

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**Travis Education Center**

**2775 DeRonde Drive**

**Fairfield, Ca 94533**

**Travis Unified School District**

**April 10-13, 2016**

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## **Chapter I: Student/Community Profile**

### **Community Profile**

The Travis Unified School District services students who reside in Vacaville, Fairfield-Suisun, and Travis AFB. The population fluctuates from year to year with an average military population of 30%. 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. 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 SARB placement, or access a 5<sup>th</sup> year if specified in an Individualized Education Plan. Although many students enroll with a goal of returning to the traditional program, most who earn that option make TEC their school of choice. The facilities at TEC include an administration building which also serves as a multi-purpose room. Within that building is a newer library facility that was added in 2013. Classrooms consist of 6 portables, allowing each teacher to teach in the same room all day. One of the six portables serves as the computer lab and testing room.

### **Demographics**

The student population at Travis Education Center is additionally fluid based on the need from the traditional high school. Our largest transition of students generally takes place at the beginning of each semester, after grades are posted and transcripts are evaluated by counselors. The student population usually increases in January and can reach up to 100 students, although the average is usually between 65-80. The population as of December 14 is 56 student. Distribution of enrollment by race was 1.8% Pacific Islander, 23.2% black or African American, 55.4% white, 19.6% Intentionally left blank. Enrollment by ethnicity was the students enrolled, 32.1% identified as Hispanic or Latino. Enrollment by gender was 31 male students and 25 female students. As of December 38% of students qualify for free or reduced lunch and 8% of students are At the time of self study report, there was one student classified as an English Language Learner, 13 students who had active Individualized Educational Plans, and three students supported by 504 plans.

### **Staff**

The four full-time and one part time (.08) teacher on staff at TEC are credentialed in math, English, social science, science, and special education. All 5 teachers are CLAD certified. TEC also has a full-time counselor who is available for individual counseling, transition planning, career planning, scheduling assistance for each student's individual academic plan and student interventions including academic probation and student study team meetings. TEC students may be referred for support from a district master social worker and a school psychologist who is assigned to the district's comprehensive high school. The psychologist is on site one-half day per week for special education services. She can be called on for assistance if a situation requires her presence.

The administration consists of a principal whose duties are split between TEC and the Community Day School (which is on grounds). TEC has a full time secretary who meets, not only administrative needs, but also those of the staff and of the students. Finally, the TEC staff includes a

paraprofessional who provides additional assistance to special education students, but also provides support to general education students who need support. TEC also offers special education services from a credentialed teacher who teaches RSP English classes at TEC for those students who are struggling in the general education English setting.

### Student Achievement & Pertinent Data

TEC's graduation rate is relatively high, compared with other alternative education high schools. The 2012-2013 data reveals that an unusually high number of students did not graduate that year. The long-time illness of the principal, combined with a reduction in the counseling supports, contributed to a lack of oversight of student progress and student attendance that ultimately resulted in some students becoming significantly credit deficient and not graduating. Since then, formalized processes, specifically Academic Probation and a consistent review of credit recovery data, have been developed and implemented, creating significant oversight, thereby contributing to a higher graduation rate. Moreover, the addition of a new principal and a full-time counselor has been tremendous in monitoring student progress and maintaining communication with parents. Since the 2012-13 school year the graduation rate at TEC has increased from 73% to 100% in the 2014-15 school year.

In 2015 the California High School Exit Exam was removed as a state graduation requirement. **In the last 3 years, all students who were eligible for graduation have either passed the test or received a special education waiver. They have graduated with a diploma, not a certificate of credit completion.** Historically, students who needed to pass the test are enrolled in a CAHSEE preparation class and use an online program called Shmoop to prepare them for the test.

The patterns of credit recovery reveal that some students continue to make slow academic progress at TEC; this data underscores the need for an on-going intervention process (Academic Probation) within the framework of the TEC model.

Academic Probation	2013-2014	2014-2015	2015-2016
Quarter 1	12	12	5
Quarter 2	17	15	
Quarter 3	8	2	
Quarter 4	16	4	

The 2014-2015 rate of students earning a D/F grade is significant at 28%, although it has been trending slightly downward. The rate is much higher in the core subjects, with the highest D/F rate in mathematics. The elective courses have a D/F rate significantly less than that of the core classes. This data warrants discussion about individual teacher instructional delivery models, grading practices, grading rubrics, and the culture of expectation that heavily focuses on credit recovery rather than academic excellence in student work.

2011-2012		2012-2013		2013-2014		2014-2015	
A	301 (18%)	A	382 (13%)	A	388 (14%)	A	225 (12%)
B	356 (22%)	B	704 (24%)	B	733 (27%)	B	637 (33%)
C	494 (30%)	C	932 (32%)	C	862 (31%)	C	528 (27%)
D	279 (17%)	D	561 (19%)	D	552 (20%)	D	420 (21%)
F	213 (13%)	F	360 (12%)	F	211 (8%)	F	144 (7%)
	<b>29.9% D/F rate</b>		<b>31.3% D/F rate</b>		<b>27.7% D/F rate</b>		<b>28% D/F rate</b>

Student Achievement on CST trended downward until 2012, as evidenced by the API scores. The 2013 testing resulted in a significant increase in the API to 622. However, the pilot year of Smarter Balanced testing in 2013 disallowed an additional year of data, thus TEC is not certain if the school-wide initiative to address test apathy was the catalyst for the growth or if that year's data was an anomaly. The new format for testing also makes it challenging to use true comparison data since the CSTs and Smarter Balanced testing are so significantly different. The Smarter Balanced results for 2015 indicate an achievement gap. TEC students perform significantly lower on state tests than other schools within the district, as was consistent with historical CST achievement.

Multiple years of Smarter Balanced data and comparison data with other continuation high schools will provide greater insight into TEC's student achievement. Current comparison data with other continuation high schools in Solano County indicate that TEC's scores are consistent with, or better than, most other continuation high schools, with the exception of Liberty High School in Benicia. However, in 2013, TEC outperformed Liberty High School. TEC will continue to monitor comparison data in years to come to determine trends.

TEC's testing size, at 37 students in 2015, does not provide statistical significance necessary to make assumptions related to the overall academic program or the academic achievement of anyone subgroup. Also, the transition to Common Core curriculum and the transition to computerized testing further calls into question to what degree the Smarter Balanced scores truly reflect student knowledge.

#### Solano County Continuation High Schools - **SBAC ELA & MATH**

ELA	Subject	TEC Travis	Main Prairie Dixon	Liberty High Benicia	Country High Vacaville	Sam Yeto Fairfield
Level 1: Standard Not Met	ELA	47	69	11	58	62
	Math	89	87	82	91	95
Level 2: Standard Nearly Met	ELA	40	13	46	31	32
	Math	11	13	11	7	5
Level 3: Standard Met	ELA	11	18	39	11	6
	Math	0	0	7	2	0
Level 4 Standard	ELA	2	0	4	0	0

Exceeded	Math	0	0	0	0	0
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Beyond those complexities, the small sample size of TEC, combined with the fluidity of the student population makes it even more difficult to evaluate the academic program by this information alone. The size and demographics of the testing population reveals that the achievement gap and performance by each ethnic group fluctuates significantly from year to year and from subject to subject, further drawing into question the credibility of the trending scores when disaggregated for race. Travis Education Center, however, recognizes that greater emphasis must be placed on test preparation and student motivation/attitude toward testing, regardless of the number and fluidity of the testing population

### **Other Pertinent Data**

Data indicates that average daily attendance is an area where much growth has been achieved. However, significant sustained effort is necessary to maintain and improve that rate. The principal spends significant time tracking attendance, meeting with students who are 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 also attends truancy court hearings for the most acute cases. From 2009-10 to 2014-15 attendance has increased from 84.1% to 91.4%. Attendance at TEC has been over 90% since 2013-14.

