TRAVIS EDUCATION CENTER
SELF-STUDY REPORT

2775 DeRonde Drive

Fairfield, CA 94533

Travis Unified School District

April 11 – 13, 2016

ACS WASC/CDE Focus on Learning Accreditation Manual,

2015 Edition

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:
1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
3. **The analysis of data about students and student achievement**
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/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 Self Study Process

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 on-line 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 principle 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 1st 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.

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

Prepare a student/community profile. Include data and findings for the following:
- **Demographic data, including the refined schoolwide learner outcomes**
- **Disaggregated and interpreted student outcome data**
- **Perception data summaries, if any.**

A. General Background History

1. Basic School/Community Profile Data

Travis Education Center (TEC) High School is the alternative education high school for Travis Unified School District. The majority of TEC students enroll in the TEC program to remediate credit deficiency that restricts timely graduation from the district's traditional high school. 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 5th 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 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.

2. 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, and scheduling assistance for each student's individual academic plan.

The TEC counselor meets with parents and new students for an intake briefing upon enrollment at TEC.   She reviews their academic records as well as all test scores, identifies areas of strength and areas of need, informs the student of their academic options at TEC, and helps the parent and student develop an individual academic plan. The counselor also meets with the students on a quarterly basis to insure the student is on track with their plan. When students are struggling, the counselor will arrange a student study team meeting or an Academic Probation meeting with teachers, parents, student, and the principal. These meetings provide an opportunity for teachers to share observations about the student's progress and behavior, and to work with the student and the parent to develop a plan for improved success. When necessary, the team will request special education testing. TEC students 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. Although the psychologist is on site only one-half day per

week for special education services, she can be called on for assistance if a situation requires her presence.   She meets with students who have her services listed in their IEP as well as students experiencing a crisis. Students who need greater, on-going intervention, may be referred for support by a Master Social Worker who is employed by the district.

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.

Position	Name	Highest Degree Earned	Credential(s)	Years in Education
Principal	Allyson Rude Azevedo	Master of Arts	Clear Single Subject: social science Administrative Services Credential, Tier II	15
Counselor	Janelle Preston	Master of Arts	Pupil Personnel Services Credential Preliminary Admin Cred.	9
Teacher Science & Electives	Liz Roman	Master of Sciences	Clear Single Subject (science)	19
Teacher Math & Electives	Douglas Ivie	Bachelor of Arts	Clear Multiple Subject Supplemental Authorization: math Housed for science	12
Teacher English & Electives	Rowena Kendall	Master of Arts	Clear Multiple Subject Supplemental Authorization: music Housed for English	19
Teacher RSP English & Electives	Marti Stralla	Bachelor of Arts	Clear Multiple Subject Clear Level II Education Specialist	10
Teacher Social Science	Sean Murphy	Bachelor of Arts	Clear Single Subject: Social Science Housed for science	13

3. Accreditation History

TEC received its first 6-year accreditation in June 2004, under Principal Stacy Burke. An additional 6-year accreditation was awarded in March 2010, under Principal Tom Newsom. Mr. Newsom passed away in June 2012, thereby causing a change in school leadership. In December 2012, during a 1-day mid-term review, a progress report was validated under Principal Allyson Rude Azevedo.

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.

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

I CARE

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

C*ooperative Learners and Workers*
- work well with others in a group
- listen to others and discuss issues appropriately

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

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

E*ffective Communicators*
- use technology creatively and effectively
- demonstrate social intelligence in varying situations

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

4. Local Control Accountability Plan (LCAP)

The district's LCAP goals are:

1. 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.

Parents and community members participated in the district LCAP process as prescribed by state law. The review of the LCAP and its application to TEC was done during the School Site Council meetings, where the Single Plan for Student Achievement was developed with contributions from staff, parents, and students. The School Site Council derived the four TEC goals from the LCAP, based on data. These goals are specific to the needs of the TEC population as evidenced by CAHSEE pass rates, transcripts, academic probation lists, attendance data, suspension data, truancy letters, SARB referrals, a student perception survey, and anecdotal/qualitative data from staff based on parent conferences and meetings. These same metrics will be used to assess our progress toward achieving these goals.

School Program Data
TEC's academic program is based on a block schedule. Students take a total of 7 classes each 9-week quarter. Students are enrolled in all new classes each quarter, allowing students to earn 32.5 credits each quarter, for a total of 130 per school year. TEC also offers 15 credits in summer school. TEC students are automatically enrolled in the 6 week summer school program.

Variable Credits

TEC uses a variable credit system, allowing each student to earn 1 credit at a time. This allows for students to reap the benefit of shorter periods of sustained effort. It is not unusual for TEC students to earn 3 out of 5 credits in a class (or some other fraction). In those cases, students are re-enrolled in that same class in a later quarter to make up the missed credits.   Once done with their singleton credits, those students are transferred to a different class to make up other singleton credits. The counselor is constantly monitoring these situations and makes the moves as needed, creating a lot of movement in and out of classes each quarter. Because of this process, teachers are adept at differentiating instruction to support students working on different credits.

Typically, students earn 1 credit in each class every 2 weeks. In many cases, the 5th credit is done independently. Other than the 5th credit, TEC students are generally not expected to complete work outside of school unless they are making up work from an absence or making up a credit from a class they have already taken, but did not complete.

Classroom Instruction and Work Completion

TEC classes are structured to support **direct instruction**, much like classes at a traditional high school. The most significant difference in the TEC curriculum is that it is paired down to include only enough information to teach the standards for each course. There is no busy work and limited supplemental enrichment. Since teachers are teaching a semester's worth of curriculum in only 9 weeks (quarter), they have created essential assignments, based on state standards, for students to earn each credit.

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

Courses Offered throughout the year

Mathematics	Science	English	Social Science	Electives
Pre-Algebra A	Earth Science A	English ½	World History A	Guidance
Pre-Algebra B	Earth Science B	English ¾	World History B	PE
Algebra 1A	Biology A	Basic English ½	US History A	Child Develop.
Algebra 1B	Biology B	Basic English ¾	US History B	Speech
Business Math A			Economics	Debate
Business Math B			Government A	Geography
Geometry A			Government B	Science Seminar
Geometry B				Careers in Edu.
				Psychology
				Health

				Work Experience
				Transitions
				Service Learning
				CAHSEE Prep
				Information Technology
				Sociology Seminar
				Internship
				English Seminar
				Journalism
				Music Appreciation
				Fine Arts
				Personal Finance (pending)

Each student is enrolled in a Guidance class. Each of the 4 Guidance classes maintains one of four foci: Socratic Seminar, *7 Habits of Highly Effective Teens*, Money Management, and Life Skills. Each quarter, the entire class moves to a different teacher. (rotating wheel concept) Those students enrolled at TEC all year are scheduled in all 4 focus areas to complete the rotation.

A typical TEC Student-Schedule

A Day (Monday/Wednesday)			B Day (Tuesday/Thursday)			Friday
P1	English ¾	(95 minutes)	P1	Biology	(95 minutes)	Alternates between A and B schedule every other week
P2	US History A	(90 minutes)	P2	Algebra 1B	(90 minutes)	
P3	Guidance	(30 minutes)	P3	Guidance	(30 minutes)	(shorter periods)
P4	Journalism	(95 minutes)	P4	Psychology	(95 minutes)	
8:30am to 2:20pm			8:30am to 2:20pm			8:30am to 1:00pm

Intervention Classes

Since all TEC teachers are CLAD certified, the few number of **EL students** are supported during the course of the regular course schedule. Currently, TEC has no EL students requiring a specific EL course. In the event that such a student enrolls, the student would be offered the intensive EL instruction by being dually enrolled at Vanden High School, where these classes are offered.

