investing and retirement, insurance, money and relationships, careers and taxes, giving and life after high school.

Additionally, TEC's school wide initiative around the development of character is integrated in all classes and the daily vocabulary on campus. Character awareness is the foundation in becoming a productive citizen and attaining future goals in both the college and career realm.

Character Lessons

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength
1. **SEL (Social Emotional Learning) as part of the curriculum allows students to access learning by regulating their emotions.**
2. **Differentiating instruction to student ability levels.**
3. **Technology use has increased and become more purposeful.**
4. **Creating lesson development that is student centered and connected to content standards and schoolwide learner outcomes.**

Areas of Growth
1. **Teachers will continue to work on collaborating with the local high school to ensure that content standards match appropriately.**
2. **More specific and intentional grading rubrics for various specific assignments.**
3. **Integrating cross-curricular approaches to instruction.**
4. **Continued use of Bloom's Taxonomy, Costa's questions, Depth of Knowledge when developing lessons**

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - ○ **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - ○ **Identify important next steps within the schoolwide action plan/SPSA.**

TEC students are involved in challenging learning to achieve the expected learner outcomes, however there is evidence that many students are satisfied with low grades. Teachers provide standards-based instruction, but do not always review the standards or the learning objectives with students. They will continue to make more attempts to work with staff at the other high school to bring back different ideas on how to implement different lessons. While there is some evidence of integration among the disciplines, students would benefit from more cross-curricular opportunities.

Teachers are effective at a wide variety of instructional strategies and are also adept at differentiating instruction. Teacher competency in using technology varies and there has been growth after COVID with using programs like google suite and Kahoot! Teachers have created a universal rubric for grade expectations but will continue to develop them for specific lessons to explicitly show students how to attain better grades on assignments, hoping to improve quality of work. Instruction is effective in supporting students in developing skills for thinking, reasoning, problem solving, and researching. Students can demonstrate their learning in a wide variety of ways, including many non-traditional ways. Students have opportunities for many "real world" experiences, with an emphasis on life skills, transition planning, and character development.

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*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. **Professionally Acceptable Assessment Process**: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. **Monitoring of Student Growth**: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1. Professionally Acceptable Assessment Process: TEC's assessment process includes a variety of methods to gauge student learning. All teachers use summative tests, observation, discussion, and projects for assessment. Some teachers use rubrics for writing assignments, including essays, projects and presentations. Beyond the typical assessment methods, the staff also reviews credit recovery data quarterly, reviews GPAs, state testing data, and data related to attendance and suspensions annually. Moreover, perception survey data from student surveys and parent surveys are included. All of the information is compiled as part of the annual Single Plan development process, which includes involvement from students, parents, and staff. The Single Plan is always aligned with the district LCAP goals.	**Tests** **Student work** **Single Plan**

D1.2. Basis for Determination of Performance Levels: As a result of the last WASC self-study, the teachers have since worked together on developing a universal grading rubric to explain what constitutes A-level, B-level, C-level, D-level, and F-level work in general terms. This rubric is reviewed quarterly to emphasize to students the importance of quality work and meeting their personal potential. The teachers use more specific rubrics for various projects and assignments to provide guidance on expectations, standards and to gauge student knowledge. Additionally, the English and Math teachers have embraced the use of NWEA MAP testing to determine performance levels and added value to their personal academic growth. after attending TEC. Some teachers report that their standards in elective classes are not as high as they are in the core subject areas. Academic courses are given academic weight, while electives are used to expose students to potential concepts and careers as well as to provide opportunities for students to earn productivity points towards their overall grade and credits. TEC staff interprets student success by their improvements made in comparison to how they did at their comprehensive high schools. TEC's high graduation rate is one of the ways to indicate student achievement.	**Universal Grading Rubric** **MAP goal sheets**
D1.3. Monitoring of Student Growth: Beyond the aggregate data compiled for the Single Plan and the WASC self-study, the school staff reports individual student achievement data to students and parents. All teachers use an online portal called Aeries Gradebook to track and report student progress. Parents and students access this portal to monitor progress and access grades at the progress report and end of the quarter for final grades. Aeries is updated daily or weekly, depending on the teacher. Furthermore, the English and Math teachers have embraced the use of NWEA MAP testing to analyze student growth and determine added value after completing Math and English at TEC. The English teacher reviews student MAP scores with students and establishes a goal for the upcoming benchmarks. The district supports these efforts by collecting MAP data and entering it into the Aeries information system to provide parents and teachers easy access to scores. Teachers work with students 1:1 to discuss progress and make phone calls or email parents as needed. Parent conferences with all staff are scheduled every 4-5 weeks (or as needed) when students need to make adequate progress. The staff reviews achievement data every 4-5 weeks to determine which students would benefit from a parent conference.	**Aeries Gradebook** **Student Interview** **Parent Interview** **Meeting notes in the intervention record** **MAP scores/schedule**

Information regarding the schoolwide learner outcomes, which includes academic standards and college & career readiness, are included in the Single Plan. These expectations are reviewed at the Back to School Night event held in September and during parent conferences as they apply to the student's successes and struggles. TEC's population changes throughout the year, warranting a process for orienting the new students and parents to the Expected Learner Outcomes. The principal and counselor visit classrooms regularly to review standards and remind students about academics, and college and career readiness opportunities and expectations. TEC's schoolwide learner outcomes include college and career readiness and achievement of the academic standards. TEC strives for students to accomplish the following: **I***ndependent Thinkers* - learn how to be a problem solver - learn how to advocate for oneself appropriately - understand how to approach researching a topic and know how to choose reliable sources **C***ooperative Learners and Workers* - work well with others in a group - listen to others and discuss issues appropriately **A***cademically Prepared Students* - meet teacher's academic expectations - reach their highest level of academic proficiency in each subject and are expected to do their best one each assignment - Improve their skills in reading and writing - develop skills and a plan for pursuing college and/or career goals after high school **R***esponsible Citizens* - are knowledgeable about current events and issues affecting the world - understand the value of money and how to manage it - are prepared for the workforce - understand and develop character strengths that promote grit, curiosity, optimism, self-control, social intelligence, zest, and gratitude - understand the relationship between my character strengths and overall future success **E***ffective Communicators* - use technology creatively and effectively - demonstrate social intelligence in varying situations To monitor the progress of all students toward meeting the schoolwide learner outcomes, TEC reviews a variety of achievement data, including academic data, character skill	**T-bird Tips** **Credit recovery, grades, and GPAs**