Suspension rates for at-home suspension are decreasing due to the implementation of the in-school suspension program, resulting in more students attending school and making academic progress. The number for 2014-2015 represents that most students served their suspension in-school, resulting in a significant reduction in missed school days. Most suspensions at TEC result from defiance related to cell phones, not serving detentions/Saturday School, and profanity directed at staff. Each year, there are a few suspensions related to drugs/alcohol/cigarettes or fighting/assault. While students and staff regard TEC as a relatively safe campus, there is anecdotal evidence regarding pervasive marijuana and prescription drug abuse. Those students who are suspended for drugs or alcohol are required to participate in a Drug & Alcohol intervention program that is 5 sessions and provided at the district's expense. In addition, the negative effect of drugs and alcohol use are topics researched and discussed in many elective courses and English classes. The Students who engage in physical altercations generally participate in conflict mediation facilitated by the principal, although physical altercations or assaults are not frequent at TEC. From 2009-10 to 2014-15 the number of out of school suspensions decreased steadily from 61 to 4

### **Student and Parent Perception Surveys**

37 Students (75.5% of graduates) were surveyed upon graduation throughout the school year. Those seniors who had not graduated by early May 2015, were surveyed in May. Student perceptions reveal that there is a relative weakness in opportunities for students to use technology creatively and effectively, student knowledge of current events, and skills for problem solving. The area of greatest weakness revealed by this perception survey is in the area of financial literacy.

The parent survey was completed on-line. The school contacts parents several times via phone to encourage them to participate in the online survey, which is posted on the school's website. Parents (8 or 16.3%) of graduates are surveyed, since their children have been enrolled at TEC the longest and they have the most experience with the staff and overall school program. The survey data, and overall observation of parents, is that parents are satisfied with the academic program, the communication with staff, the level of expectations staff hold for their child, and school safety..

### **Identified Strengths, Critical Needs and Important Questions**

Analysis of student achievement and other pertinent data has highlighted the following strengths, critical learner needs and focus questions.

#### **Identified Strengths**

The area of greatest strength for Travis Education Center is its graduation rate. TEC has made incremental growth each year, indicating that although the students arrive with severe credit deficiencies and limited time for credit recovery, the staff works diligently and successfully to support most students in achieving a diploma.

#### **Critical Learner Needs (based on data):**

1. D/F rate as relates to *academic preparedness*
2. Financial Literacy as it relates to *responsible citizenship*

#### **Important Question Regarding Data**

1. How will SBAC testing impact TEC's API?
2. Are our students at a disadvantage on SBAC testing because the highest math class they take is generally Algebra or Business Math?
3. In-school suspension seems to make a positive impact on attendance, but how effective is it with work completion?
4. How does TEC reconcile its learner outcome for Academic Preparedness with the high D/F rate?
5. How has Academic Probation made a difference ?
6. How does each teacher demonstrate that a student has learned enough to warrant awarding a credit?
7. How are grades determined for each credit?
8. Is the grade distribution a good indicator of the quality of the TEC program?
9. TEC is doing a good job at getting students to the finish line (graduation), but are students prepared for the next level (workforce, career, or college)?
10. Is it unreasonable to see a bell curve in alternative education grades?

11. Do all teachers have similar expectations when it comes to grading?
12. Do grading approaches impact the distribution or is this more a reflection of the school culture?
13. Do different approaches to teaching and grading impact motivation of students?
14. Has TEC set the bar too low? Are the expectations in core classes more rigorous than electives, thereby causing the discrepancy?
15. Is there a difference in grades when students are seniors and more motivated to graduate?
16. Is the shorter quarter impacting the high number of students on Academic Probation in Quarter 2?
17. Why are students seemingly more successful in ELA versus math?
18. How do teachers support students in accomplishing the indicators for the Academic Preparedness learner outcome?
19. How do teachers determine what constitutes an A, B, C, D or F?
20. To what degree does each teacher's grading scale accurately reflect the level of academic preparedness for students in each subject you teach?
21. As teachers review the grade distribution for their classes, to what degree are their student's accomplishing the indicators for the Academic Preparedness (learner outcome)?
22. To what do teachers attribute the D/F rate from their classes?
23. To what degree should there be consistency in grading expectations? Should there be a general **TEC standard** for students earning an A, B, C, D, F? If so, how would that be developed?
24. As a school, how do we reconcile the D/F rate with our expected learner outcome for Academic Preparedness?
25. As you review the overall D/F rate for the TEC program, what short-term and long-term implications are there for students who are mostly achieving in the D range?
26. If anything, what does the D/F rate imply about the TEC program? The TEC students? The curriculum? The level of expectation from the staff? The school culture?
27. How do we explain the discrepancy in the D/F rate between core and elective classes? Should we be concerned about this?
28. How are teachers providing instruction opportunities for financial literacy and post-secondary preparedness?

## Chapter II: Progress Report

TEC received a 6-year accreditation in March 2010, under Principal Tom Newsom. Mr. Newsom passed away in June 2012. In December 2012, during a 1-day mid-term review, a progress report was validated under Principal Allyson Rude Azevedo. TEC has continued to use the focus on learning process to address the five critical areas for follow up identified in 2010 by the WASC visiting committee. These areas included Lack of library facilities, Need for a full-time counselor, No program designed for specific target populations, No assessment system to measure ESLRs impact on the students, No systemic career information system. To address the critical areas for follow up TEC leadership developed an action plan that focused on addressing the critical areas. The major changes in the critical areas for followed are noted below.

### **Lack of library facilities**

In 2012, a library facility was planned and funded by the school district. Housed in the multi-purpose building, the library facility provides ample space for the growing library collection and a small seating area. In addition the facility, TEC also gained a library technician for 1 hour per week to manage the collection. Students are required to complete their 5<sup>th</sup> credit in each general education English class by reading a book and submitting a book report that showcases the literary elements of the book. Students check out these books from the school library. During the general education English teacher's guidance class, students are required to read 2 days per week for the 30-minute guidance period. The teacher brings the students to the library to make book selections.

### **Need for a full-time counselor**

A full time counselor was hired in 2013. The counselor manages student's schedules and monitors credits toward graduation. The counselor also provides social emotional counseling and college and career transition planning. The counselor coordinates presentations, workshops and field trips with local community colleges (i.e. Solano College) and other vocational schools. Also the counselor leads the TEC Ambassador and plans of the College and Career Fair. The counselor serves as the 504 coordinator, testing coordinator and WASC self-study coordinator.

### **No program designed for specific target populations**

The target populations at TEC are the EL students, students with an IEP and students with a 504 plan. The counselor oversees the students with 504 plans, while the Resource Specialist serves as the case manager for students with IEPs. In the last 3 years, all TEC graduates have earned a high school diploma by either passing the CAHSEE or accessing the waiver for special education students. While there is not a specific program supporting EL students at TEC, the program at the comprehensive high school (located next door to TEC) is available to any student who may need intensive EL support. Since the last WASC visit, there have been no students at TEC who have required this level of support. The few EL students who have been enrolled at TEC have been successfully supported within the context of the general program at TEC, as all teachers have CLAD certification and receive updated CELDT information as it becomes available for each student.

### **No assessment system to measure ESLRs impact on the students**



In 2012, TEC developed a survey to gauge student perceptions regarding the quality of the program in relation to the ESLR's. Those survey results are reviewed by the School Site Council and influence the goals and action plan of the Single Plan. Parents and students are now surveyed to quantitatively measure the how the expected learner outcomes are impacting the students. Teachers use student interaction, observation and assessment of student work evaluate to what degree students have achieved the ESLRs.

### **No systemic career information system**

Transition planning, career readiness, and general life skills have been a focus area for TEC. In 2012 the staff designated one of the Guidance Classes to the purpose of transition planning, career readiness and life skills. A student enrolled at TEC for an entire school year is guaranteed to take this targeted Guidance class. TEC students also have access to the Work Experience class, Transitions and the Careers in Education class. These classes helps students to identify careers that might suit their personality and skill set. Careers in Education provides students with an opportunity to work in an elementary school classroom and gain experience working with children. The counselor hold quarterly progress checks, gives career interest surveys and coordinates a College and Career Fair to provide resources to students. Representatives from local organizations (i.e. Job Corps) meet with TEC students to provide options for life beyond high school.

### **Communication with Parents, Students, Staff, and Community**

TEC has implemented the following actions steps to improve communication. These include Academic Probation, Letters of Concern, Formalized Behavior Plans, Awards Nights The TEC Website (<http://travisusd.org/Domain/15>) Student Profiles and Goals, contracted with *School Innovations & Advocacy* to manage the truancy letters and excessively excused absence letters for all students and host Guest Speakers at the school and College and Career Fair.

### **Improve and Upgrade Technology**

TEC has implemented the following actions steps to improve and upgrade technology. These include a New Computer Lab (With 16 student computers, 1 staff computer, and a projection unit), New Laptop Cart for Special Education Students (16 unit capacity), a New District Technology Initiative to replace all computers older than 4 years and access increased access to classroom technology. Every classroom at TEC is equipped with an ENO board, document camera, laptop cart for students, teacher computer, and printer. Teachers also have access to a subscription based on-line resource through *Ed1stop Web Portal Services*.