Students with **IEP or 504** plans are supported by the Resource Specialist who teaches a supported English course and also manages the IEP caseload. Before a student with

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an IEP is considered for a TEC placement, the principal closely reviews the student's level of necessary support and the student's history, and then makes a recommendation based on that information. The RSP teacher works closely with an Instructional Assistant who provides targeted support to students with an IEP or 504 plan. The TEC counselor manages the 504 caseload with the support of the principal and the school psychologist. IEPs and 504 plans are strictly managed based on statutory requirements for compliance. Moreover, the staff reviews the progress of students with an IEP or 504s at most staff meetings, where the case manager and counselor provide updates regarding support and where teachers can share information regarding student progress, modifications, and accommodations.

TEC is not a Title 1 school and therefore receives no additional funding for special programs. Further, TEC currently has no foster youth, migrant children, or homeless children. In the event that such a student enrolls, the district liaison is notified and appropriate services and accommodations are provided.

Seniors who complete the majority of the credits offered in the regular program day are eligible to enroll in the **Cyber High** program in the afternoon. Cyber High is a **computer based distance-learning** program that is self-paced and allows students to further accelerate their progress at a pace that suits their individual needs.   This program is also used to help students make up credits faster so that they are able to graduate early or on-time with their peers if they are significantly credit deficient. Cyber High is staffed by the TEC teachers who rotate to facilitate Cyber High in the afternoon. In acute cases, seniors are permitted to take Cyber High during the regular school day if they do not need a full schedule of classes to complete their graduation requirements. In all cases, the counselor meets with students and collaborates with parents regarding enrollment in Cyber High.

Preparing students for postsecondary college and careers

TEC provides students with a wide range of opportunities to support them in college and career readiness. When students enroll at TEC, the counselor meets with the student, and often the parent, to review the student's current academic standing and develop a plan toward a diploma. Additionally, the counselor meets with each student for a goal-setting meeting where postsecondary plans are discussed in detail. Following up with students each quarter, the counselor evaluates progress toward the identified goals and helps students with focusing on the next step in their plan. As students near graduation, the focus is more heavily geared toward college and career plans. The counselor provides support with navigating through the steps for financial aide, attending college orientations, and getting registered for community college or trade schools. For those students who are seeking an entry-level position toward a career, the counselor will support them in researching the requirements and the steps to access the entry-level positions.

TEC's partnership with **Solano Community College (SCC)** affords the students an opportunity to have direct access to Solano outreach-staff who come to TEC multiple times per year to provide presentations for our students about orientation, registration, assessment tests, and available programs at SCC. TEC's partnership with SCC started

in 2013 and has been helpful in closely guiding students through the college process, which is often an ominous & arduous process for most alternative education students.

For the last 4 years, TEC has also organized a College and Career Fair, attended by many local community colleges, trade schools, and representatives from various careers and industries. Additionally, TEC staff members participate in the fair by conducting mock interviews, career inventories, teaching students how to appropriately shake hands, succinctly introduce themselves, and how to dress for success at a job interview. All TEC students attend the College and Career Fair and provide written feedback regarding their level of participation.

Students are also required to submit a *senior portfolio*. The senior portfolio is intended to enhance students' learning experience at TEC by making them cognizant of what information will be vital as they prepare to enter the workforce and/or college. The portfolio consists of a resume and letters of recommendation. Along with a career exploration inventory, the portfolio includes records of attendance and grades, awards received and examples of their best work from school. Collecting these items as students are progressing at TEC allows them to measure their progress and also allows students to show potential employers or colleges what they are capable of accomplishing. Other required documents include a graduation speech, a scholarship letter, and, for early graduates, a word of thanks and encouragement to their peers.

To support students in completing their portfolio, students are enrolled in the Work Experience course where they are required to explore careers, complete a career inventory, write a usable resume and cover letter, practice completing job applications, secure letters of recommendation, and participate in mock-interviews. Students who are currently employed may also receive elective credits for their hours of employment.

The Transitions class also helps prepare students for post-secondary planning and preparation. A main focus of this class is to support students in making plans to transition to life after high school and is specifically intended to promote financial literacy. The curriculum includes information regarding how to apply to college/financial aid.

Job Corps presentations are made available to students as well, specifically targeting the most at-risk students who are motivated to learn a skilled trade and pursue higher wage vocation.

In January 2015, TEC began to offer a *Careers in Education* course that created a partnership with a local elementary school. Students enrolled in this class work in an elementary classroom, providing support to the teacher and working directly with students. Students have shown great enthusiasm about the opportunity to work with young children and have exposure to a career in education. TEC is actively exploring similar opportunities for students to get internship experience. Similar to the work experience credits students receive for hours of employment, TEC recently began to offer a new *Internships* elective. This course provides elective credits for student who are able to partner with a local business, school, or organization to gain career experience while interning. TEC continues to look for opportunities that will help students prepare for college and/or careers.

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Demographics

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%. 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 population as of December 14 is 56 students –

Race: 1.8% Pacific Islander, 23.2% black or African American, 55.4% white, 19.6% Intentionally left blank. **Ethnicity**: Of the students enrolled, 32.1% identified as Hispanic or Latino. We have 31 male students and 25 female students.

Other data: 38% of students qualify for free or reduced lunch.
          8% of students are military dependents.

The student population usually increases in January and can reach up to 100 students, although the average is usually between 65-80. At the time of this 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.

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.

Language Proficiency

A very small percentage of TEC students are English Language Learners.   The total at the time of this report was 1 R-FEP. Any ELL students who come to TEC can receive specialized assistance at Vanden High school in the ELL program in the mornings.

Supporting Data and Findings

Academic Performance Index

Travis Education Center

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
554	544	511	622	no new data	no new data

Smarter Balanced Test Results 2015

Travis Unified School District Results - **English Language Arts**

ELA	TEC 37 students tested	Vanden	Golden West	Elementary	District
Level 1	47	7	13	30.9	21
Level 2	40	18	27	28.2	28
Level 3	11	43	46	28.1	36
Level 4	2	32	13	12.8	15

Travis Unified School District Results – **Math**

MATH	TEC 37 students tested	Vanden	Golden West	Elementary	District
Level 1	89	36	24	24.9	27
Level 2	11	33	34	34.7	34
Level 3	0	21	26	30.1	26
Level 4	0	10	16	10.3	13

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.

Solano County Continuation High Schools - **English Language Arts**

ELA	TEC Travis	Main Prairie Dixon	Liberty High Benicia	Country High Vacaville	Sam Yeto Fairfield
Level 1: Standard Not Met	47	69	11	58	62
Level 2: Standard Nearly Met	40	13	46	31	32
Level 3: Standard Met	11	18	39	11	6
Level 4 Standard Exceeded	2	0	4	0	0

Solano County Continuation High Schools – **Math**

ELA	TEC Travis	Main Prairie Dixon	Liberty High Benicia	Country High Vacaville	Sam Yeto Fairfield
Level 1: Standard Not Met	89	87	82	91	95
Level 2: Standard Nearly Met	11	13	11	7	5
Level 3: Standard Met	0	0	7	2	0
Level 4 Standard Exceeded	0	0	0	0	0

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 Country 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.