development (character strengths), attendance data, and suspension data. The varied achievement data includes schoolwide quarterly credit recovery, grades, GPAs, and Academic Probation trends. In addition, the students and parents are surveyed on an annual basis to provide their perceptions regarding the school's program. Graduates are specifically surveyed regarding their attainment of the schoolwide learner outcomes. All of this data is reviewed annually as part of the Single Plan development, which is accomplished through the School Site Council. The council consists of representation from all stakeholders, parents, staff (including classified), students, community member and administrator.	**Single Plan** **PBIS handbook** **Staff meeting agendas**
Besides the day-to-day work that requires staff to monitor daily progress through observation and assessment, student academic progress is assessed every 4-5 weeks during a staff meeting. Mid-quarter progress reports and quarterly report cards are used for this purpose. Those students not making adequate progress are identified and parent conferences are scheduled with the entire staff.	
Character development is monitored on a regular basis as well, through *VIA's Character Assessments, (researched-base character resources)*. These assessments are reviewed with students and mailed to parents. This happens at the beginning of the year and again in the spring with the hope of seeing improvements where areas of growth are needed. Over the last few years the TEC staff has worked on establishing a strong Positive Behavior Interventions and Supports (PBIS) system. The staff provides positive interventions for students whose behavior warrants reinforcement, making accountability to oneself and identification of TEC's Character Traits a primary focus. Those students whose character should be rewarded are positively reinforced with rewards and recognition on a regular basis, an example of which would be the use of "Character Cash" to recognize a specific positive character trait and promote repeated use of that trait.	**Character Cards** **Character awards/shout outs/postcards** **Golden Pencils** **PBIS Handbook** **Discipline and intervention records from Aeries** **Character Cash** **Student Store**
When a partnership is needed to reinforce positive behaviors, parents/ caregivers are contacted. Some means of behavioral correction may include a referral out of class, counseling, restorative practice, behavior contracts, possible suspension, and SARB referrals when necessary.	
D1.4. Assessment of Program Areas: TEC staff works in partnership with district leadership on district committees to assess programs and expectations. There are TEC teachers that volunteer their time to participate	**Committee list**

on district committees to provide input and work collaboratively on topics involving district wide budget, safety, equity, and curriculum council. Most recently TEC offered an Ethnic Studies course that was proposed through the work of curriculum council. This year TEC acquired a Library Technician to better support the school's library, and she has worked closely with the comprehensive school's lead Librarian to collaborate on obtaining new and engaging books.	**Library**
TEC is working to improve articulation with the comprehensive high school since COVID set the staff back with finding opportunities to connect virtually. This year the teachers will spend time with their specific content areas in partnership with the neighboring site. The goal is to provide information about the TEC program and share what is expected from students who transfer to TEC as well as to share content strategies for the classrooms. The Special Education teacher works in conjunction with the district program specialist to align processes and procedures specific to special education. Additionally, the counseling departments meet district-wide on a monthly basis to align program goals.	**District counseling meeting agendas**
D1.5. Schoolwide Modifications Based on Assessment Results: TEC teachers evaluate student performance in their classes as part of their self-reflection process. If grades and/or credit recovery is low, TEC teachers reflect on their lesson delivery and assessment process, and consider changes. TEC teachers also report that many of the adjustments they are making to their lesson delivery or curriculum are happening in real-time, as they are engaging with students in class. The English teacher tries to work 1:1 with individual students who may benefit from a concept being re-taught. The English teacher meets with the student about errors in their writing or errors on a test, and then requires that he/she make corrections. If the majority of the class does poorly on an assignment or assessment, the teacher will re-teach the lesson to the entire class, using the failed test or assignment to guide the discussion. If a graphic organizer was not used during the first lesson, then one is used during the re-taught lesson. The teacher checks for understanding more often during the re-taught lesson and looks for other methods for lesson delivery and learning if a lesson must be retaught. TEC class sizes in the lab-science courses help create a successful hands-on learning environment. Having the classes smaller allows for greater supervision of students while using the science equipment and allows the teacher to assess understanding and modify instruction as needed in real time. The science teacher differentiates instruction to help all students as the teacher works to find the correct	**Teacher Interview**

balance between teacher modeled assignments versus independent (student-centered) assignments. The teacher considers individual learning styles and makes every attempt to incorporate this data into her lesson planning. The science teacher also works to choose lessons based on student interest and real word issues so that they can relate to what is being taught. For example, this year she and her students are participating in Project Wet/UC Davis Spinning Salmon Research, which requires the scientific monitoring of salmon eggs and the eventual release of those eggs to the Sacramento River. Science students have displayed excitement to be a part of this process, as it incorporates real world science applications beyond the classroom. Overall, these aforementioned efforts are designed to purposefully choose activities that are scaffolded for student success.	**Project Wet/ Spinning Salmon**
The Social Science teacher reports that he had issues with students earning their credits when more student-based lessons were involved. He found that having the class work together, scaffolding his lessons had the highest credit outcomes. He still offers essays and projects to students looking to work ahead or build skills for college but the majority of TEC students prefer the scaffolded model as evidence by more students earning completed credits. The class will work together to analyze primary and secondary sources. The students will read aloud for the class, and as a class they will come up with the answers for the guiding questions. Students have shown they have a better understanding of the content, and are not just reciting facts back from memory after working together as a class. The teacher shares that when he references previous lessons in class discussion and assesses whether the students can make connections to previous knowledge. For example, his class will discuss the causes of WWI after learning about industrialism and imperialism and he will find students able to connect those reasons for the start of that war.	**Class work samples or lessons**
The RSP English students have shown challenges with reading comprehension after reading a novel. They had difficulty identifying the main idea of what they were reading as well as understanding the characters and what they were going through. To offer support in this area the teacher has adopted the use of books in audio format and has students follow along in their books. Additionally, she uses the software KAMI to project assignments and questions about the novels to all students. The class is guided through much of their assignments to ensure a full understanding of the expectations. Resource students are also able to verbalize their answers and retake the assessments. The resource teacher and instructional aide scaffold lessons and work one-on-one with students if they are still having difficulties.	**KAMI software**

In Math classes, the teacher evaluates the work completed and the assessment results every two weeks. If it is found that poor scores on assignments and assessments were the result of poor delivery of information by the teacher or an "unfair" assessment, the information will be retaught in an alternate manner and the grades will be adjusted. Student feedback is discussed as a class after each section is completed. This feedback is helpful for the teacher to adjust his future assignments, instructional method, and assessment types. If assignments or assessments agreed to be "unfair" in other words, confusing for the majority of the class, the teacher will adjust the assignments or assessments by reevaluating the questions or creating news ones.	**Sample work**
As part of the Single Plan and WASC self-study process, the staff reviews aggregate achievement data annually, including CAASSP data, Academic Probation trends, graduation rate, attendance data, suspension data, and survey data. Additional data revealed the need for a greater emphasis on financial literacy, life skills, and post-secondary planning. As such, changes continue to be made to the Guidance classes and many new elective courses are developed and offered. This year alone TEC has offered new electives: Ethnic Studies, Intro to Marketing and, in the spring semester, Forensics. TEC is committed to helping students explore career options and become work ready by starting an internship program that includes student placements at the district site. Students work at the elementary school as tutors and teacher's assistants, which has led to some TEC graduates obtaining jobs as paraprofessionals in our district. The staff began to look at the grade distribution trends and GPAs, leading to a concern regarding a school culture where a strong emphasis on credit recovery may have promoted a lack of concern for high quality work and academic preparedness for college and career. As such, the TEC staff continues to focus on promoting both credit recovery and a focus on high quality work. It's usual practice now to have teachers return student work with feedback on how to improve grades and encourage students' overall potential.	**Course descriptions** **Master schedules** **Photo of interns**