### **Focus On Instructional Excellence to Increase Achievement**

To Improve instructional excellence and increase achievement the schedule was modified to eliminate the study hall periods and increase the minutes for each academic period. After 2012 minimum credit enrollment was increased from 27.5 credits to 32.5 credits per quarter. Since 2013 a student driven master schedule has been in place. The counselor evaluates transcripts and generates a report of what classes are needed in the greatest demand. The principal and counselor work with the teaching

staff to develop the master schedule, taking into consideration teacher requests for elective choices and how classes should be designated in the block schedule. New elective choices have been offered consistently since 2012, including Psychology, CAHSEE Prep, Business Math, Science Seminar, Music Appreciation, Journalism, Child Development, Careers in Education, Sociology Seminar, Internship, Information Technology, an English Seminar. In addition, students have enjoyed a revised curriculum in World History, US History, PE, Work Experience, Transitions, Geography, and Health. Also, TEC now offers a Lab Science program has been an incredible addition to the TEC program. TEC has modified the Cyber High program. Instead of offering a class from 2pm to 4pm, Monday through Thursday, students who wanted to access Cyber High are permitted to come as often as they desired (open lab). In March of 2015, TEC began the first of a series of articulation meetings with its feeder school, Vanden High School.

### **Other significant developments since the last self-study**

Other significant changes at TEC include significant staff engaged in professional development, the implementation of a Senior Portfolio, the implementation of Detention and Saturday School, the use of In-School Suspension in lieu of Off Campus Suspension, Students of the Month, the implementation of a Character Development Program and the creation of two hydroponic gardens.

## **Chapter III: Self-Study Process**

## TEC Mission and Vision and ESLR's

The school's curricular emphasis is directly aligned to the California State Standards. TEC's student learner outcomes (**I CARE**) are influential in curricular development and teaching methodology. These outcomes are intended 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 both academic preparedness and civic responsibility.

**Vision Statement:** Travis Education Center is a safe and healthy learning community preparing students to become increasingly responsible, productive citizens who meet today's challenges while striving for future excellence.

**Mission Statement:** Our responsibility is to provide rigorous alternative learning opportunities that support student success in meeting or surpassing state and district academic standards and reaching their personal goals.

## Expected School Wide Learning Outcomes: ICARE

Independent Thinkers	Cooperative Learners and Workers	Academically Prepared Students	Responsible Citizens	Effective Communicators
<ul style="list-style-type: none"> <li>-learn how to be a problem solver</li> <li>-learn how to advocate for oneself appropriately</li> <li>- understand how to approach researching a topic and know how to choose reliable sources</li> </ul>	<ul style="list-style-type: none"> <li>- work well with others in a group</li> <li>- listen to others and discuss issues appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- meet teacher's academic expectations</li> <li>- reach their highest level of academic proficiency in each subject and are expected to do their best on each assignment</li> <li>- Improve their skills in reading and writing</li> <li>- develop skills and a plan for pursuing college and/or career goals after high school</li> </ul>	<ul style="list-style-type: none"> <li>- are knowledgeable about current events and issues affecting the world</li> <li>- understand the value of money and how to manage it</li> <li>- are prepared for the workforce</li> <li>- understand and develop character strengths that promote grit, curiosity, optimism, self-control, social intelligence, zest, and gratitude</li> <li>- understand the relationship between my character strengths and overall future success</li> </ul>	<ul style="list-style-type: none"> <li>- use technology creatively and effectively</li> <li>- demonstrate social intelligence in varying situations</li> </ul>

### **Comment on the school's self-study process with respect to the outcomes of the self study.**

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. In December 2012, during a 1-day mid-term review, a progress report was validated under Principal Allyson Rude Azevedo. Following the mid-term review TEC continues to be committed to a self-study process is an ongoing process that is 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 self-study process that is aligned with district LCAP goals and the WASC goals. Following the mid-year review the TEC community continued to implement the schoolwide action plan.

TEC's self-study process is an ongoing process that is 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 self-study process that is aligned with district LCAP goals and the WASC goals. The preliminary process for this WASC self-study began in November 2014 with training of site leadership and continued through December 2015 during staff meetings, and school site council meetings with staff, students, and parents. TEC's principal and counselor participated in the online trainings as well as a full day training in Concord. The TEC Counselor served as the Self Study Coordinator, while the principal served as the note-taker during meetings and the principal writer of the report based on each person's input during meetings. Once a draft was written based on each person's input, the document was thoroughly reviewed and edited again by staff and then by the School Site Council, before being sent to the visiting committee.

TEC staff is engaged in an on-going self-study process, particularly as it relates to the development of 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 related to attendance, behavior, and academic progress. Review of the data drives decisions regarding revisions to the goals and the action plan. Within the 1<sup>st</sup> quarter, a School Site Council is formed with representation from staff, students and parents; the data and revisions are considered by the School Site Council and, if approved, are sent to the district's governing board for final adoption. The SPSA process and WASC process are explained in detail to members of the School Site Council and are perceived as a concurrent and mutual process. In addition, students at large and all parents are invited to submit their feedback about the TEC program. 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. The principal or other staff meets with student leadership and TEC ambassadors to review the quantitative results and to elicit qualitative data to better interpret the results. Survey results are considered by the School Site Council and influence the goals and the action plan.

Guidance classes are utilized to inform students about the WASC process, the expected learner outcomes, and the significance of having an accredited high school diploma. The Service Learning (leadership) students lead the charge in this effort. Because TEC is a small school, the entire staff acts as the leadership team by guiding the process, making recommendations, and implementing any changes. As the leadership of the process; however, this team is not left without 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 essentially the liaison between the school staff (leadership team) and the district administrators and Board. TEC has experienced open communication and a wealth of support from district personnel and board members, who regularly attend school activities, including some evening events.

### **1.The involvement and collaboration of all staff and other stakeholders to support student achievement**

The total staff and other shareholders were involved and collaborated in the preparation of the self study.

### **2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**

The expected schoolwide learning results and academic standards clarify and measure what all students should know, understand and be able to do.

### **3. The analysis of data about students and student achievement**

Data regarding students and student achievement was gathered and analyzed.

### **4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria**

The entire school program and its impact on student learning were assessed in relation to expected schoolwide learning results, academic standards, and the WASC/CDE criteria.

### **5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

The school has developed a single plan for school improvement that is aligned with the identified critical needs. This plan will be revised and updated following the visit and an accountability system will be implemented for monitoring the accomplishment of the plan.

## Chapter IV: Quality of the School's Program

### Part A: What Currently Exists

#### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

##### **A1. Vision and Purpose Criterion**

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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, and a belief that all students can learn and be college and career ready.

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

**Regular Review and Revision:** The school is implementing an effective process for regular review/revision of the school purpose and the schoolwide learner outcomes based on student needs, the district LCAP, global, national and local needs, and community conditions.

The school has a clearly stated vision and mission (purpose) based on student academic and social emotional needs, educational research and the state content standards the district LCAP. The belief that all students can achieve at high academic levels and be college and career ready is present in both the mission and vision.

TEC's mission and vision statements are reviewed annually as part of the school's Single Plan process. TEC uses this process as a continuous improvement model. Feedback is elicited from all stakeholders including students, parents, staff and school leadership. Community and business partners are engaged in the implementation of the school's vision and mission. Deepening the involvement of business and community partners is a stated goal of the TEC team.

As part of this process, the school's expected learner results are also reviewed and were recently updated. LCAP priorities, student achievement data, perception data, and current educational research directly influences development of the SPSA goals, and revising the mission/vision statements and expected learner outcomes. The mission and vision statements have not been changed. Stakeholder feedback in the self study process revealed mission and vision adequately reflect the values of the district, expressed by the LCAP, and adequately span the unique learning needs of the students. Using the school's mission and vision as a compass the TEC continues to evolve and diversify the ways it goes about carrying out its mission and vision.

## A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Governing Board:** The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

**Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes:** The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

**Governing Board's Involvement in the Review and Refinement:** The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

**Understanding the Role of Governing Board:** The school and business community understands the governing board's role, including how parents can participate in the school's governance.

**Professional Staff and Governing Board:** There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

**Board's Evaluation/Monitoring Procedures:** There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school operations, and the fiscal health of the school.