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.

Average Daily Attendance

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
84.1%	80.8%	81.2%	86.04%	91.5%	91.4%

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.

At-home Suspension Incidents

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
61	59	90	44	35	4

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. Although, there have been an increase in pathways toward suspension with an improved progressive discipline plan and the addition of detention and Saturday School. In most cases, students are required to serve their suspension at school (located at Travis Community Day School) so that they can stay current with their course work. In 2013-2104, students were given a choice and many served suspension at home. In 2014-2015, the principal began to require suspension to be served at school, in most cases, as evidenced the reduction in at home suspensions. At the time of the suspension, the principal notifies TEC staff to request work for the dates of the students' in-school suspension.

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. These factors exacerbate issues for an already at-risk population. 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 affect of drugs and alcohol use are topics researched and discussed in many elective courses and English classes. The Students who engage is physical altercations generally participate in conflict mediation facilitated by the principal, although physical altercations or assaults are not frequent at TEC.

Graduation Rates

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
86.8%	90.2%	90.9%	73%	93.7%	100%

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.

Students on Academic Probation

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 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 alternative education program.

CAHSEE Pass Rate	Nov. 2013-14	Feb. 2013-14	May 2013-14	Students graduating with diploma 2014
ELA	58% (7/12)	50% (4/8)	40% (4/10)	100%
Math	31% (5/16)	50% (5/10)	33% (4/12)	100%

CAHSEE Pass Rate	Nov. 2014-15	Feb. 2014-15	May 2014-15	Students graduating with diploma 2015
ELA	50% (5/10)	50% (1/2)	40% (2/5)	100%
Math	46% (6/13)	40% (2/5)	0% (0/11)	100%

The number of students who still need to pass the CAHSEE when enrolling at TEC is relatively small compared to the school population. Although the pass rate for each administration of the test is low, the graduation rate is the greatest indicator that most students eventually pass both sections of the CAHSEE and therefore graduate with a diploma. **In the last 3 years, <u>all</u> 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**. Students who still need to pass the test are enrolled in a CAHSEE preparation class and use an on-line program called Shmoop to prepare them for the test. General education students who earn all of their credits, but do not pass the CAHSEE are issued a certificate of credit completion, not a diploma. However, TEC allows both types of students to participate in the graduation ceremony.

<u>Grade Distribution Trends</u>

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%)
	29.9% D/F rate		**31.3% D/F rate**		**27.7% D/F rate**		**28% D/F rate**

<u>Grade Distribution for 2013-2014</u>

Core Course	A	B	C	D	F	Students	D/F %
Pre-Algebra	2	5	9	10	5	31	48.3%
Algebra 1A	3	11	13	14	8	49	44.8%
Algebra 1B	3	12	11	17	12	55	52.7%
Geometry	2	10	11	3	4	30	23.3%
Geometry A	0	0	8	5	1	14	42.8%
						Average	**42%**
English 1/2	7	16	41	33	12	109	41.2%
English 3/4	18	48	64	43	15	188	30.8%
Basic English 9/10	0	3	3	5	0	11	45.4%
Basic English 11/12	0	7	19	2	1	29	10.3%
						Average	**32%**

Earth Science A	7	11	3	1	0	22	4.5%
Earth Science B	11	11	4	4	1	31	16.1%
Science 2A	8	20	16	9	0	53	16.9%
Science 2B	9	24	24	7	0	64	10.9%
						Average	**12%**
World History A	2	5	9	7	2	25	36%
World History B	2	7	33	36	7	85	50.5%
US History A	0	5	26	40	19	90	65.5%
US History B	2	12	29	32	11	86	50%
Government A	2	12	31	29	2	76	40.7%
Government B	3	11	24	22	8	68	44.1%
Econ 1A	2	6	31	31	4	74	47.2%
						Average	**47%**
Core Curriculum D/F Rate	**Math 42%**	**Science 12%**	**ELA 32%**	**HSS 47%**		**Core Average**	**33%**
Elective Course	**A**	**B**	**C**	**D**	**F**	**Students**	**D/F %**
Speech	9	9	5	2	2	27	14.8%
Child Development	10	15	28	11	2	66	19.6%
Music Appreciation	2	5	9	3	3	22	27.2%
PE	28	37	16	4	4	89	8.9%
Health	8	22	20	9	3	62	19.3%
Science Seminar	6	6	20	3	0	35	8.5%
Intro to Psychology	13	5	4	3	0	25	12%
Geography	2	7	14	9	7	39	41%
Work Experience	7	20	14	3	4	48	14.5%
Guidance	64	107	68	35	26	300	20.3%
Service Learning	9	22	16	0	2	49	4%
Transitions	2	10	8	2	2	24	16.6%
Debate	11	25	12	1	2	51	5.8%
Journalism	15	22	9	3	4	53	13.2%
Fine Arts	28	22	9	6	13	78	24.3%
Intro to Theatre	8	7	4	1	5	25	24%

CAHSEE Prep-Math	0	2	7	1	0	9	11%
CAHSEE Prep - ELA	0	3	2	0	0	5	0
Electives						**Average**	**15.8%**

Grade Distribution for 2014-2015

Core Course	A	B	C	D	F	Students	D/F %
Pre-Algebra	0	0	0	0	0	0	0
Algebra 1A	0	1	16	14	2	33	48.4%
Algebra 1B	0	5	17	25	10	59	59.3%
Geometry	0	0	0	0	0	0	0
Geometry A	0	0	0	0	0	0	0
Business Math A	0	13	13	22	10	58	55.2%
Business Math B	1	8	25	10	4	48	29.2%
						Average	**48.03%**
English 1/2	5	21	39	16	5	86	24.4%
English 3/4	19	61	79	53	10	222	28.4%
Basic English 9/10	0	4	13	0	0	17	0
Basic English 11/12	0	10	15	3	0	28	10.7%
						Average	**21.17%**
Earth Science A	0	4	2	0	0	6	0
Earth Science B	2	5	7	2	1	17	17.6%
Science 2A	0	9	10	2	1	22	13.6%
Science 2B	3	27	24	6	0	60	10%
						Average	**20.6%**
World History A	0	7	14	10	2	33	36.4%
World History B	0	10	26	13	1	50	28%
US History A	1	16	39	35	5	96	41.6%
US History B	1	16	51	37	23	128	46.9%
Government A	3	15	40	37	3	98	39.8%
Government B	4	21	47	17	9	98	26.5%
Econ 1A	1	17	46	19	4	87	26.4%
						Average	**35.09%**

Core Curriculum D/F Rate	Math 48.03	Science 20.06	ELA 21.17	HSS 35.09		Core Average	31.22%
Speech	12	30	18	3	3	66	9%
Child Development	7	9	13	8	1	38	23.7%
Music Appreciation	1	10	7	2	1	21	14.2%
PE	17	28	23	12	6	86	20.9%
Health	10	18	18	8	1	55	13.4%
Science Seminar	7	20	8	9	2	46	23.9%
Intro to Psychology	13	21	20	5	3	62	12.9%
Geography	0	12	10	2	1	25	12%
Work Experience	1	18	21	5	2	47	14.9%
Guidance	54	102	81	33	26	296	20%
Service Learning	2	20	15	0	0	37	0
Transitions	5	13	9	2	0	29	6.9%
Debate	5	20	10	1	1	37	5.4%
Journalism	7	2	5	1	2	18	16.6%
Fine Arts	22	13	7	2	4	48	12.5%
Intro to Theatre	14	3	2	0	2	21	9%
CAHSEE Prep-Math	3	9	6	1	0	19	5.2%
CAHSEE Prep -ELA	1	3	4	3	0	11	27.3%
Careers in Educ.	4	16	5	2	0	27	7.4%
Electives						**Average**	**13.4%**

The 2014-2015 rate of students earning a D/F grade is significant at 26%, 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.