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
D2.1. Demonstration of Student Achievement: TEC teachers use a variety of formative and summative assessment strategies to evaluate student learning. TEC teachers report that their lesson objectives determine their assessment strategy for an assignment or a lesson. For example, Common Core mathematics requires students to use their math knowledge for *real world* applications. TEC's assessment process includes a variety of methods to gauge student learning. All teachers use summative tests, observation, discussion, and projects for assessment. The teachers use rubrics for writing assignments (including essays) and for projects and presentations. Some teachers also use class presentations to assess student learning as well. Some teachers report that they make decisions regarding the method of assessment to cater to the strengths of the class, thus some assessments may be more objective, while others may be more authentic or subjective in nature. Because TEC's schoolwide learner outcomes *(independent thinker, collaborative learner, academically prepared student, responsible citizen, effective communicator)* are varied, the TEC staff uses a variety of methods to assess the acquisition of these outcomes. Integrity is maintained by all assignments and tests residing with the teacher after students have an opportunity to review their grade. No completed work or assessments are given to students to keep. TEC teachers report that their assessments are directly related to the lessons, which are developed based on standards for the course. Therefore, the assessments are standards-based. The teaching staff describes that although their lesson development and method of assessment is not intentionally derived from a focus on the schoolwide learner outcomes, the teachers are confident that the schoolwide	**Student Work** **Rubrics** **Observations** **Senior Survey results** **Principal notes for teachers regarding classroom visits**.

learner outcomes are achieved because of the diversity and differentiated types of instruction at TEC. The proof is captured in the results of our senior surveys. The survey was developed based on our schoolwide learner outcomes. To provide input to teachers regarding the efficacy of their lessons, instruction, and assessments, the principal regularly observes classroom instruction and provides both verbal and written input to teachers, specifically related to the schoolwide learner outcomes *(independent thinker, collaborative learner, academically prepared student, responsible citizen, effective communicator.)* **D2.2. Teacher and Student Feedback**: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. On an individual basis, teachers consistently dialogue with students about their academic experience at TEC. Teachers report that they use this information and assessment results to determine what changes to make in their instruction and what topics to re-teach students. The rapport between most students and most teachers is positive; students are generally very honest with the staff regarding their perceptions and experiences at TEC. Conversations with representative students known as TEC Ambassadors and students in the Leadership class happen regularly. The principal or counselor will typically ask for input from these students to gain insight into their perceptions of the efficacy and quality of the TEC program, particularly for LCAP, PBIS, and the WASC development process. The findings of these meetings are shared with staff during a staff meeting and discussed within the context of overall school improvement. The low GPAs and the significant number of D grades is a topic of an ongoing conversation in both classrooms and within these meetings with student representatives. The TEC Ambassadors group has discussed this culture and its impact on students in both college and career. TEC Ambassadors meet under the leadership of the TEC counselor and work collaboratively with staff on ways to adequately address issues like this. As part of the WASC self-study process, TEC staff has developed an awareness that a universal grading rubric would benefit students in increasing their understanding of what is expected of them for each letter grade. The staff created this rubric as part of its action plan	**Sample work** **TEC Ambassador agendas** **Universal Grading Rubric**

and reviews it with students every quarter, although to take it a step further, teachers can use specific rubrics more often in their daily assignments. Beyond these meetings, students take a perception survey near graduation to provide input on their attainment of the schoolwide learner outcomes. These results are also discussed during staff meetings and are included in the Single Plan and WASC self-study report. TEC teachers report evaluating student performance in their classes as part of their self-reflection. If grades and/or credit recovery are low, TEC teachers reflect on their lesson delivery and assessment process and consider changes. Both individual student results and aggregate results are reviewed on an ongoing basis. As part of the Single Plan and WASC self-study process, the staff reviews aggregate achievement data annually, including CAASSP data, MAP data, academic probation trends, graduation rate, attendance data, suspension data, and perception survey data. The staff continues to look at the grade distribution trends and GPAs, addressing the concern regarding a school culture where a strong emphasis on credit recovery may promote a need for more concern for quality work and academic preparedness for college & career. As such, the TEC staff must be purposeful and deliberate in how to best promote both credit recovery and a focus on high-quality work. The counselor added GPA listing on credit sheets. Teachers refuse mediocre work when they can and encourage students to redo assignments after providing feedback.	**Data**

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. **The creation of a universal grading rubric that is reviewed quarterly**
2. **Monitoring student credits and making sure they a earning credits to their potential (specifically Credit Recovery)**
3. **Character traits built into daily-to-day lessons and interactions, frequent reinforcements**
4. **Student driven data interpretation, always finding ways to support student success**

Areas of Growth

1. **Using MAP score results to improve individual academic growth in students**
2. **Improve student and staff mindset around quality of work and work ethic over minimum credit earnings**
3. **Use of more rubrics to guide students on various assignments to help improve grades**
4. **Continue to work in collaboration with neighboring school to add resources and practices to "toolbelt"**

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

TEC staff uses acceptable assessment processes to analyze and report student performance. The teachers completed a couple of action items from the previous WASC review. One thing was implementing a systematic benchmark assessment to gauge individual academic growth for students that have spent considerable time at TEC. They continue to work on using MAP scores to gain insight into specific areas of need and plan lessons to address concerns, particularly in English and Math. Secondly, the staff developed a general school rubric for each letter grade. However, to take things further and address the continued minimalist mindset that students tend to have, they can improve on using more specific rubrics for various assignments to provide even more guidance than they already do.
TEC staff also uses different assessment styles to evaluate learning, including performance tasks that incorporate real-world scenarios. This allows different learning styles to show mastery of concepts and address the various learning levels. Teachers use assessment data to reflect on the quality of their instruction and assessments and make appropriate changes as necessary. Teachers plan to continue collaborating with teachers at the neighboring site to grow their in practice.