**Complaint and Conflict Resolution Procedures:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

The governing board uses board policies, the LEA Plan, LCAP and a variety of other plans to define a web of support for that reinforces the school's purpose and supports the achievement of the schoolwide learner outcomes academic, college and career standards based data driven instructional decisions for the school. Through these plans the governing board defines scope and depth of service necessary to ensure the success of students. This is illustrated through actions like supporting TEC with additional, yet necessary staff to ensure that students individual needs are met.

The governing board delegates the implementation of these policies to the professional staff; and monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) and the Local Control Accountability Plan (LCAP)

## A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any

additional reflections based on the criterion.

**Broad-Based and Collaborative:** The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

**School Plan Correlated to Student Learning:** The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

**Correlation between All Resources, Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP:** There is correlation between allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

**Staff Actions/Accountability to Support Learning:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**Evaluation of Existing Processes:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

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

The analysis of student achievement data drives staff decision making. The school regularly monitors student achievement data in the form of external summative assessments (i.e. CAHSEE, SBAC), internal summative and formative assessments (i.e. portfolios, classroom quizzes and tests, exit tickets, credit accumulation sheets and performance projects).

Student achievement data along other relevant non-academic metrics (i.e. surveys, self evaluations) is reflected on by the staff and is used as the school annually monitors and refines the schoolwide action plan. The school uses this data in this process to ensure decisions and actions are aligned with student needs, state standards and ESLR's.

The school's planning processes are broad-based. Stakeholders collaborate and provide feedback which is grounded a data driven cycle of inquiry. Staff, the students, their parents and the school leadership team is included in the process. Input from business community is not sought. However, business community engagement is a part of the college and career fair and transitions class.

#### **A4. Staff: Qualified and Professional Development Criterion**

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Qualifications and Preparation of Staff:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**Staff Assignment and Preparation:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.



**Defining and Understanding Practices/Relationships:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Support of Professional Development:** 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.

**Measurable Effect of Professional Development:** There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

The principal and counselor are both experienced school leaders with over 15 and 9 years respectively. TEC's counselor also has an administrative credential. The district supports TEC with a part time school psychologist. This year TEC lost the support of a part master social worker. The school leadership is hopeful that service from this position be restored in a future year. Experienced steady leadership from the principal and counselor has created a space of innovation to design and pilot data driven, research based (Dweck, 2006; Duckworth, 2007) school wide social emotional learning initiatives like character development. The decision to implement character development is based on the school analysis of achievement and other data. It illustrates the school's capacity and commitment to take school wide (teachers, parents, students, leadership) action to ensure that the schoolwide learner outcomes are achieved.

All TEC teachers are fully credentialed with CLAD. Most teachers have a supplemental authorization which increases school capacity to diversify its master schedule with a variety of relevant elective options. The district and school leadership has facilitated deliberative structures ensure collaboration and articulation. TEC teachers articulate with the their comprehensive high subject area counterparts on common core implementation. The groups work on Common Core implementation.

The school leadership has also established explicit structures to facilitate needs based professional development. Staff meets bi-monthly and reviews pertinent issues as well as student achievement data. Best practices and ideas are shared. For example, the school's leader has used space to provide staff site based professional development on topics such as student centred learning objectives. Student interventions grounded in the analysis of student achievement data occurs in these meetings. Staff also has access to interest based professional development by external providers.

## **A5. Resources Criterion**

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

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Allocation Decisions:** There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, and the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions. The school leadership and staff are involved in the resource allocation decisions.

**Practices:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

**Facilities:** The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes, the educational program, and are safe, functional, and well-maintained.

**Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**Well-Qualified Staff:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**Long-Range Planning:** The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

The human, material, physical and financial resources are sufficient to support the TEC students in achieving the academic standards, college and career readiness standards and schoolwide learner outcomes. The district' LCAP, LEA Plan and other plans defines a layer of additional services necessary to ensure that all students are successful. To ensure that students at TEC are successful the district provides additional human capital. TEC has additional teachers to support small classes and individualized instruction. TEC has a full time aide, full time counselor who provides guidance, college and career and social emotional support. TEC is also provided a part time school psychologist

Material and physical resources are adequate to ensure high quality learning for TEC students. Facilities are maintained. TEC has a library located in the multipurpose room area. Classroom are equipped with laptop carts, smart boards and document viewers. Teachers have access to their own PC. The district uses ARIES as an SIS to allow teacher to document grades and credits, students and teachers to view student grades. There is a new for additional reporting that students, parents and staff a precise view of where the students for grades and credits.

Beyond the extra staffing the school district provides with TEC a small discretionary (\$15,000) fund that is used to make operational purchases.

## **CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- Clearly stated mission and vision statements that are congruent with schoolwide learner outcomes.
- Representation from parents and students as part of an annual review of mission/vision, learner outcomes, and SPSA goals.
- 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.
- The SPSA is aligned with the district's LCAP. The SPSA goals are correlated to achievement data relevant to a continuation high school.
- Effective internal process for communication and collaboration

- Adequate facilities, including a new space designated for a library.
- Adequate instructional materials and support to update technology as needed
- Highly qualified staff
- Significant support for professional development
- Long-range vision that consistently reviews data and reflects on best practices as part of the development of the SPSA and LCAP.
- TEC staff accomplishes a great deal with a small (\$15,000) budget.

**Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- Increasing its partnership with members of the business community.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- WASC Self-Study Report
- Single Plan
- LCAP
- Staff meeting minutes
- Site Budget
- Collective Bargaining Agreement (outline evaluation process)
- LEA Governing Board Policies

## CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Educational Research and Thinking:** The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**Academic and College- and Career-Readiness Standards for Each Area:** The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program, and where, applicable, expectations within the courses that meet the UC “a-g” requirements.

**Congruence:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Student Work — Engagement in Learning:** The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**Accessibility of All Students to Curriculum:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

**Integration among Disciplines:** There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**Curricular Development, Evaluation, and Revisions:** The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

**Policies — Rigorous, Relevant, Coherent Curriculum:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Articulation and Follow-up Studies:** The school articulates regularly with feeder schools and 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.

Travis Education Center (TEC) has designed a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career readiness standards, and the schoolwide learner outcomes. The school has made significant strides in curriculum through the use of current educational research in all subject areas to maintain a viable and meaningful instructional program for students. All courses are aligned with the new Common Core State Standards. Students in all subject areas are subject to a relevant and rigorous research-based class activities which aims to develop higher order thinking skills, analytical thinking, and logical reasoning among all students. There is enough evidence that the teachers follow the state standards and the expected schoolwide learner outcomes when planning and teaching course

content. Independent thinking, cooperative learning, academics preparedness, responsible citizenship, and effective communication are given emphasis and remain to be the ultimate goal for each lesson.

From observation, interview, and class work samples, it is evident that there is a congruence between the actual concepts and skills taught, the academic standards per subject area, and the expected schoolwide learning results. The students are actively engaged in class activities, be it in a whole class activity or small group activity which demonstrate the implementation of a standards-based curriculum in each subject area. In addition to providing both one-on-one and small group instruction, TEC provides an online credit recovery program through a fully accredited distance learning program called Cyber High.

Based on the self-study report and teacher interviews, it is not clear how integration of concepts across disciplines is done. Although this is an area of growth identified because there is no formal process or procedure on how it implemented, the staff informally collaborate and discuss how topics taught in their respective subject areas are related. Course syllabi, class work samples, and projects reveal some extent of integration across curriculum.

Curricular integrity, reliability, and security are maintained by the integration of outsourced curriculum into the program. TEC staff uses a significant amount of supplemental materials to support their curriculum. A number of online resources which includes NYT.com, CNN.com, PBS.com enhance students' learning and improve classroom engagement. Supplementary reading materials are also being used and proved to be beneficial in all subject areas especially when doing their research.

TEC assesses its curriculum and evaluation processes in all subject areas. Graduation requirements, credits, homework and grading policies are regularly reviewed to ensure academic success and meeting students' need for graduation. All stakeholders participates in the review process. This is done through survey and SPSA meetings. The school site council which helps in the planning and approval process for school programs is composed of parents and students.

TEC has established a strong relationship with local community colleges and vocational schools to help students transition after high school. Students interview reveals that their career choices are greatly affected by their elective courses and career programs.

## **B2. Access to Curriculum Criterion**

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Variety of Programs — Full Range of Choices:** All students have opportunities 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.

**Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**Monitoring/Changing Student Plans:** The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

**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.

Travis Education Center provides opportunities for all students to pursue their academic, personal, and school-to-career goals. Students who graduate from TEC have the choice to attend community college, vocational college/technical school, and many other choices.