Class of 2015 Student Perception Survey (37 Responses – 75.5% of graduates)

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

Strongly Agree or Agree	Disagree or Strongly Disagree
95%	5%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
95%	5%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
89%	11%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
95%	5%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
89%	11%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
95%	5%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
81%	19%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
92%	8%

9. In most cases, TEC has helped me to listen to others and discuss issues appropriately.

Strongly Agree or Agree	Disagree or Strongly Disagree
95%	5%

10. In most cases, TEC has helped me to learn to be problem solver.

Strongly Agree or Agree	Disagree or Strongly Disagree
89%	11%

Students 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.

TEC staff discussed the results of this survey and agreed that rewording some of the statements may be necessary, particularly for #10. Students may not understand the context for that statement and may be applying it more toward social problem solving as opposed to critical thinking required to solve academic problems. As such, the survey for the Class of 2016 is somewhat reworded and also reflects some changes to the indicators of the schoolwide learner outcomes.

Class of 2015 Parent Perception On-Line Survey   (8 Responses – 16.3%)

1. My child enjoys going to school at TEC.

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

2. The TEC staff treats parents with respect.

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

4. TEC maintains good communication with parents.

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

5. TEC staff has high expectations of my child.

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

6. TEC is a safe school.

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

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

Strongly Agree or Agree	Disagree or Strongly Disagree
100%	0%

The parent survey was completed on-line. The school contacts parents several times via phone to encourage them to participate in the on-line survey, which is posted on the school's website.

Parents 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.

LCAP 8 state priorities as they relate to interpretation of data

TEC is committed to providing all students with access to safe facilities, credentialed teachers, and instructional materials that align with state standards. Currently all teachers are fully credentialed; some have supplemental authorizations as well. Instructional materials are adopted through a district curriculum council who receives requests from site-level and subject-area teachers who assess the instructional materials before recommending they be adopted. The curriculum council makes recommendations to the district's Governing Board, who has the final vote regarding adoption of materials. TEC's academic program is designed such that students are required to demonstrate competency on essential assignments that are aligned with state standards.

TEC teachers are implementing **Common Core State Standards** in ELA and mathematics, while science and history social science are focusing on the Common Core literacy standards for their respective disciplines. In addition, the science teacher is implementing the Next Generation Science Standards.

The English teacher and RSP English teacher have implemented strategies learned from professional development opportunities focused on Common Core State Standards for ELA. To that end, the teachers focus on non-fiction articles, requiring students annotate and analyze what they are reading. Students are also expected to create evidence-based arguments in their written work as part of this process.

The math teacher has implemented Common Core State Standards by redesigning the mathematics courses to be largely student-centered, requiring more collaboration amongst students. The curriculum and teacher's approach requires more mathematics application, not just typical problem-solving absent the real-world application. The teacher serves as a facilitator to this process, requiring students to seek input from one another when struggling with concepts.

The social science teacher integrates the Common Core Literacy Standards in a variety of ways, specifically with an increased emphasis on reading, analyzing, and writing. The students are taught to read and interpret historical documents (primary sources) and engage in class discussion regarding their analysis of the documents. The teacher also engages students in discussions regarding these primary documents and how they impact society today.

The science teacher previously taught at the comprehensive high school where she was trained to teach using hands-on, kinesthetic, experiential learning. The science curriculum addresses many aspects of the *Next Generation Science Standards (NGSS)*, specifically the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. However, the accelerated pace at TEC requires that all teachers pick and choose units suited for the accelerated time frame and the alternative education population. The science teacher regularly collaborates with colleagues from the comprehensive high school to stay current with NGSS standards and resources, including on-line materials and videos. The science teacher also uses Common Core Literacy Standards to help students develop skills for annotation and analysis of written works.

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Parent involvement is most evident in site level meetings held for struggling students (attendance, behavior, social emotional, & academic), the school site council, festive events during the school day, back to school night and awards nights. Due to the small nature of the school, parents are able to access the principal and counselor, generally without an appointment, and can arrange for a parent teacher conference to be held usually within 48 hours of their request. Additionally, all staff are available via email and phone.

TEC is committed to **improving student achievement** as evidenced by multiple measures, including rate of credit recovery, D/F rate, GPAs, and attendance, suspension and graduation rates. Teachers use both objective and authentic assessments to gauge student learning. In addition, TEC has made great strides in providing better support for students in making transition plans and preparedness for college or career, as evidenced by the increased efforts to bolster elective courses and offer a College and Career Fair. Moreover, the full-time counselor has been instrumental in supporting students in creating transition plans. Data indicates that student attendance is improving, as is the graduation rate. The decreasing suspension rate is indicative of the number of students serving in-school suspension and has helped to support the increased attendance and graduation rate, as well as the marginal progress made in reducing the rate of D/F grades. Although more students are graduating, the high rate of D/F grades and number of students on *academic probation* is indicative of a lack of effort and motivation by some students and continues to be an area of concern for TEC staff.

Student engagement is a priority at TEC. While the principal closely monitors attendance to support students being present at school, the staff works to offer students a relevant and rigorous educational experience that keeps students engaged in their learning. TEC assesses student engagement by reviewing attendance data, credit recovery data, and grades earned in each course. Data indicates that student attendance is improving, as is the graduation rate. Although more students are graduating, the high rate of D/F grades continues to be an area requiring some intervention.

Teachers also assess student engagement through observation of students' body language in class, participation in class discussion, on-task time during instruction, and the finished product of student work. Teachers also observe group participation and student use of previously learned material to gauge student engagement

School Climate is assessed regularly during staff meetings, as topics are discussed that affect student behavior, safety, and students' feeling of connectedness to the school. The counselor leads a group of students, called the TEC Ambassadors, who provide input on the climate of the school. In addition, the principal meets with the student leadership class, *Service Learning*, to gain insight into the student's perception of the quality of the alternative education program at TEC. All students participate in a safety survey to help staff gain insight into the student perceptions about both the social and physical climate of the school. The TEC staff works to provide a positive learning environment that rewards strong character, a strong work ethic, and overall good behavior. In addition, the Service Learning class strives to provide students with an

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opportunity to foster school spirit and feel like they are an important part of the school community. Ranging from birthday cards to dodgeball games and school-wide feasts to relay races, the Service Learning class finds ways to reach out to individuals and the group through school activities and fun events.