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*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1. Parent Engagement: TEC's school site council consists of parents, teachers, classified staff, and students. This team plays an integral part in providing input regarding the academic program. They evaluate data and help to develop shared goals for the school. The school site council includes at least 2-3 parents and 1-3 students, at least one community member, and other staff members. The council meets once or twice a year to review data and provide input on essential reports such as the school safety report and Single Plan for Student Achievement (SPSA). Furthermore, the district will ask for input from staff, students, and families regarding the yearly LCAP goals.	**School site council agenda**
TEC continuously encourages all parents to use Aeries Gradebook (TEC's student information database) to monitor and track student progress. Aeries provides parents with up-to-date access to attendance, grades, and assignments. Teachers regularly contact parents via phone or email regarding student progress or concerns. In addition, staff members send home postcards sharing positive character strengths exhibited by students.	**Back to School info.** **Aeries intervention notes**
Parent meetings are common at TEC to further support student success, including IEPs, 504s, SSTs, parent/teacher conferences, and academic probation meetings. After every progress report, the staff meets to determine whether parent/teacher conferences are needed to help prevent students from getting on Academic probation. If a parent needs an interpreter for a meeting, the school district is able to provide one.	**Records of parent meetings**
TEC has quarterly award ceremonies celebrating positive	**Character postcards**

attendance, credit recovery, and character strengths. Parents are invited, and turnout varies. This year there was a slight uptick in numbers. An average of 40 students are recognized during these ceremonies.	**TEC Website**
Within the first few weeks of school, TEC holds a Back to School Night in the evening to provide detailed information regarding the program's expectations. Much of the school's information is on the TEC website, updated with ongoing news and student recognition. TEC hosts two additional major events, and students and families enjoy the annual Thanksgiving feast and Multicultural day. Families attend these school-wide potlucks. The Multicultural feast encourages students and families to participate and share different cultural and/or favorite family dishes.	**Teacher interviews** **Parent surveys** **Event photos**
Before COVID, TEC students who took the "Careers in Education" course supported Center and Travis Elementary schools located nearby. As part of this class, TEC students work directly with elementary students and support the elementary teachers, thereby gaining real-world work experience. The district has hired four of our previous graduates as paraprofessionals due to their experience in this class. This year TEC plans to get back to working with Center Elementary. Center has since changed leadership, so the TEC teacher and Principal must re-establish this partnership. TEC is excited to have started a student internship program with the district departments to help provide exposure to different job skills. Students have worked in Transportation, Maintenance, and Food Services. This program is still in the infant stages, and the teacher is continuing to work with the district staff to get more placements.	
The TEC staff makes a great effort to connect with the community. In particular, TEC's counselor collaborates with Solano Community College to assist students with potential dual enrollment. Another area of community involvement is the presence of different military branches, which come at lunch to provide information to interested students. The social science teachers bring various political guests in to serve as guest speakers, most recently Assembly member Lori Wilson.	
TEC uses Parent Square as a regular means of communication. The Principal sends out announcements every 1-2 weeks. This way of communication allows parents to reply to messages should they have any questions or concerns.	**Parent Square announcements**

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1. Safe, Clean, and Orderly Environment: The custodian and students regularly keep the TEC main building and campus clean. TEC has been very fortunate to have a fantastic custodian who is considered part of our TEC "family." Due to the size of the school, there are two restroom facilities that students and staff use. With that being said, the bathroom is typically well-maintained. Sometimes, there are challenges with vandalism or vaping inside the bathrooms. When issues occur, the staff can address them immediately. TEC's main building is regularly used for district training events and monthly board meetings and is nicely maintained. The portables where the classrooms are located are rented from an outside company. Our district maintenance handles most requests. However, there are instances when the owners of the portables are called in to complete certain maintenance request for example with there are issues with the AC or heater. Two staff members supervise the outdoor campus during lunch while the principal supervises inside the main building to build connections with students. Last year, TEC had to absorb an instructional assistant position, but the employee was able to shift to the campus monitor position. This addition has improved our campus supervision. Staying aligned with the School Safety Plan, panic buttons were installed in a classroom and two in the main building. There have been requests to update the old camera systems and install a schoolwide intercom system. In the meantime, some working cameras are available, and radios are used in	**Walk thru of campus** **School site council agenda**

place of the intercom system. There is a district Safety Committee that meets quarterly to bring up ongoing issues that come up. TEC has the principal and one teacher partake in these meetings to keep our needs relevant. There are regular drills to practice the variety of crises that can occur, i.e., lock down, fire, and earthquake. As part of the Safety Plan, surveys are conducted with the staff and students every year to ensure that students and staff members can share additional concerns.	**TEC safety plan**
Additionally, a Wellness Center space is available to all students and staff. It's an area to provide students a safe space to emotionally regulate in hopes of continuing their day productively. The county office helps collect the data from students that use the room through a google survey every time it gets used. The county collects the data and provides it to the principal monthly for the team to review. This data helps the counselor and social worker connect with frequent users to provide additional support if necessary. The Wellness Center is another area of focus and growth for TEC. The goal is to have a space where students can not only relax and refocus but also learn strategies and practices to use positive techniques when calming down. The student support specialist (SSS) oversees this area along with the school counselor. There are plans to get more professional development for the SSS so she can guide students in these practices when they are in the Wellness Center.	**Wellness Center and data** **Student handbook**
Regarding computer usage, the district has internet filters, and the school has a Computer Systems and Network Policy that is provided to parents and students in the student handbook online. Even computers checked out to students have filters and safety nets. Should parents or families need access to formal complaint procedures, those are also provided in the student handbook online and a link for access on the school webpage.	**Teacher interviews**

E2.2. High Expectations/Concern for All Students:

TEC goes through great lengths to implement equitable learning strategies for all students and, at the same time, recognize when personalized care is required. Due to our small class sizes, teachers and staff are able to connect with students on a deeper level. They are spending more time assessing students' abilities and interests. Teachers take advantage of this and can develop lessons that are more relevant to their students and offer alternative assignments to better suit individual interests.

Teachers are regularly monitoring their level of expectations for students. These expectations are determined by the various academic levels of each student, along with the

dynamics in each class. It is common to have multiple levels of expectations; however, teachers are constantly working to foster the maximum potential of each student. Once students know they earn the credit in a class with a D grade, they tend to work to the minimum. This mindset proves to be challenging to break. The staff is combating this mindset by returning mediocre work with feedback for improvement to earn a better grade and by emphasizing a sense of Grit in students' work ethic. **E2.3. Atmosphere of Trust, Respect, and Professionalism:** TEC's small school environment is conducive to building a strong rapport with all students and each other. TEC students tend to look after one another, they offer peer support, and if necessary, they are not afraid to seek staff to get help for them. TEC students and staff often refer to each other as "TEC family." The TEC ambassadors serve as peer support for new students. The ambassadors are linked to anyone starting at TEC to show them around and give them pertinent information to bridge connections. The staff makes every effort to educate students about being accepting and kind to all students and staff. When surveying our students, the data typically shows students know that they have caring adults and they feel safe to be their true selves. TEC staff is always willing to meet informally to debrief about student or staff concerns. Keeping an open line of communication is integral for building trust and rapport.	**Event photos** **Perception surveys** **TEC Ambassadors Agendas**