Parents, students, and staff collaborate in developing and monitoring students' progress to ensure academic success. With the counselor's assistance, parents and students are involved in developing a personalized credit sheet which outlines the courses needed for graduation. The personalized credit sheet is monitored regularly by the counselor to ensure that the required number of credits to be earned for a given period as initially determined are met and that all the students are on track for graduation. Every 4-5 weeks, the principal meets with staff to review academic progress.

Students with special needs are given additional supports through regular IEP and SST meetings which are designed to meet their needs, while keeping with their academic and career goals.

### **B3. Preparation for Career and College Criterion**

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and be prepared for success in college, career, and life?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Real World Applications — Curriculum:** All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

**Meeting Graduation Requirements:** The school implements academic and college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Students at TEC have access to a rigorous, standard-based curriculum that is designed to help every students meet graduation requirements and provide opportunities to explore the real world application in connection to their educational interest. Transitioning to common core standards has changed significantly the type of rigor students are experiencing at TEC. Lessons are now more students-centered and more opportunities for explorations are accorded to the students. These changes have helped students acquired skills that are needed for academic success. TEC also put more emphasis in the development of non cognitive skills which are great predictors to future success.

Students at TEC are offered a variety of courses and experiences beyond the classroom which are designed to inspire and support their future career endeavors. Various strategies are used to help students make a smooth transition from high school to post-high school. Students are encouraged to

pursue community college and other programs available after graduation. TEC also offers elective classes which provides access to opportunities for career explorations. Guest speakers from Academic, Vocational, and Military Institutions are invited to give insights on what career the students may want to pursue. Students are given the opportunity to gather information and learn about post-secondary educational options through this programs.

The school employs a variety of instructional strategies to help the students meet all the academic requirements for graduation. Support to students that need to pass the CAHSEE ELA and MATH are given preparation course through an online resource called Shmoop. As indicated in the report, the greatest success indicator at TEC is the graduation rate which is above 90% and a high passing rate in the CASHEE, both ELA and Math.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

1. Standards based instruction in the core subject areas, with opportunities for rigorous on-line credit recovery as well, resulting in a high rate of graduation.
2. Effective and efficient process to develop academic plans for students, monitor those plans regularly, and include parents and students as partners in the process.
3. Programs, activities, requirements, resources, and curriculum that supports transition planning for college and/or career
4. Congruence between the schoolwide learner outcomes, standards in each course, and actual concepts and skills taught
5. Processes are in place to review efficacy of the curriculum and to ensure student needs are met, including a master schedule driven by student need, a wide variety of elective options, and courses that are accessible to all students
6. Rigor is calibrated to the needs of at-risk, alternative education students and is prescribed based on student ability level and need
7. TEC has transitioned to Common Core State standards which increases rigor in all academic activities in every course.

### **Key issues for Standards-Based Student Learning: Curriculum (if any):**

1. Articulation meetings with the comprehensive high school, particularly in the core subject areas
2. Professional development that allows TEC teachers to observe best practices at other schools
3. Efforts to support students in working at their ability level rather than being satisfied with earning the credits with a low grade.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the**

**following:**

- Individualized Educational Plan / SST/ Personalized Academic Sheet
- Graduation/ CAHSEE Passing Rate
- School courses of study and TEC's SLO's
- Support classes for the math and English portion of the CAHSEE
- Staff, student, parent surveys
- Student class work samples
- Student transcripts, graduation rates
- Staff observations and reports
- Student work that demonstrate higher order thinking that can be applied to real life situations and experiences
- Self study reports by TEC staff that indicate the work that has been done in terms of realigning all courses to the common core state standards
- Dialogue with students, staff and community members and stakeholder meetings.
- Direct observation of instruction during class.



## CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

### C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Results of Student Observations and Examining Work:** The school's observations of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

**Student Understanding of Performance Levels:** The students know the standards/expected performance levels for each area of study.

**Differentiation of Instruction:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Travis Education Center has implemented a variety of instructional strategies to achieve the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. Students are exposed to rigorous classroom activities designed to enhance learning. Differentiated instruction is given emphasis in all subject areas to meet the needs of all students of varying levels of understanding. Small group discussion, brainstorming, and Socratic seminar are used to enhance learning in different situations. Various programs are also in place to meet graduation requirements for special education students.

Travis Education Center also offers other means of credit recovery programs such as online classes which provides the same rigor and challenging activities as the usual classroom set-up. Learning objectives and classroom instruction are aligned with Common Core Standards in all classes. There is evidence that the teachers follow the state standards and the expected schoolwide learning outcomes when planning and teaching course content. The staff has made a uniform effort to make students aware of the standards being taught, most teachers write the learning objective on the white board on a daily basis so that standards being taught are communicated with the students on a regular basis. Students are made aware of the standards they are expected to achieve. TEC self study report identified that this is an area of growth to be given consideration.

### C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Knowledge:** Teachers are current in the instructional content taught and research-based instructional

methodology, including the integrated use of multimedia and technology.

**Teachers as Coaches:** Teachers work as coaches to facilitate learning for all students.

**Examination of Student Work:** Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, and debates and inquiries related to investigation.

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

**Real World Experiences:** All students have access to career awareness, exploration, and preparation that may include such activities as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications..

All the teachers at Travis Education use effectively a variety of strategies including multimedia and other technology in the delivery of the curriculum. Having participated in different professional development activities and having access to research online, teachers are able to develop and use a variety of instructional strategies to make the curriculum relevant to students' diverse backgrounds and learning styles.

Student projects and classroom activities are designed to promote higher level thinking skills in all classes. Student work samples and projects are displayed inside the classrooms. Evaluated for accuracy, content, and format, these examples of student work demonstrate structured learning, and show that students are equipped with knowledge and tools for research-based projects. TEC also provides other means of learning experiences in addition to using the required textbooks and other reading materials. Student at TEC are exposed to real life activities by participating in fieldtrips, visits to community colleges, attendance to career options classes, and many others. Classroom observations reveal that technology is infused or integrated in all subject areas. Students use technology to complete their projects. All classrooms are equipped with white boards, document cameras, LCD projector, and printers. Teachers and students told the visiting committee that these features have enhanced their teaching and learning. TEC has acquired computers for classroom use. Students use these computers to write their essays, make research, and all other projects in all subject areas. TEC is technologically equipped as evidenced by the many computer-based software and similar tools being used in all classes. Students use technology in completing their projects in most classes.

**CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION****Areas of strength for Standards-Based Student Learning: Instruction (if any):**

1. Teachers use a wide variety of instructional strategies.
2. Teachers differentiate instruction to support the diverse learning needs of the TEC population.
3. TEC staff heavily focuses on life skills, character development, “real world” application of information, and career readiness.
4. Teachers use technology as part of their instruction.

**Key issues for Standards-Based Student Learning: Instruction (if any):**

- Teachers stating the learning objectives and reviewing the standards to be taught prior to introducing a unit of instruction or an individual lesson.
- Increased opportunities for students to use technology as part of their learning, particularly in mathematics and social science.
- A focus on higher levels of achievement that result in students working at their ability level rather than students focusing on earning a credit with minimal effort.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Students interview.
- School-wide learning outcomes and curriculum guides, and core academic standards.
- Curriculum-embedded assessment and teacher-made test
- Integration of technology in all subject areas
- Lesson plans, student work samples
- Professional Development

**CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY****D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion**

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Monitoring and Reporting Student Progress:** There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Parent/Community and Student Achievement:** The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular

program.

**Monitoring of Student Growth:** The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Basis for Determination of Performance Levels:** The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Staff utilize summative tests, observation, discussion, and projects for assessment. The English teacher uses rubrics for writing assignments, including essays. Some teachers also use class presentations as well. Staff also reviews credit recovery data on a quarterly basis, reviews GPA's annually, state testing data, and reviews data related to attendance and suspensions annually as well.

All teachers use an on-line portal called Aeries Gradebook to track and report student progress. Parents and students access this portal to monitor progress. Aeries is updated on a daily or weekly basis, depending upon the teacher. Teachers work together with students 1:1 to discuss progress and also make phone calls or email parents as needed. Parent conferences are scheduled every 4-5 weeks (or as needed) when students are not making adequate progress. The staff reviews achievement data every 4-5 weeks to determine which students would benefit from a parent conference.