TEC students have **access to a broad alternative education curriculum**. Although the school population and size of staff is relatively small, TEC takes great pride in offering students a wide range of elective choices that enhance what students are learning in their core classes. Since 2012, TEC has added 8 new elective classes. Students have access to several options to satisfy their vocational, art, and general elective requirements. Greater emphasis has been placed on providing experiences that prepare students for college or career, including the College and Career Fair. Efforts to increase student access to money management and life skills curriculum in their Guidance Class as well as offering classes like Work Experience, Journalism, and Careers in Education all support students in attaining skills for college and career. The staff recognizes the need to continue to provide additional options for students to increase their readiness for college and career.

Schoolwide Learner Outcomes (**I CARE**)

Independent Thinkers

Cooperative Learners and Workers

Academically Prepared Students

Responsible Citizens

Effective Communicators

From the 5 schoolwide learner outcomes, TEC has chosen to assess and provide feedback as to what degree the school is successful in supporting students in becoming **responsible citizens** and to what degree the school is supporting students in becoming **academically prepared**.

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 on each assignment
- Improve their skills in reading and writing
- develop skills and a plan for pursuing college and/or career goals after high school

Although most TEC students graduate with a diploma, the high D/F rate coupled with a significant percentage of students earning a cumulative GPA below a 2.0, indicates that many students may not be academically prepared to compete in a collegiate setting or enter into a higher wage pathway in the workforce. While this may be typical in many continuation high schools, TEC staff seeks to improve these outcomes for its students. Capitalizing on what TEC teachers already do well warrants a review of those strategies.

In the English and social science classes, teaching strategies include direct instruction, modeling, reading and annotating, class discussion and discourse, and opportunities to improve writing skills through writing prompts. Students benefit from the English teacher modeling written responses for all types of writing, from argumentative to narrative, providing students a quality example of what the teacher expects. Students also spend time reviewing vocabulary terms. The teachers are committed to re-teaching concepts as needed and allowing students to improve grades on assessments and assignments as requested. Students also benefit from 1:1 support. The Resource English class also uses daily edits, audio recordings of books and an increased number of visual supports to teach concepts. In addition, the teacher employs guided practice as a teaching strategy that is integral to special education student success. Both English teachers use an "I do it, we do it, you do it" approach to teaching, specifically for writing.

Hands-on, kinesthetic learning is the backbone of the science classes. Beyond direct instruction, the science teacher creates lab opportunities to learn about science and also requires students to conduct research on scientific topics to prepare for class presentations. Science students also read and annotate articles, participate in class discussion, and turn in "exit tickets" to demonstrate accountability for completing classwork.

The math teacher relies heavily on collaborative learning. Teaching students to work in groups, the math teacher expects the math students to work together to learn concepts. Students also improve their reading comprehension and problem solving abilities due to the new common core curriculum.

All teachers also teach about character skills that affect academic preparedness, such as grit, curiosity, and self-control. Students also participate in the College & Career Fair and career exploration to develop a better understanding of the education and training they will need for various career pathways. One teacher incorporates career exploration in science, health, and psychology, giving students some insight into the careers in each industry. Students consider all of this information as they develop a plan for pursuing college and/or career.

To develop skills and a plan for life after high school, which is one the indicators for **academic preparedness,** teachers work to promote a culture that requires a strong work ethic. In math, students learn problem solving skills to support their development of higher order thinking skills. In English, science, and social science, students interact with their textbook to develop their reading comprehension skills. The science teacher teaches students how to conduct research, analyze the information, and allows students to use creative methods to share their findings. All teachers engage students in class discussions and 1:1 discussions. All students are encouraged to take the ASVAB, even if they are not interested in a military career, so they learn about their vocational aptitude. In 2014-2015, 35 students took the ASVAB at TEC.

TEC teachers develop their requirements for each credit based on state standards. Social Science and math classes use a checklist for each credit that specifies the standards addressed and the essential assignments for each credit. English and

science classes do not currently have a rubric, although teachers have developed expectations for each credit based on state standards. Some teachers use rubrics for each credit and/or for individual assignments and projects. Those teachers who use rubrics are able to clearly define the expectations for the quality, depth, and breadth of work expected.

Discussion regarding the D/F rate for each class reveals that there is a systemic school climate that focuses heavily on credit recovery rather than working at each student's potential. The result of this focus is that many students are satisfied with earning a D as long as they earn their credit needed for graduation.

Moreover, the teaching staff recognizes that other elements, beyond mastery of concepts, affect the overall grade for a credit or a course. Attendance, participation good citizenship, and completion of class assignments influence the grade for a course, not just the performance on a summative assessment. Due to these other influences, grades cannot be fully relied upon to gauge Academic Preparedness as it relates to simply learning the standards for each credit.

The TEC staff sees an opportunity for growth as it relates to supporting students in becoming academically prepared for life after high school. Developing a common rubric that represents the general standards for earning an A, B, C, D or F in classes will support the staff in expecting some degree of equity for work ethic and academic performance for students earning each letter grade, regardless of course. In addition, the staff believes that a school-wide focus on **both** letter grades **and** credit recovery will have a positive impact on how much effort students are willing to put forth on their assignments.

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

TEC has made significant changes since 2012 to encourage student development as responsible citizens. Students become *knowledgeable about current events and issues affecting the world* in a variety of ways. The English classes use current event news articles to develop reading, annotation, and skills for analysis. Class discussion regarding the current events is central to teaching the Common Core English Language Arts standards. Both teachers use the New York Times Learning Network and NewsELA to choose articles for class discussion, annotation, and analysis. The science and health classes complete current events assignments as part of the curriculum. Students also research and speak about contemporary issues in the speech class and debate class. The social science students are also required to make connections between historical events and the current socio-political climate.

To support students in understanding the value of money and how to manage it, the students have access to money management curriculum in Work Experience, Transition, Business Math, and one of the Guidance classes.

The Work Experience class uses the California Career Zone's "Reality Check" activity to help students learn about creating a budget. In addition, the students learn a variety of financial skills, including how to keep a checkbook and how to appropriately count back change in a retail setting.

The Transition class offers a means to maturity by teaching students about the steps required to achieve success as an adult, including the process for applying for college, buying a house, buying a car, developing successful relationships, voting, providing for future expenses, savings, investments, and retirement.

The Business Math curriculum provides students with an in-depth study of all aspects of financial literacy, including calculating interest, percent of increase and decrease, check writing, bank statement reconciliation, gross earnings, paychecks, commission, gross pay, property tax, health and life insurance, motor vehicle and property insurance, purchasing cycle, cash discounts, pricing merchandise, markups, credit, mortgage loans, simple interest, promissory notes, compound interest, annuities, stocks, bonds, income statements, balance sheets, financial ratios, and depreciation.

The Guidance class that focuses on financial literacy also includes lessons on buying car insurance, life insurance, and paying for college, opening bank accounts, budgets, and strategies for being organized related to personal finance. Although efforts have been made to increase financial literacy, the 2015 student perception survey reveals that this is an area of relative weakness. As such, a new elective has been proposed, called *Personal Finance*, which is based on state standards for financial literacy. Moreover, the guidance class that focuses on financial literacy will increase its focus on financial literacy from 2 days per to 4 days per week.

Students are also able to watch *30 Days on Minimum Wage* as part of the Health class, where they discuss the difficulty of creating a budget on minimum wage and the challenges of trying to support a family on a minimum wage job. The class also discusses overall costs of raising children and money that can be saved by shopping at thrift stores.