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E3.1. Academic Support Strategies for Students: TEC has minimum benchmarks set to monitor students' credit recovery toward graduation. TEC expects all students to meet these benchmarks per grade level. Otherwise, they are placed on "Academic Probation." Even if a student surpasses the bar by just a few credits, they are still sent a "slow progress" letter in the hope of preventing future Academic Probation status. Academic Probation is a way to flag students that need some intervention. A meeting with all teachers, students, and parents takes place to develop an action plan for the student to help them pass their benchmark for the next quarter. Some interventions may include a "check-in-check-out" with our Student Support Specialist, an agreement to stay after school regularly to get additional support from teachers, and possibly an SST to determine a potential assessment for the qualification of an IEP or address other emotional supports. **E3.2. Multi-Tiered Support Strategies for Students**: There is a strong emphasis on character development at TEC as the staff coaches students on identifying the 7 traits that research has shown to be essential to becoming successful	**Benchmark flyer** **Credit earning listing** **Character lessons**

and productive citizens. **Grit, Social Intelligence, Curiosity, Optimism, Self-control, Gratitude and Zest.** These traits encourage citizenship and a work ethic in regards to their academics as well as soft skills that so many of our young people need in the workforce.

The staff recognizes students exhibiting certain traits monthly by awarding them a super character cape to wear for the day. In addition, teachers share "shout-outs" from students about their peers, stating character strengths they witnessed throughout the month. TEC expects students to graduate with a high school diploma and an understanding and awareness of their personal character strengths. There is significant importance for students to learn how to identify areas of character strength and be aware of areas for growth. There are situations where behavioral and emotional based support is needed. The principal and team would refer students to the school social worker or mental health clinician or support them through the *Care Solace* platform. *Care Solace* is a contracted support system the district has invested in to help families and staff navigate the mental health system and get mental health support. If necessary, there is the Placement Review Board (PRB) or Student Attendance Review Board (SARB) when more severe cases arise. These committees assist in brainstorming ways to support and intervene with behavior or attendance issues. TEC has reinvigorated its Positive Behavior Interventions and Supports (PBIS) with the district, having partnered with the Solano County Office of Education (SCOE) in providing trainings for the year. Before COVID, TEC implemented many Tier I supports and started some Tier II supports as well. This year the TEC counselor suggested using "Character Cash" to award students for exhibiting specific character traits. They can use the cash in the newly developed Student Store, which occurs twice a month. It's been a great hit with the students. The store is stocked with donated materials, so it has not been taxing on our budget.

The staff is accustomed to dealing with various learning styles and trauma-induced behaviors that may impede learning. Extensive training has been done and has helped prepare the team to take behaviors and social-emotional outbursts as ways of communication for students. The TEC principal continues to strengthen these ideals throughout the year. This year, TEC is implementing a district-adopted SEL curriculum to help our students become more educated in this area and to assist them in recognizing ways to self-regulate. There is an understanding on site that if students are not emotionally regulated, learning cannot take place. Rather than doing the traditional teacher evaluations, this year the staff is holding a book club. This year's chosen book is called *Permission to*

Character Capes

Award photos

PBIS Handbook

Character cash

Trauma posters (conference room)

Book Club calendar dates

Feel by Marc Bracket, Ph.D. The book club meetings further helps develop the staff's work around using more trauma-invested practices. **E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being**: Before COVID, TEC was able to implement many of the PBIS Tier I supports and started some Tier II supports as well. At the end of last school year, TEC's PBIS team completed a fidelity review of the systems in place. It was the decision to participate in this year's refresher training with the county office and strengthen what we already had before moving forward in Tier II systems. As the school year goes on, the PBIS team plans to survey students on their thoughts on the Student Store and their input on whether Character Cash helps them keep character traits in mind. For now, the PBIS team meets twice a month to work on the systems in place and make necessary changes. Twice a year, the TEC staff review discipline data. The past data showed that the month of March was a time when referrals would rise. As a result, the staff continues implementing "March Madness" Tuesdays. These Tuesdays help provide positive guided activities to alleviate stressors that come up in the classrooms that may cause tensions. TEC has many systems in play when trying to address behaviors and strengthen character. Another such system is the use of "Productivity Points." This idea came from a collaborative visit to a neighboring district. Productivity Points are 20% of student grades in their classroom. Introducing these points helped eliminate detentions for tardies, lower referrals for minor phone infractions, and help work production and participation. This system could be seen as a double-edged sword as we have seen some undesired behaviors decrease. However, grades sometimes lower due to fewer points earned. Overall, it does seem that clear expectations about Productivity Points helps students to know what is expected of them, thereby making this more a positive that a negative approach. The district asked for implementation of a new SEL curriculum. So far, the team has conducted 5 lessons through *Ripple Effects* (a purchased curriculum) that the teachers are facilitating once a month. The team is still determining its impact on students, being it's still very new. Regardless of the curriculum chosen, the staff agrees that the topic around supporting emotional wellbeing is essential for successful students.	**PBIS meeting dates** **PBIS PowerPoint** **Aries gradebooks** **Ripple Effects curriculum**

E3.4. Co-Curricular Activities: The TEC program provides a multitude of electives to meet these standards. There is not a focus on advanced placement or honors classes, but rather a concentration on character development and skills that can benefit students after graduation for "real world" experiences. Money management is addressed in Business Math, Guidance, and Personal Finance courses. Work Experience focuses on Career readiness by teaching resume-building, writing cover letters, completing applications, reviewing employee manuals, and practicing interview skills. The Leadership class serves as TEC's student activities group. This class focuses on servicing the school's co-curricular activities, such as the Thanksgiving feast, Multicultural day, spirit week, PBIS, and other school wide activities. The TEC ambassadors group meets to help provide feedback to teachers and staff regarding school culture, activities, PBIS, LCAP, and WASC feedback. Many TEC ambassadors are in the Leadership class when their schedule permits.	**TEC pamphlet**
The Vanden staff tries to include TEC students in various activities when schedules permit. Although TEC students cannot participate in league sports, they still have the good fortune of being logistically close to the neighboring high school, where they can attend all sporting events. TEC students can play sports during lunchtime, as TEC provides a basketball court and grass area for football. A cornhole, a giant connect four, and many board games are available at lunch. TEC seniors can participate in all senior activities offered by the neighboring high school, including the senior trip and Sober Grad Night. Additionally, the students can attend the Vanden prom.	**Event photos**
Vanden High School counselors work with the TEC counselor to coordinate and share information regarding school wide events such as Cash4College nights and job fairs, as well as other information that may benefit all students. The district holds a monthly districtwide counselor's meeting to ensure time is provided for all to collaborate on all things supporting student success.	
E3.5. Student Voice: TEC gets the pleasure of seeing numerous students blossom while attending TEC. The staff does a fantastic job of building relationships and providing a safe environment where students can feel comfortable with who they are. Students can make mistakes knowing they can recover and get back up again. The teachers encourage self-advocacy and teach students how to deal with issues appropriately. Students are allowed more	**Student surveys**

flexibility at TEC, and the atmosphere is much more relaxed than that of a large comprehensive site. Students will attest that the adults on this campus listen to them and give them a voice. The TEC ambassadors group is one organized way that proves students at TEC get to provide input on school actions. They get to choose character awards to give to their peers. This year they will be involved in helping recognize teachers and staff that go above and beyond. The staff works on teaching students the much-needed "soft skills" that are taken for granted when applying for first jobs. They get more opportunities to engage with adults meaningfully and learn how to talk and behave in various settings.	