TEC's schoolwide learner outcomes include college and career readiness and achievement of the academic standards. TEC strives for students to accomplish the following:

- Independent 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
- Cooperative Learners and Workers work well with others in a group listen to others and discuss issues appropriately
- Academically 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
- Responsible 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
- Effective 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, non-cognitive skill development (character strengths), attendance data, and suspension data.

The varied achievement data includes school wide quarterly credit recovery, grades, GPAs, and CAHSEE scores. 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.

## **D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Appropriate Assessment Strategies:** Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**Demonstration of Student Achievement:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

**Curriculum-Embedded Assessments:** The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

**Student Feedback:** Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

**Modification of the Teaching/Learning Process:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

TEC teachers use individual grading standards as a basis for student grades, assessing performance levels, and gauging student growth. The impact of this practice is that students are subject to varying standards for what constitutes A-level, B-level, C-level, D-level, and F-level work in each class.

Some teachers report that their standards in elective classes are not as they are in the core subject areas. There is currently no agreement amongst the teaching staff regarding general grading standards or a universal criteria for the basis of grades. TEC staff has expressed interest in developing a schoolwide rubric that explains what each letter grade represents, regardless of the subject or assignment. TEC staff does interpret student progress by comparing student achievement at the comprehensive school site. Since most TEC students arrive credit deficient, TEC's high graduation rate and CAHSEE pass-rate is indicative of student growth.

TEC offers credit recovery through a fully accredited distance learning program called Cyber High. The core subjects are "a-g" approved. Only seniors (or juniors who plan to graduate early) are eligible to access Cyber High and must be authorized by the counselor before taking a class on-line. The level of rigor required by Cyber High is a significant challenge for most TEC students. Students are able to work on Cyber High at home, but are required to take the final exam for each unit at school. Students have the option of staying after school, where a teacher is available to help them from 2pm to 4pm, Monday through Thursday.

TEC teachers use a variety of formative and summative assessment strategies to evaluate student learning. TEC teachers report that their lesson objective determines their assessment strategy for an assignment or a lesson. For example, Common Core mathematics requires students to use their math knowledge for a real world application. 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 English teachers use rubrics for writing assignments, including essays. Moreover, all students complete a portfolio as their final credit before graduating. 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.

TEC teachers use performance tasks in many courses to assess student learning. Class presentations, Socratic Seminar, video/PowerPoint presentations, and other forms of public speaking are methods by which students are assessed in most classes, particularly English classes. In mathematics classes, students use a Common Core standards-based book that requires performance tasks, allowing the students to apply their mathematics knowledge in real-world applications.

On an individual basis, teachers consistently dialogue with students about their academic experience at TEC. Teachers report that they use this information, along with assessment results, to determine what changes to make in their instruction and what topics to reteach 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 also happen as part of the Service Learning (leadership) Class. The principal typically meets with the Service Learning students annually to gain some insight into their perceptions of the efficacy and quality of the TEC program, particularly for the LCAP development process. Moreover, the school counselor meets with TEC Ambassadors (a group of students who represent the voice of the student body) to discuss their perceptions of the efficacy and quality of the TEC program.

Both individual student results and aggregate results are reviewed on an on-going basis. 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, CASHEE pass rate, attendance data, suspension data, and perception survey data. In 2015, 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 quality work and academic preparedness for college & career. As such, the TEC staff is exploring how to best promote both credit recovery and a focus on high quality work.

### **D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Assessment and Monitoring Process:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, and parents.

**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 process.

TEC has a strong system for student and parent involvement regarding student progress. Aeries Gradebook, the online teacher gradebook, allows for parents and students to track progress on a daily basis. Teachers update grades on a weekly basis, if not a daily basis. Progress reports are mailed at mid quarter and report cards are mailed at the end of each quarter. Those students in danger of not meeting the minimum benchmarks for quarterly progress are identified at the progress report period and a parent/teacher conference is scheduled to discuss concerns.

Those students not meeting the minimum requirement at the conclusion of the quarter are placed on Academic Probation and another parent meeting is scheduled to discuss expectation for Academic Probation and implications for not successfully adhering to the terms. Monitoring credit recovery and parent/student contact are systemically ingrained in the TEC process. To support students in monitoring their own progress, the TEC counselor meets with students on a quarterly basis (minimum) to update their “credit sheet.” This credit sheet is the mechanism by which students track their progress. The TEC counselor consistently meets with students to evaluate progress and changes their schedules when it is time to move into a new course

#### **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

TEC staff uses a professionally acceptable assessment process to analyze and report student performance. The basis for determination of grades is an area of growth, since TEC has not developed a general school rubric for each letter grade. TEC staff uses standards-based assessment data to evaluate the academic program and make changes that will improve learning outcomes. A variety of assessments are utilized to evaluate learning, including performance tasks that incorporate real world scenarios. Teachers use assessment data to reflect on the quality of their instruction and the quality of their assessments.

**Prioritize the strengths and areas of growth for Category D.**

**Standards-based Student Learning: Assessment and Accountability: Areas of Strength TEC staff agrees that its areas of strength related to assessment and accountability include:**

1. Varied methods and forms of assessment and evaluation of student learning
2. Monitoring student progress on a consistent, systematic basis
3. Reporting assessment data to students and parents
4. Involving students and parent in the process to evaluate learning and growth
5. Using assessment data to influence changes to curriculum and instruction

**Standards-based Student Learning: Assessment and Accountability:**

**Areas of Growth TEC staff agrees that its areas of growth related to assessment and accountability are:**

1. A general rubric for each letter grade that is used by all teachers for all classes when evaluating the quality of student work
2. Involving the business community in decisions that influence expectations of students
3. Purposefully considering the schoolwide learner outcomes (ICARE) when developing courses, curriculum and assessments
4. Increasing opportunities for new students/parents to learn about the expectations of the TEC program when a student enrolls later in the year.



## CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

### E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Regular Parent Involvement:** The school implements strategies and processes for the regular involvement of family, business, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs, and online students.

**Use of Community Resources:** The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

TEC's school site council comprised of parents, teachers and students play an integral part in providing input regarding the academic program. They evaluate data and help to develop common goals for the school. Since 2012, the school site council included 3 parents and 3 students, as well as other staff members. 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 reach out to parents via phone or email regarding student progress or concerns. In addition, staff members send home postcards sharing positive character strengths exhibited by students.

After every progress report, the staff meets to determine whether parent/teacher conferences should be held to help prevent students from qualifying for Academic probation. Parent meetings are a common occurrence at TEC to further support student success, comprising of IEPs, 504s, SSTs, parent/teacher conferences, and academic probation meetings. TEC has quarterly award ceremonies celebrating positive attendance, credit recovery and characters strengths; parents are invited and many attend.

Within the first few weeks of school, TEC holds a Back to School Night, in the evening, to provide detailed information regarding the expectations of the program. Much of the school's information can be found on the TEC website which is continuously kept up to date with on-going information and student recognitions. If a parent is in need of an interpreter for a meeting the school district is able to provide one. There are two additional major events that are hosted by TEC. The annual Thanksgiving feast is enjoyed by students. Families are also invited to this school-wide potluck. In February, there is a multicultural feast, where students and families are encouraged to participate and share in different cultural or favorite family dishes.

TEC's annual College & Career Fair provides an opportunity for local businesses, industry, and surrounding colleges and trade schools to meet with students and share information about their

programs. Community participants increase every year. TEC has a growing partnership with Solano Community College (SCC) . SCC has provided support by participating in the annual College & Career Fair. SCC has also committed to sending a representative to give presentations for TEC seniors, as well as walk them through the various steps for registration. In October 2014, TEC students attended a field trip to Solano Community College hosted by Travis Credit Union and the California Student Aid Commission. The trip was for students that were eligible for Cal grants. Teachers have also invited guest speakers to present in their classrooms about various programs or topics. Some examples of presenters in the 2014-15 school year were: SRO Officer Pena, the Domestic Violence organization, Job Corps, and The Art Institute.

## **E2. School Environment Criterion**

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

**High Expectations/Concern for Students:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Atmosphere of Trust, Respect, and Professionalism:** The school has an atmosphere of trust, respect, and professionalism.

The TEC main building and campus are regularly kept clean by both custodian and students in the Service Learning class. Procedures are in place for bathroom usage throughout the day. TEC's main building is regularly used for district training events as well as monthly board meetings. Due to the small campus size, teachers and staff are able to monitor the campus during breaks. During lunch there is a staff member that supervises the outdoor campus while the principal supervises inside the main building.