To prepare students for the workforce, the school behavioral expectations promote soft skills, such as timeliness, social intelligence, self-control, and persistence (grit). Staff use this language with students and take advantage of teachable moments to have conversations with students regarding how these non-cognitive skills will help them in college and career, and life in general.

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Students are also required to complete a resume and cover letter as part of the Work Experience class. Practice filling out job applications, participating in mock interviews, getting letters of recommendation, learning how to dress for success and participating in the College and Career Fair are all opportunities as part of the TEC program. The Senior Portfolio is a culminating project related to this learner outcome.

TEC also expects students to develop character strengths as they develop into responsible citizens. In 2014, TEC implemented a character development initiative to teach students about the non-cognitive skills that research indicates will significantly impact the quality of their lives. Grit, zest, optimism, social intelligence, self-control, curiosity, and gratitude are the focus of TEC's efforts. Students learn about these character strengths, how they will impact each student's present and future, and provide opportunities for students to self-reflect and set goals. Teachers use a variety of methods to educate students about these non-cognitive skills, including visuals in class, teachable moments, behavior reflection writing, videos, writing assignments, class discussions, and other character-related research and assignments. Each September, all students complete a *character growth card* that requires they evaluate their development in each area. Each student is chosen to be a member of a Character Team, which is led by a Character Coach. The teachers, counselor, and principal all serve as Character Coaches, meeting with their teams at least twice monthly to further learn about the importance of strong character and to get 1:1 guidance regarding their character strengths and areas for growth. Students are also recognized for demonstrating character growth by receiving awards, getting "*shout outs*" from peers, getting chosen to wear a *super hero character cape*, receiving a *character postcard* in the mail, or by being chosen as a *Character Super Star* for the month.

The TEC staff makes a tremendous effort to teach students about character, recognizing that students are developing strengths at different rates. While not all students fully appreciate the significance of these strengths, the staff believes that the seeds of information planted today will likely be sewn and continue to grow as students progress toward greater maturity. Although TEC staff may not see the payoff while students are still in high school, the goal is for students to have knowledge about each strength so that they will flourish when they are ready to fully embrace a growth mindset.

To assess the achievement of the learner outcome, *Responsible Citizenship*, the staff employs varying teaching techniques. The English, science, and social science teachers use quizzes, video responses, literary responses, written reflections, simulations, class discussions, and article annotation. The math teacher assesses responsible citizenship by observing student behavior in class, including their ability to perform in a structured learning environment and to participate collaboratively in Common Core assignments.

Character traits are assessed through observation and discussion, culminating in the staff assessment on each student's *character growth card*. The character traits also serve as a format to provide constructive criticism about behavior, thus conversations related to discipline are more focused on how the behavior is an expression of character.

TEC staff has expressed an interest in increasing the use of current events, arranging for more guest speakers and working for greater integration of character traits into the existing curriculum. These efforts would better support students developing into *responsible citizens.*

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

The areas of critical need identified in 2010 by the WASC visiting committee were:

1. Lack of library facilities

2. Need for a full-time counselor

3. No program designed for specific target populations

4. No assessment system to measure ESLRs impact on the students

5. No systemic career information system

The four major components of the school's 2010 action plan were:

1. Continue to focus on instructional excellence to increase achievement, to eliminate the achievement gap, and strive to excel academically so that all students are academically proficient.

2. Improve and upgrade the technology learning environments to optimize the success of all students.

3. Continue to develop communication between parents, students, community, and staff to improve the network of resources for all stakeholders.

4. Develop the ESLR assessment system to measure the extent to which the ESLRs are intrinsic to the culture of TEC.

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 5th 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 spends significant time managing the student's schedules and monitoring credits toward graduation. In addition, the counselor provides social emotional counseling and college and career transition planning. To support this effort, the counselor coordinates presentations from

the local community college and other vocational schools. The counselor has helped TEC develop a partnership with Solano Community College and has also arranged for a field trip to learn about Cal-grants. The counselor's main goal moving forward is to increase opportunities for transition planning that will support students in having a clear pathway toward their goals after high school.

The counselor is also integral to all school-wide decisions, leads the TEC Ambassador group to get student input regarding relevant and timely matters that concern the student body, and also oversees the planning of the College and Career Fair. Beyond that, the counselor serves as the 504 coordinator and the testing coordinator for all school-wide testing at TEC, including the ASVAB, CAHSEE, CAASP, and SBAC testing. The counselor also serves as the 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. In addition, those students who still need to pass the CAHSEE are identified.

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.

Although TEC has always supported students with an IEP or a 504 plan, TEC has improved its process to keep staff aware of which students have an IEP or 504, and what accommodations are needed. At most staff meetings, a list of students with IEP or 504 support is reviewed with staff, which also allows for additional discussion amongst staff if a student is struggling. Often times, the students are referred to work with the instructional assistant or can be supported by their case managers as a result of the information revealed during these conversations. The counselor oversees the students with 504 plans, while the Resource Specialist serves as the case manager for students with IEPs.

The counselor also closely monitors those students who have not passed the CAHSEE. In 2014, TEC created a CAHSEE Preparation course to specifically support those students who still needed to pass the test. Using an on-line resource called Shmoop, TEC students prepare for the exam by taking diagnostic tests through Shmoop and then participate in prescriptive lessons and tutorials tailored to their individual deficiencies. 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.

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 at TEC, specifically those perceptions related to students achieving the expected learner outcomes. Those survey results are reviewed by the School Site Council and influence the goals and action plan of the Single Plan. Because of the brief enrollment of many students at TEC, the staff decided to administer the survey to students prior to their graduation, so that their feedback would represent their entire experience at TEC. This Senior Exit Survey is now used as one way to quantitatively measure the how the expected learner outcomes are impacting the students. Moreover, parents are also surveyed after their children graduate to garner feedback regarding a parent perspective of the quality of the TEC program.

From a qualitative perspective, teachers evaluate to what degree students have achieved the ESLRs (schoolwide learner outcomes) by observing students, both inside and outside of the classroom. Teachers use interaction with students, assessment of school work, and general class discussion to assess the impact of the ESLRs. All staff engage in 1:1 informal conversations with students to discuss these observations on a daily basis throughout the school year.

TEC staff form opinions about student achievement of the ESLRs based on this general criteria:

Independent Thinkers - Independent thinkers are engaged and curious enough to ask questions about what they are learning in class. They work to a higher level on their assignments and seek to actually learn the material, not just complete their assignments. Independent thinkers are able to analyze data and information to draw conclusions. Independent thinkers take initiative to get their work done and seek out additional work in order to achieve their academic goals.

Cooperative Learners and Workers - Cooperative learners and workers are students who are willing to work with others. These students are trustworthy in the classroom and are responsible with the school equipment and technology. They are willing to help others and are sensitive and/or mature enough to reach out to others who need assistance. They are willing to ask for help from either the teacher or other students.

Academically Prepared Students - Academically prepared students earn a high school diploma and are ready for community college, vocational college, and/or career. Academically prepared students show grit and perform their best on school work and complete all assignments. They participate in whole class discussion and reading practice involving articles that increase fluency and understanding of complex subjects and academic language. They have problem solving skills that integrate all of the subjects they have learned in school. Academically prepared students develop a plan for their college/career life after high school.