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Implementation of PBIS is going strong (character cash and student store)

2. Character strengths program is benefiting student's growth and awareness of their importance

3.TEC provides safe environment and a family like culture for students and staff

4. Build partnerships well with parents regularly to support student success, considering individual needs and circumstances.

Areas of Growth

1.Continue to support PBIS Tier I efforts, and improve upon Tier II implementations

2.Analyze the SEL curriculum in place, and adjust as needed to support students

3.Enhance our partnership with neighboring schools and district for the Internship program

4.Strengthen guided activities in the Wellness Center to better support students needing self-regulation

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**

TEC continues to advocate for mental health services to maintain their School Social worker, *A Better Way* clinician, and resources such as *Care Solace*. The TEC PBIS team is actively working on strengthening its program. They have calendared meetings for the remainder of the year. They are committed to reviewing the various supports provided and using the county's fidelity checklist to monitor progress. Teachers will teach through the Ripple Effects SEL curriculum for the remainder of the year. They will assess its impact and tweak lessons to fit the student population best. Finally, the principal, counselor, and student support specialist will continue to work on growing the Wellness Center resources. The principal and counselor participate in a Wellness Center consortium hosted by the Solano County Office of Education, where all programs or schools in the county that have wellness centers come together to communicate and collaborate.

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*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- **Use MAP score results to improve individual academic growth in students**
- **Continued use of Bloom's Taxonomy, Costa's questions, Depth of Knowledge when developing lessons**
- **Continue to support PBIS Tier I efforts, and improve upon Tier II implementations**
- **Improve student and staff mindset around quality of work and work ethic over minimum credit earnings**
- **Integrating cross-curricular approaches to instruction.**
- **Use of more rubrics to guide students on various assignments to help improve grades**
- **Analyze the SEL curriculum in place, and adjust as needed to support students**
- **Enhance our partnership with neighboring schools and district for the Internship Program**
- **Strengthen guided activities in the Wellness Center to better support students needing self-regulation**
- **Continue to work in collaboration with neighboring school to add resources and practices to "toolbelt"**
- **Use of Clearinghouse to track college enrollment and financial aid**
- **Continue to grow TEC's technology equipment to eventually have 1:1 laptops**
- **Increase elective options particularly in areas to support career pathways**

Chapter IV: Summary from Analysis of Identified Major Student Learning Needs

- **Summarize the identified major student learner needs based on Student/Community Profile, Focus Group findings, and California School Dashboard Results for student groups.**

The WASC team agrees that the most significant need is to continue to use MAP scores to help drive lessons. This will prove the students are measurably gaining knowledge. The team can feel confident that this program provides a robust social-emotional environment and a rigorous academic experience. The teachers want to help all students achieve their maximum personal potential. The staff has already created the universal rubric. To take it further, they can experiment with using detailed rubrics for many of their assignments to help guide students to earn better grades on assignments. The more conversations teachers have with students about working on earning better grades when following such rubrics, the more students will start focusing on their grades. Some teachers already implement this practice for major projects, but extending their use for writing essays or math assignments can be helpful.

To support the effort in providing more meaningful and engaging lessons, teachers are working on perfecting their learning objectives and practicing reviewing them with students in class. This will help students buy more into their learning and better understand what they are working on in class. Working more collaboratively with other schools and teachers is excellent professional development. The more exposure to what others are doing, the more the teachers can bring new ideas to their classrooms. This collaboration includes doing more cross-curricular activities and assignments. The Leadership and Biology classes are already working together to support the UC Davis Spinning Salmon project. There can be more efforts in working to address this learner need.

Continuing PBIS implementation is integral in providing a structured learning environment that is positive in nature. Its emphasis on teaching behavior expectations is critical in keeping discipline down. This practice, combined with trauma-invested knowledge and character development, creates a safe, equitable, and fair school environment that is conducive to learning. The SEL component will work as a supplement to these other systems in place. Teaching students how to navigate the many social and emotional issues they face is becoming more necessary. If students are not well, they cannot learn. They can't get well if they do not understand what is going on with how they're feeling. Furthermore, the Wellness Center and its potential is one more asset that will be a future focus.

The team will continue establishing partnerships with district departments and neighboring schools to expand college and career readiness. There is still much work to be done in this area, as we only had a small number of students placed in the last two years. The counselor does a great job of helping students think about the next steps after high school. Now with California requiring students to complete the FAFSA, it is important to be able to track alum students. There needs to be a way for the counselor to follow the success stories of our students. The Clearinghouse continues to be a work in progress with district members in the know.

TEC does a great job finding ways to bring new elective courses to the site, but the team would like to still provide even more career exploration opportunities with different course offerings. The teachers must be creative in bringing on courses, as the district will not offer additional staffing for such a small school. The team is always on the hunt for these opportunities.

It's nice to have top-notch technology. TEC teachers are hopeful that one day the district will be able to afford to provide newer laptops to all students on campus. Right now, every teacher has a cart with some, but students often need to borrow one from neighboring classes. The site administrator does the best she can with the budget provided.

Chapter V: Schoolwide Action Plan/SPSA

A. **Revise the schoolwide action plan/SPSA. Ensure the plan is aligned with the LCAP goals.**
B. **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
C. **Describe the school's follow-up process to ensure a continuous school improvement process.**

SPSA

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Travis Education Center	48-70565-4830022	February 8, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of the School Plan for Student Achievement (SPSA) is to coordinate all educational services at each school site. The SPSA addresses how funds are provided to the school, and will be used to improve academic, social-emotional and behavioral outcomes for all students. The SPSA is developed annually and reviewed and approved by the School Site Council (SSC). The goals of the SPSA are aligned with the Local Control Accountability Plan (LCAP).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA effectively meets the ESSA requirements by aligning it's plan to the district's LCAP. This is done through a continued self-study process and data review provided through benchmark assessments, student/ parent surveys and other various measures to determine student needs and achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Travis Education Center have long-standing structures in place for communication with stakeholders or people affected by the school district and its daily work. Stakeholder consultation is timely and meaningful. Stakeholder groups include an advisory group of students, parents, staff members, and a community partner. These meetings happen twice a year which are public on an annual basis. Updates on goals, achievements, and student progress are presented and stakeholders can provide insight with decisions that help drive the program.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

LEA Goal: Focus on instructional excellence to increase achievement for every student using support systems to improve student learning and to close achievement gaps in order to prepare students for college and career.