TEC has had on-going challenges with vandalism inside the boy's bathroom. As such, the bathroom remains locked and is only opened under the supervision of a staff member. In addition, the mirrors, paper towels, and garbage cans were permanently removed from the bathroom, and toilet paper is made available in the office as needed. Although the principal has met with all of the boys and the TEC ambassadors regarding the issue, and occasionally will allow for the bathroom to remain unlocked, additional vandalism always leads to imposing the precautions stated above.

Keeping aligned with the School Safety Plan, panic buttons were installed in two classrooms and two in the main building. There are regular drills to practice the variety of crisis that can occur i.e. lock down, fire, earthquake. As part of the Safety Plan, surveys are given to both the staff and students on a yearly basis in order to ensure that students and staff members are able to share additional

concerns. In regards to computer usage, the district has internet filter and the school has a Computer System and Network Policy that is included in the student handbook. Teachers also monitor student use of computers and address any issues of inappropriate uses. TEC goes through great lengths to ensure that the environment is one that is caring and respectful. Diversity is embraced and promoted by the staff at TEC. There are many opportunities to promote this acceptance and tolerance via Socratic Seminars and debate topics. There has been a strong emphasis on character development where social intelligence is just one of the 7 traits that are recognized. Monthly, the staff recognizes students who are exhibiting certain traits by awarding them a super character cape to wear for the day.

The small nature of the classes allow for teachers to properly make these assessments and evaluate where students are performing. Albeit the expectations vary, students tend to have a minimalist attitude and their own expectations of themselves tend to be low. TEC wants to address this mindset amongst students. TEC has minimum benchmarks set in order to best monitor students' credit recovery towards 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 benchmark by just a few credits they are still sent a "slow progress" letter in the hope to prevent future Academic Probation status.

Furthermore, should Academic Probation not bring enough support or attention, the student is then referred to the Student Attendance Review Board (SARB) to determine whether there are additional supports or options to better suit the student's needs.

TEC staff is fortunate to be able to informally meet on a regular basis at the end of the day to debrief about students. This is a way for them to share information quickly and address any immediate concerns.

### **E3. Personal and Academic Support Criterion**

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school?

To what extent are these enhanced by business, industry, and the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Adequate Personalized Support:** The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling, and academic assistance, including an individualized learning plan.

**Direct Connections:** The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

**Support and Intervention Strategies Used for Student Growth/Development:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of

student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

**Support Services and Learning:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**Equitable Support to Enable All Students Access to a Rigorous Curriculum:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

**Co-Curricular Activities:** School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and schoolwide learner outcomes.

**Student Involvement in Curricular/Co-Curricular Activities:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

TEC's full-time counselor is available to provide social/emotional and behavioral support. Students are referred by the principal or staff on an as needed basis. Additionally, there are students who have IEPs that receive services with the school psychologist. The school psychologist is on campus once per week. TEC has a full time counselor who is able to deal with social emotional issues that occur throughout each day. The counselor and staff are familiar with all mandated reporting and referral processes in order to keep students safe and focused on their academic progress. In addition, students and staff members generally have a positive rapport; students are quick to share concerns with staff. It is common that teachers are the first to become aware of issues and are quick to reach out for assistance in order to help connect students to appropriate resources. In the beginning of the year, the counselor meets with each student to develop goals for the future. Dependent upon their individual goals, the counselor will plan accordingly to place students on the best path to meet those objectives. Their goals do not only relate to academic accomplishments but also social emotional goals and job preparation. This is an opportunity for the counselor and student to explore future options and resources.

TEC has implemented a character development program that helps connect academic standards, career-readiness, and social emotional support for each student through 7 character strengths: grit, optimism, gratitude, curiosity, self-control and social intelligence, and zest. All of these aspects are interrelated and are an integral part of our student learner outcomes. The general goal is to have students leave TEC with an overall understanding of their strengths to help them achieve their personal and academic goals.

Smaller class sizes enable teachers to quickly determine the abilities of their students. Not only are teachers able to identify under-performing students, but overachieving students as well. TEC is also known to provide a safe and accepting environment for students with high emotional needs. Often, teachers are able to follow-up and communicate with each other to quickly identify whether students are struggling throughout their subjects. Student files may be reviewed by the teacher to investigate and gather further information. An SST or parent meeting follows to create an action plan that may include testing or referral for more assistance. This type of collaboration happens often and tends to be informal until a meeting occurs. An SST meeting includes the parents, student, teachers, principal, counselor and school psychologist.

TEC is the quintessential program for students seeking an alternative setting. Teachers and staff do their best to ensure that individual needs are being met, from alternative assignments to scheduling classes that best fit the student's goals. The variable credit system allows for students to earn credits individually; often students have not been successful in a traditional "all or nothing" credit system at the comprehensive site. At TEC they find it more gratifying and motivating to earn credits immediately.

TEC is considered an accelerated program where students can earn up to 130 credits in a year, opposed to the 60 credits at a traditional site. The academic program is based upon a quarter system with an alternating block schedule, allowing students to earn 32.5 credits a quarter. If they do not earn all their credits in a class, they are given future opportunities to repeat the course, if they are a senior they can opt to take the course on Cyber High (and accredited online course); additionally, summer school is an option if the class is being offered.

The quarter system allows for more opportunities to offer the required courses for graduation. The student-driven master schedule is based off the counselor's review of student transcripts after every quarter. Courses offered are based off what is needed most. TEC students can also earn credits from being employed. Students can earn 1 work experience credit for every 15 hours of employment, which is verified by the student providing their pay stub to the Work Experience teacher. The TEC staff encourages students to pursue job opportunities especially when students have more time available with the absence of homework. The same concept is in place for internships, including community service, where students can earn credits for hours of service, with a cap of 20 credits.

The TEC program provides a multitude of electives to meet these standards. There is not a focus on advance 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 classes such as Business Math, Guidance and Transitions. Career readiness, resume building, and interview skills are taught in Work Experience.

A Personal Finance class has been implemented as well. Service Learning serves as TEC's "leadership" class. This class is based on servicing the school's co-curricular activities such as the Thanksgiving feast, spirit week, and other schoolwide events. There is a TEC ambassadors group that helps provide feedback to teachers and staff regarding school culture.

Although TEC students are not able to participate in league sports they still have the good fortune of being logistically close to the neighboring high school where they are allowed to attend their sporting events. TEC students often play sports during their lunchtime, as TEC provides a basketball court and grass area for football. TEC seniors are able to participate in all of the senior activities that occur, the senior trip and sober grad night. Additionally, the students are invited to the Vanden prom.

Vanden High School counselors work together with the TEC counselor to coordinate and share information regarding schoolwide events such as Cash4College nights and job fairs, as well as other information that may be beneficial for all students

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

TEC uses a variety of effective ways to involve parents throughout the school year. Teachers and staff often communicate with parents via emails and phone calls. Parents are invited to most school wide celebrations and awards. Parent participation on the School Site Council is integral for providing the school a balanced perspective on information.

Although TEC has a growing College and Career fair and a working partnership with Solano Community College and Center Elementary, the staff agrees that more can be done to involve local businesses with the school. There can be more opportunities for field trips, job shadowing or internships. Additionally, TEC will explore bringing in more guest speakers to share relevant helpful information in regard to post high school opportunities and pathways. Students attest that they feel safe while on campus based on the school's safety survey.

The campus is small enough where teachers and staff are able to efficiently supervise the areas. Panic buttons were installed in two of the classrooms and main building and the school practices emergency drills throughout the year as required by the district. Other than the vandalism that occurs in the boy's restroom and has been dealt with accordingly, the rest of the school campus is kept clean. The service learning class and custodian do a great job with keeping litter off the grounds and classrooms clean. The main building and classes are well maintained. The staff knows how to go through the appropriate channels should they find a maintenance problem.

TEC staff is pleased with the school's newer computer lab and laptops with up to date computers and operating systems. The school has effective procedures to deal with any internet infractions as well as relaying the internet safety policies to students and families. Providing a safe and accepting environment is definitely a strength at TEC. The "family like" school helps students and staff build trusting and respectful relationships. The teachers have high expectations for each of their students in both the academic realm and character development. Although it is well known that students vary in ability, all TEC teachers want students to strive to reach their highest potential. This is an area of growth for the TEC student culture.

The staff has agreed that student expectations of themselves and the mindset of "just getting by with Ds" has to change in order to address the academic preparedness learner outcome. TEC is fortunate to have multiple support services. The presence of a full time counselor, school psychologist, and MSW intern have shown to be very beneficial for the school. The teachers also do a great job with identifying when students are in need of assistance both in the academic arena and social emotional well-being. All of these services and individual supports are connected with providing students with the best supports so they can achieve the schoolwide learner outcomes.