Responsible Citizens - Responsible citizens act in a responsible manner with peers and staff, responding appropriately when redirected. They show gratitude toward staff and opportunities available to them. Responsible citizens help to maintain a safe and clean campus, and adhere to school rules and staff expectations.

Effective Communicators - Effective communicators demonstrate social intelligence, understanding their audience and choosing their words and conduct appropriately. Effective communicators use proper body language when presenting to groups. They use technology to present ideas to class using PowerPoint, a document camera, or some other visual aide/technology. Effective communicators use good listening skills and demonstrate concern and empathy when appropriate.

No systemic career information system

Transition planning, career readiness, and general life skills have been a focus area for TEC. In 2012, the staff reviewed the structure of the daily Guidance class and opted to significantly change the way that this time was used each day. Rather than all teachers doing something similar, the staff decided to designate 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.

Beyond the 30 minute Guidance class, TEC students also have access to 2 specific electives that support general career readiness. Both the Work Experience class and Transitions class helps students to identify careers that might suit their personality and skill set. In addition, students are required to explore those careers, learn about various aspects of the industry, requirements and qualifications for entering into that career, and pathways to meeting those requirements. Also, TEC offers an elective course, Careers in Education, which provides students with an opportunity to work in an elementary school classroom and gain experience working with children.

The full-time counselor supports the process for career planning by meeting with students individually, establishing transition goals, and helping the student to navigate through whatever process is required for students to begin on that pathway. The counselor meets with students quarterly to monitor their progress. In addition to these individual meetings, the counselor surveys the students regarding areas of interest and then coordinates a College and Career Fair to provide resources to students. Since 2012, students have had access to this fair, where representatives for local community colleges and vocational schools have been available to provide information about their program. Moreover, the number of representatives from local industries and professions have also been attending in increasing numbers. To enhance the students' experience at the College and Career Fair, the TEC staff also participates by requiring students to dress for success, learn how to interview effectively, and learn how to properly shake a hand and briefly introduce themselves. The counselor also supports students in additional career exploration during this fair.

Finally, representatives from local organization and agencies meet with TEC students to provide options for life beyond high school. During 2015, more than 20 students attended a lunchtime presentation from the Job Corps. In addition, our special

education students participated in a presentation from the Workability Coordinator through the Department of Rehabilitation.

Communication with Parents, Students, Staff, and Community

Academic Probation

Prior to 2012, there was no formalized process for monitoring student progress and providing intervention for students who were not making adequate credit recovery. The graduation rate for the Class of 2013 highlighted this deficit. As a result, the staff developed a process to monitor student credit recovery after each progress report and grade reporting period. This new system established benchmarks for credit recovery that, if not met, triggered a process for Academic Probation. In addition, reviewing credit recovery data every 4-5 weeks allows the staff an opportunity to schedule pre-emptive meetings with students and parents when early signs of poor progress are apparent so that fewer students will need academic probation at the end of the quarter.

Students are expected to meet specific credit recovery benchmarks each quarter to maintain good standing at TEC. All students are offered 32.5 credits per quarter. Sophomores are expected to earn at least 15 credits per quarter. Juniors are expected to earn at least 17 credits per quarter. Seniors are expected to earn at least 18 credits per quarter.

When a TEC student fails to meet this benchmark during a quarter, parents are notified in writing that the student is not making adequate progress and a parent/teacher conference is scheduled. The student is put on *academic probation* during the following quarter, and is expected to meet the behavioral, attendance, and work completion guidelines established at the academic probation meeting he/she will attend with the parent and entire staff.

Those student who successfully meet the benchmark, are removed from academic probation. Those students who fail to meet the benchmark during academic probation, are referred to SARB (School Attendance Review Board) to review his/her continued placement at TEC. The students are considered for placement at Travis Community Day School (TCDS), where the distractions from social interactions and majority of typical school privileges are eliminated.

The school environment at TCDS is the most structured and highly supervised setting in the Travis Unified School District and is often enough of a deterrent to inspire the student to pass academic probation.

Letters of Concern

Continuing with the effort to more effectively monitor student progress, those students who may meet the minimum credit recovery benchmark, but still fall below 20 credits per quarter are also identified as being in danger of not graduating. Those parents are notified with both a phone call and a letter explaining that the student was enrolled in 32.5 credits, but earned much less than that. Both students and parents are encouraged to use the on-line gradebook (Aeries Gradebook) to monitor progress and

have discussions at home about expectations. Parents are also encouraged to contact staff as necessary.

Formalized Behavior Plans
Students who demonstrate a pattern of inappropriate behavior are referred for a parent/staff/student conference to discuss staff concerns regarding behavior. In acute cases, the staff's observations, interventions, and expectations are documented in a formalized behavior plan that is signed by all parties, including parents and the student. The plan outlines the consequences for continued inappropriate behavior.

Awards Nights
At the conclusion of each quarter, those student who have earned at least 26 of the 32.5 credits offered, and/or have achieved 95% or better attendance are recognized at the Quarterly Awards Night. Teachers also recognize students for individual achievement in their classes and also distribute character wristbands and certificates for students who have shown great character. Parents participate in celebrating the success of their child. On average, over 30 students are recognized each quarter.

TEC Website
The Travis Education Center website has been completely redesigned to support communication between the school and its stakeholders. The website provides links to resources for parents, students, and the community. Events are advertised and promoted, surveys are conducted, and student recognition is accomplished through the school website. http://travisusd.org/Domain/15

Student Profiles and Goals
The counselor meets with every student to learn about the students' history and understand their needs at TEC. As a result of these meetings, students identify goals and the counselor monitors their progress on a quarterly basis. A copy of the goals development form is mailed home to parents. This process has fostered a stronger relationship between students and the counselor and helps to support student progress.

Improved Attendance Monitoring and Intervention
In 2012, the Travis Unified School District contracted with *School Innovations & Advocacy* to manage the truancy letters and excessively excused absence letters for all students. TEC has observed that there is greater communication between the school and parents as a result of these letters. As a result of greater fidelity to the truancy process, TEC's attendance has improved by over 10% since the last self-study.

Guest Speakers

TEC staff has invited guest speakers from the community to engage the students in a variety of topics. Police have spoken to classes about properly engaging with law enforcement, a master social worker has spoken to students about marijuana use and suicide, Solano Community College (SCC) has sent a representative to share information about enrolling at SCC, Job Corps has presented information about the benefits of their program, SafeQuest Solano has provided curriculum regarding domestic violence that their representative facilitated during an elective course over the course of 8 days, and TEC graduates have spoken students about life after high school.

TEC teachers would like to continue to coordinate guest teachers as the opportunities become available. In addition, TEC arranges for a significant number of community members to participate in the annual College & Career Fair.

Improve and Upgrade Technology

New Computer Lab
With 16 student computers, 1 staff computer, and a projection unit, the TEC computer lab is used by staff for a variety of purposes. Students enjoy using the computers for general research, web-search assignments, and writing assignments.

New Laptop Cart for Special Education Students
The Resource Specialist has a laptop cart with a capacity for 16 units. Students use the laptops for research, web-search assignments, and writing assignments.

New District Technology Practices

In 2015, the district's re-organized Technology Services department implemented a practice to replace old computers. As such, all staff have newer computers and any computers older than 4 years have been replaced district-wide.