School Goal: Improve student achievement on pace of credit recovery and individual academic growth along with the quality of student work while employing effective instructional practices and systems of support.

Identified Need 1.1

Students continue to access academic probation. Some have failed academic probation. Although the graduation rate is high, most students are underachieving and are satisfied with low grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (end of 2021)	(end of 2022)	Expected Outcome
Graduation rate	88%	95%	Reach 90% or higher graduation rate
Academic Probation numbers	151	41	Lower Academic probation average
GPA average	2.03	1.94	Improved GPA average
D/F rate	24.4%	21%	Lessen D/F rate
Individuals achieving academic Growth NWEA MAPs	English 35.7% Math 36.8 %		70% of students meeting assessment growth goals

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will focus on the pace of credit recovery through progress checks and interventions and support students in meeting credit benchmarks.

Teachers are implementing three schoolwide benchmark assessments. Based on last year's data, we have some work to do around improving the growth in both reading and math. Some insight could be that TEC students tend to lose motivation and not take the tests seriously. Many students have not

taken math for some time and have a time gap between coursework and test-taking. Our staff will need to work on ways to address these potential factors. One way is having teachers work with students by writing individual goals around their achievement in each subject after reviewing their scores with them and assigning points to their grades if they give their maximum effort. Teachers will MAP scores to help plan their lessons around areas of need based on the provided.

Teachers have had ongoing practice and collaboration on providing more meaningful learning objectives in their classrooms and reviewing the relevance of their goals for the day/week with students.

Teachers have created a universal grading rubric to help guide students on what constitutes each grade given. Teachers will work on using specific rubrics for assignments and projects to provide explicit guidance on how to achieve better grades.

Identified Need 1.2

Continue implementation of Multi-Tiered Systems of Support (MTSS) to help all students gain opportunities for success.

Strategy/Activity 1.2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Continue to provide services to students by implementing Positive Behavior Interventions (PBIS) and identify students that need additional interventions and support; focus on benchmarks and monitoring of data provided through the different sources to drive program decisions and instruction. Our character strengths program in woven into the fabric of our PBIS system.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (end of 2021)	(end of 2022)	Expected Outcome
Suspension incidents	0	3	Lessen suspension trend over time
Academic Probation	151	41	Lower Academic probation average
Attendance rates	90.22%	84.31%	Improved attendance rate
D/F rate	24.4%	21%	Lessen D/F rate

Metric/Indicator	Baseline/Actual Outcome (end of 2021)	(end of 2022)	Expected Outcome
Number of students enrolling into college/trade/military	No data		Have 95% of seniors taken next step in enrollment prior to graduation
Average GPAs	2.03	1.94	Higher GPS averages

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

The budget for this goal, including accounting information, is shown in detail in the district's LCAP (located at LCAP 2021-2024)
Donations for student store

Identified Need 1.3

Increase student preparation for college and career opportunities.

Strategy/Activity 1.3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The staff is trying to implement opportunities for students to participate in job shadowing opportunities starting with district departments, i.e., maintenance and transportation. In the 2021-22 school year, two students participated in the internship. For the 2022-23 school year, the school partnered with food services at the district site and placed two students in their department. Additionally, the Careers in Education course will be offered in the second semester, allowing students to work at the neighboring elementary school. These internship opportunities continue to be an area of growth for TEC. Many of TEC's elective courses provide support with job skills and work experience.

TEC continues to partner with neighboring community colleges to inform students of college offerings in academic and trade areas. There are informational meetings around enrollment, areas of study, CTE programs, and financial aid support.

TEC works to seek information from local trade schools and apprenticeship programs to present information and opportunities in different fields, holding a yearly College and Career Fair.

The TEC counselor works on educating students in ways that prepare them for post-secondary options during guidance classes using the "What's your plan?" activity and before students graduate the counselor meets with them to develop an action plan to help with their transition to post-secondary opportunities.

TEC's case manager in Special Education collaborates with the Department of Rehabilitation to provide information and services to students with IEPs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
n/a	

Identified Need 1.4

Continue to improve and expand support for struggling students through after school tutoring, online credit recovery and summer school.

Strategy/Activity 1.4

Students to be Served by this Strategy/Activity

Students credit deficient, Students needing additional academic supports, English learners, foster youth, low income

Strategy/Activity

Provide online opportunities for high school students to recover credits and improve academic skills through online learning (Cyber High) and summer school.

Partner with the neighboring comprehensive high school as necessary to provide additional support for EL students built into their daily school schedule.

Work with Solano County Foster Youth Liaison for additional supports for foster youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

The budget for this goal, including accounting information, is shown in detail in the district's LCAP (located at LCAP 2021-2024)

Identified Need 1.5

Sustain an environment that fosters growth for staff and students through a lens of equity.

Strategy/Activity 1.5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Participate in professional development that allows TEC teachers to observe best practices at their schools. Schedule dates for teachers to visit classrooms at Vanden or other continuation schools. Provide time for teachers to share out during staff meetings.

Provide opportunities for teachers to attend PD to improve their teaching.

Continue to provide Social Emotional Learning and Character Strengths education to improve behavior and academic outcomes. Use PBIS practices to provide positive systems to encourage a safe and healthy environment. The SEL curriculum will serve as a way to educate students about various social emotional topics. TEC will continue to survey graduates regarding the efficacy of the TEC curricular program when they graduate and follow up at least one year after graduation. Encourage Alumni to take the survey. Address the school culture that leads to low-quality work, low grades, and low GPAs. Discuss the significance of GPA. Update GPAs on the credit sheet and implement a school-wide grading rubric.

Develop learning objectives for each lesson and explain them throughout each class. Use higher levels of Bloom's Taxonomy to develop learning objects. Teachers will periodically collaborate to help each other grow their learning objectives.

Monitor student progress and achievement at the progress and report card periods.

Implement benchmark assessments 2-3 times a year in reading and math to help create a culture of goal setting and growth for students.

Appropriately place and exit students from intervention and support programs. Determine appropriate interventions with SSTs, 504s, IEP, or change in placement programs.

Improve instruction strategies to engage students actively in learning. Engage all students in rigorous, research-based curricula that prepare them to think conceptually, solve problems, and effectively communicate their ideas and needs. Teachers are ensuring that all students have access to a multitude of texts and literature that is inclusive and equitable in the representation of people.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

The budget for this goal, including accounting information, is shown in detail in the district's LCAP (located at LCAP 2021-2024)

Goal 2

LEA Goal: Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

School Goal: Employ a trauma-invested and trauma-sensitive approach that creates an environment focused on meeting students social emotional and academic needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (end of 2021)		Expected Outcome
Wellness Center usage	n/a		Majority of participants leaving center are happier and regulated
Suspension incidents	0	3	Lessen suspension trend over time
Graduation rate	151	41	Reach 90% or higher graduation rate
Attendance rates	90.22%	84.31%	Improved attendance rate

Identified Need 2.1

Improve the success of secondary students through providing socio-emotional support and support in maintaining behavior conducive to a productive learning environment.