The staff agrees that the overall goal is to have TEC students leave as: Independent Thinkers, Cooperative learners, Academically Prepared, Responsible Citizens, and Effective Communicators.

Given the graduation data, TEC does a great job with getting students to the finish line. Teachers work feverishly to provide students opportunities to earn credits, often providing extra time, allowing for alternative assignments and providing constant recognition for jobs well done. Being pre-emptive about holding meetings with students and parents when they are not earning credits to their potential is an additional strategy to get students to graduate on time. Even with all these great efforts there is still the question of whether the students are as Academically Prepared as we expect them to be when they graduate. Are TEC students ready for the rigors of the real world? The teachers and staff agree to delve further to address this critical learner need. One way great start is implementing the Character Development research of Dr. Angela Duckworth (grit) and Dr. Carol Dweck (growth mindset). TEC students are very aware of the absence of sports teams, however, they have that understanding when they agree to attend this school. The staff works diligently to create a positive school culture with fun activities throughout the year. This is very evident by the end of the year slide show and multitude of schoolwide events that occur. The TEC ambassador's group has been an additional asset to gain student input and perceptions on how to better their campus.

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

1. Parent involvement and communication is done in a number of fashions and parents are appreciative of the support their children receive.
2. Processes are in place to keep students safe during emergency situations. There is effective campus supervision due to the small school size. The school's buildings and classes are well maintained by the custodian and district maintenance.
3. TEC is proud of the fact that they are referred to as "TEC family". Everyone works hard to be accepting of all students. Relationships are honed to create an environment where students feel comfortable and trusting.
4. The school is fortunate to have a full time counselor and part time psychologist (who is readily available with a phone call). When students are in need of support the staff is able to connect them to the appropriate resource.
5. Co-curricular needs are supported and continue to be an item to expand. When offered the Service Learning class works hard to put together fun activities throughout the year. The implementation of the TEC ambassadors has allowed students to have a voice and allows for students to be more active in their school culture.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**

**Areas of Growth: TEC staff agrees that the following are areas of growth.**

1. TEC has growing partnerships with local community colleges, students would benefit from increased access to community businesses and industry in order to expose students to relevant, real work experiences.
2. Continue the high expectations of students to work at their individual potential, but re-evaluate ways to promote student aspirations to earn high grades rather than just earning the credit.

## **Part B: School Wide Strengths and Critical Areas for Follow-up**

**Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.**

TEC has a defined Vision, Mission and Schoolwide Learner Outcome which support continuous improvement and student success. The staff is experienced, highly qualified and demonstrates and orientation toward ongoing improvement through professional development and collaboration both with colleagues at TEC and Vanden High School. The school is well situated with demonstrated support from district to ensure that TEC students graduate prepared to take advantage of a variety of post-secondary opportunities.

The visiting commends the TEC leadership team, instructional staff, support staff, parents and students for engaging in a rigorous analysis and reflection of the area's growth and major school wide areas of strength. In their analysis the school community used a variety of tools including parent and student surveys, classroom observations, analysis of student achievement and climate data and review of student work samples. It is evident that their process was both collaborative and inclusive.

TEC's self study represents a complete evaluation of the school program including the school's academic programs and interventions. TEC's self-study report, evidence presented and stakeholder testimony and visiting committee member observations affirms the school wide areas of strength and critical areas for follow up.

### **School Wide Areas of Strength**

1. Graduation Rate
2. Emphasis On Professional Development
3. Character Development Program
4. Strong guidance program with academic probation, college and career components
5. Student driven master schedule with diverse elective options.
6. Strong District Support

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. The following list of critical areas includes growth areas identified and addressed in the self-study and school wide action plan and additional areas identified by the Visiting Committee.

### **Schoolwide Critical Areas for Follow-Up**

1. D/F rate as relates to academic preparedness
2. Financial Literacy as it relates to responsible citizenship

In addition, the Visiting Committee has identified areas that need to be strengthened:



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.
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)
4. Explore additional enrichment activities (ie. intramural, clubs, etc.)
5. Continue to develop the frame of TEC as a School Of Choice

## Chapter V: Ongoing School Improvement (1–2 pages)

### Include a brief summary of the schoolwide action plan

The school's Single Plan for Student Achievement (SPSA) is developed based on a self-study process that is aligned with district LCAP goals and the WASC goals.

The district's LCAP goals are:

1. Improve academic achievement for all students
2. Provide positive, nurturing environments at all schools
3. Engage students in rich, relevant experiential learning
4. Involve parents as partners

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

1. Improve student achievement on pace of credit recovery and quality of student work.
2. Improve student attendance and behavior, thereby reducing the incidents resulting in suspension and lost instructional time.
3. Increase opportunities for students to use technology, develop financial literacy, and develop post-secondary plans.
4. Provide opportunities for students, parents, and community to collaborate in supporting student success.

### Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up

**Goal #1** The Visiting Committee found that goal 1 and its associated actions and tasks sufficiently address the elements of critical follow up area #1. The actions and tasks of goal 1 call for staff to engaged in research based best practices such as critical reflection, peer observation, collaboration and articulation. These actions steps will encourage staff to increase their capacity to engage in high quality instruction through productive struggle. However, the actions are within the staff's zone of proximal development. Overall these actions are goal oriented, addresses critical follow up area 1 and are aligned with the district LCAP goal 1.

**Goal #2** The Visiting Committee found that goal 2 and its associated actions and tasks sufficiently address the elements of critical follow up areas #1 and #2. The tasks and actions associated with increasing attendance and decreasing suspensions will increase student opportunity to learn. Increased opportunity to learn is associated with increases in student achievement. These actions address critical follow up area #1 and the district's LCAP goal 1. The actions and tasks of goal # 2 also addresses the drivers of critical follow up area #2. Also, actions items like Character Development employ research based strategies that associated with increases in students sense of self-efficacy and personal responsibility. Overall, goal #2 addresses the needs of critical areas #1 & #2 and is aligned

with the district's LCAP goal #2

**Goal #3** The Visiting Committee found that the tasks outlined in goal 3 explicitly addresses the components of critical follow up area #2. The actions items outlined in goal #3 outline a whole school approach where the principal, counselor, staff and students are called upon to take action steps to support both the financial literacy and personal responsibility elements of critical area #2. Students are engaged in learning activities that promote personal responsibility through the medium of financial literacy. The learning experiences defined by these task promote the use of technology, the development of hard and soft skills and the development of applied problem solving skills. The actions that define goal #3 are address critical follow up area #2 and are aligned to the district's LCAP goal #3.

**Goal #4** The Visiting Committee found that goal 4 and its associated actions and tasks directly addresses the elements of critical follow up areas #1 and #2. Parent engagement is an critical important part of students achievement. Increasing opportunities for parent engagement supports parents in their efforts to support the students achieve at high levels. The actions outlined in goal #4 address this need. Also, the actions outlined in goal #4 support both critical areas by increasing student's exposure to other business and community members. The experiences promote college and career readiness. The actions of goal #4 address the critical areas for follow up and are associated with the district's LCAP goal #4.

### **Existing factors that will support school improvement**

TEC's leadership has a demonstrated commitment to deliberate and continuous improvement. Employing the frame of the growth mindset the leadership and the staff has engaged in an ambitious effort to rebrand TEC into a school of choice. Leadership and staff have demonstrated a commitment to student success in both the academic and the social emotional domain. Also, the school community is committed to supporting students in the transition to college or career. The school has an engaged parent community. Also, the is supported by a proactive district administration and governing board.

### **Impediments to improvement that the school will need to overcome**

TEC is well positioned to address all the elements of the schoolwide improvement plan. Leadership and Staff is experienced and committed to the school. Follow through on the outlined action steps is always an implementation challenge. Commitment to the organizational systems and the actions outlined in the schoolwide improvement plan is necessary to support ongoing improvement. Continued engagement from parents, community and business stakeholders is an ongoing implementation challenge. Deliberate efforts to support engagement will continue to need to be a priority of the school.

### **Soundness of the follow-up process that the school intends to use for monitoring the**

**accomplishment of the schoolwide action plan.**

The school staff and administration have demonstrated a sound follow up process in the implementation of previous action plans and in the development of the self study for this accreditation visit. The Visiting Committee commends the school leadership and staff for a follow up process that is sound and will support continued success for students at TEC.