Strategy/Activity 2.1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Implement a comprehensive suicide prevention and intervention program to identify and help at-risk students and educate all stakeholders regarding suicide.

Increase and improve socio-emotional support by providing one student support specialist (SSS) at TEC to support the newly established wellness center and PBIS implementation. The PBIS team regularly meets to maintain all aspects of PBIS resources, such as *character cash* and the student store. The school keeps incentivizing positive behaviors (essentially, our 7 key character strengths) by using Tier 1 supports. The SSS and the campus monitor work collaboratively to maintain a safe and well-monitored campus, lead positive lunchtime activities to reduce isolation, and engage all students struggling with behavior.

Continue to foster awareness and review with staff the impacts of trauma and adverse childhood experiences (ACEs) and best practices to create school and classroom climates sensitive to students affected by trauma. Teachers use trauma-invested methods to help educate students about how their behavior impacts them in their environment. There is a focus on restoring relationships when there is a breakdown due to behavior incidents. This year the district purchased a Social Emotional Learning curriculum called *Ripple Effects* to help promote emotional wellness and learning. The principal will continue to utilize surveys to identify students that may need a higher level of support and resources.

Continue to implement and improve SART, SARB, and SST processes to support students not meeting attendance, behavior, and academic expectations.

Continue to refer students to counseling services through *A Better Way* or to a School Social Worker as available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

The budget for this goal, including accounting information, is shown in detail in the district's LCAP (located at LCAP 2021-2024)

Goal 3

LEA Goal: Enhance constructive communication within and outside the school community with a special focus on involving parents as active participants in their child's education.

School Goal: Provide opportunities for students, parents, and community to collaborate in supporting student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (end of 2021)	(end of 2022)	Expected Outcome
Number of parents participating at events	n/a		Increase in participation
Number of presenters and guest speakers	n/a		Increase in participation of speakers

Identified Need 3.1

Promote parental participation in meetings related to their student and invite parents to school-wide events that foster a sense of community.

Strategy/Activity 3.1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

After COVID, our district has become better equipped to provide virtual opportunities for easier access for parents to participate in events and access activities such as awards and parent/teacher conferences. We can hold events in-person or virtually now. TEC will continue to ask for input via parent surveys, emails, and phone calls.

Positive postcards are mailed home throughout the year, and communication regarding news and updates is shared via the parent square portal and website.

Provide trainings and resources for parents as they are available.

The TEC ambassadors (a student group) suggested using more mailers and flyers to send information to families. Additionally, they suggested we hold more potlucks for events like Back to School night. They also thought it would be good to mail home paper report cards again. Lastly, the suggestion was to do a recorded tutorial on how to use and understand Aeries grades books for parents to access online.

Identified Need 3.2

Continue to involve parents in the school site council to influence decisions for programs and efforts at school site.

Strategy/Activity 3.2
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Recruit parents at back to school night, as well as making connections with parents where rapport has been built to participate.

Identified Need 3.3

Provide opportunities for community members to present and help students explore careers and post-secondary options.

Strategy/Activity 3.3
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Continue the College and Career Fair, this year the fair was back to in-person.

Continue partnering with Solano College to get support with transitioning graduating students and informing students about their programs.

Bring in guest speakers and presenters for areas around post-secondary trade careers, local city officials in social science courses, health practitioners, drug and alcohol education etc.

Annual Review

SPSA Year Reviewed: 2022-2023

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The TEC staff is fortunate to be able to closely work together on implementation of these actions and goals. Due to the size of the school and after quick analysis of data, actions can be shifted to address issues that come up. There is an ability to be flexible and change course much more swiftly than at a larger site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The district budget for this campus tends to cover all necessary areas. Due to the small number of students enrolled this site is ran on a fairly low budget. However, there is full support from the district to find other funding sources if needed to meet any said goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There areas of focus in regard to working on different strategies for addressing benchmark assessments and student motivation. With newer data from MAP testing the staff is finding this area needs to be addressed.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

School Plan for Student Achievement| Page 11 of 4

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 14,168.00
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$

The TEC staff will continue to review various data on a yearly basis. The data will be presented to the School Site Council members where all stakeholders will have the opportunity to ask questions and provide essential input. Members will work together to develop and make any necessary changes to the skeleton draft on the single plan. The district LCAP is always used as a framework to guide the development of the Single Plan and its action plan. As areas of growth are identified the team will work diligently to address any issues.

Appendices (include hyperlinks to items listed below):

TUSD LCAP
2021-2022 Senior Exit Survey
2022-2023 LCAP Student Survey Results
2021-2022 LCAP Student Survey Results
2021-2022 LCAP FocusGrp Discussion
2022-2023 Connectedness Survey
2021-2022 TEC Parent Survey
The most recent California Healthy Kids Survey (the districted opt-ed out of using this survey)
Model Continuation High School Award Letter 2022
Q3 Master Schedule
TEC Brochure w/Class offerings
Cyber High - Supplemental Online Credit Recovery
California Dashboard Data
TEC's (SARC)
CBEDS school information form
TUSD Graduation requirements
Q1 Report Card Credits Earned
D/F Rate Raw data 2021-2022
SEL Curriculum - Ripple Effects
Wellness Data 2022-2023
The Science of Character - You Tube
Character Self-Growth Card
Character Cash
VIA Institute on Character Resources
PBIS Handbook (in progress)
TEC Student Handbook
Post Card and Shout Out
TBird Tips 2022
TEC Ambassador Minutes 2020
PD list 2019-2020
BAck2School 2022-2023
Nuts and Bolts 2022-2023
District Committee List 2022-2023
Class Drop-In Forms w/ Learner Outcomes
CPD Agenda
Sample College and Career Fair Work Sheet
What's your plan? Activity
Individual Learner Plan (Goals)
I-Search Assignment
Senior Action Plan
School Site Council Agenda 2022
School Safety Plan 2022-2023
2022-2023- TEC Budget

Glossary of terms unique to the school.

ACEs – Adverse Childhood Experiences
ASVAB – Armed Services Vocational Aptitude Battery
CAASPP – California Assessment of Student Performance and Progress
CDS – Community Day School
CPD – Common Planning Day
MAP – Measures of Academic Progress
NWEA – Northwest Evaluation Association
MTSS – Mulit-Tiered Systems of Supports
PBIS – Positive Behavior Interventions and Supports
TEC – Travis Education Center
TISP – Travis Independent Study Program
TUSD – Travis Unified School District
SST – Student Success Team
SSC – School Site Council
PRB – Program Review Board
ILP – Individual Learning Plan
SSS – Student Support Specialist