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

Changing the class schedule structure
During the 2012 mid-term review process, the staff began to consider changes to both the class schedule structure and the process for monitoring student progress. As a result of many staff discussions and reviewing achievement data, the staff chose to systemically alter the class schedule to improve student achievement, specifically attendance, credit recovery, and the graduation rate.

Rather than shorter academic periods combined with study hall periods where students were expected to complete all of their school work, that schedule was modified to eliminate the study hall periods and increase the minutes for each academic period. Students did not earn credits for the study hall periods and were often not completing their assigned work during that time because they needed help from another teacher. In addition, students were observed leaving campus during these study hall periods. Prior to 2012, student had access to 27.5 credits per quarter, but almost half of the students were enrolled in much less and had a shortened school day. In addition, instructional materials were difficult to track because textbooks for all subjects were being housed in each classroom. This change allowed teachers to not only teach their lesson, but then support students in completing all assigned work before the class periods ended.

Additionally, the option for a shortened school day was eliminated so that *all* students were expected to be enrolled in 32.5 credits per quarter. Beyond the 1:1 help in class,

these changes created a more rigorous academic experience for all students and helped them to further accelerate their credit earning potential.

Student Driven Master Schedule

Since 2013, the master schedule has been developed based on student need, rather than a strict rotation of classes. 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.

Addition of New Elective Courses
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.

Addition of Lab Science Program
The Lab Science program has been an incredible addition to the TEC program. With the addition of a credentialed science teacher with years of experience as both a chemist and science teacher, TEC students now have access to hands-on science instruction and dynamic learning opportunities.

Restructuring Cyber High

In 2013, the staff began conversations regarding the success of the compulsory Cyber High class that some students were required to attend after school. A review of the data revealed that the efforts to compel student attendance were ineffective in producing the desired result of credit recovery. While TEC was somewhat successful in forcing students to attend regularly, individual student motivation was the single greatest factor in how many credits students earned. Those students who were unmotivated did not make sufficient progress. As a result of these findings, the staff chose to alter the Cyber High program. Rather than being enrolled in a class from 2pm to 4pm, Monday through Thursday, those students who wanted to access Cyber High were permitted to come as often as they desired (open lab), thereby eliminating the compulsory attendance and the consequences when students did not attend. The new process eliminated the forced-nature of Cyber High enrollment and made it feel more like a privilege for students who wanted to further accelerate credits. This change, combined with the improved system for monitoring student progress (Academic Probation) has resulted in far fewer students who have dire credit recovery needs in the last semester of their high school career.

Articulation with Vanden High School

In March of 2015, TEC began the first of a series of articulation meetings with its feeder school, Vanden High School. Starting with Vanden's Special Education Department,

the TEC principal, SPED case manager/RSP teacher, and counselor met with the Vanden SPED staff to discuss details about TEC's academic program, what students should expect regarding academic and social-emotional support, and what questions to anticipate during change of placement IEPs. The TEC staff has continued such meetings with individual departments at Vanden High School, starting with math, social science, English, and science. The intent of these meetings is to build relationships amongst staff, to educate the Vanden staff about the quality of the alternative education program at TEC, and to share information related to curriculum and teaching strategies. As a form of professional development, TEC teachers are scheduled to visit classrooms at Vanden High School to observe best practices at a comprehensive high school.

Professional Development

TEC staff has engaged in significant professional development since 2012.

Participating Staff	Professional Development
Principal, School Psychologist, Counselor	Mental Health Prevention and Care Services in School
English teacher, RSP teacher, Principal	Early Reading Intervention Academy (4-day training)
English teacher, RSP teacher, and Principal	Character and Leadership Development
Principal	Empowering Yourself & Others to Stop Bullying
Social Science Teacher	PBIS Breakfast
Math teacher, Social Science teacher, Science Teacher, & RSP teacher	Kagan Training
RSP teacher, Social Science teacher, and principal	PBIS Training
English Teacher and RSP Teacher	Common Core Writing Series (3-day training)
Math Teacher	Common Core Math: Implementation/Mathematical Practices
Math Teacher	Math Textbook Adoption (2-days)
RSP Teacher	SBAC Field Test Training for SPED
Counselor and Principal	No Such Thing as a Bad Kid: Dealing with Difficult Juveniles
Teachers and Counselor, led by Principal, during an all-day PD provided by district	Common Core Training (review of standards related to college and career readiness)

Counselor	Cash for College – Financial Aide
RSP Teacher and Principal	Soup to Nuts: Special Education Law into Practice
Teachers and Counselor, led by Principal	Character Development (on-going training in staff meetings regarding non-cognitive skills)
Teachers, Counselor, Principal	Read book: Teaching with Love and Logic
Teachers, Counselor, Principal	Read book: How Children Succeed: Grit, Curiosity, and the Hidden Power of Character
Counselor	High School Counselor Conferences for Napa College, Solano College, Sac City Community College, Diablo Valley Community College and Cal State East Bay (1 day each)
Counselor and Principal	The 411 on Section 504 (provided by SELPA)
English, RSP Teacher, Social Science Teacher	Web 2.0 Instructional Technology
Principal	WASC Visiting Committee: *Estrellita Continuation High School* -April 2015
Counselor	Napa Solano Bus Tour of Apprenticeship Training Facilities

As a result of this professional development and the WASC self-study process, TEC teachers have higher expectations of students, have transitioned to common core and are using more engaging strategies with direct instruction and modeling. Moreover, they are using more technological resources, particularly on-line resources to supplement their curriculum.

TEC staff has begun to look at indicators for academic proficiency, such as the D/F rate and student GPA. This data analysis has prompted self reflection amongst teachers regarding their instructional practices and discussion regarding the school's culture that primarily focuses on credit recovery.

Other significant developments since the last self-study

Senior Portfolio

The senior portfolio is required to enhance students' learning experience at TEC and prepare them for demonstrating their readiness for college and or workforce. The portfolio consists of a resume, cover letter, letters of recommendation, awards received, and some of the student's best work.

Other documents include a graduation speech, a scholarship letter, and, for early graduates, a word of thanks and encouragement to their peers.

TEC believes that requiring students to create a portfolio compels them to reflect on their experience at TEC and have a collection of materials that represent what they have learned and how they have developed.

Detention and Saturday School

Prior to 2012, there was no consequence for students who were tardy to class. The staff was concerned that student tardiness was a significant problem and that the lack of a consequence was not preparing students for college and career. As a result, the staff implemented a detention policy requiring students who were tardy to serve detention after school. The detention is staffed by the existing staff who facilitate Cyber High.

In addition, Saturday School is assigned as an alternative to suspension for students who failed to serve detention or had other minor infractions. Saturday School is held at, and staffed by, the comprehensive high school (next door to TEC) and is from 8am to noon.

In-School Suspension

As an alternative to at-home suspension, most suspended students are assigned to in-school suspension, which is held at Travis Community Day School (adjacent from TEC). This program was implemented in 2012. The rationale for in-school suspension is to prevent lost instructional time and to support students in staying current with their classes. In addition, it allows the students to be supervised at school rather than unsupervised at home. In most cases, parents and students elect to have in-school suspension rather that a suspension at home. The other benefit of students serving in-school suspension is that students gain a perspective of the Community Day School environment, where students can be placed by SARB when they have too many suspensions.

Students of the Month
Each month, 2 students are selected by staff for their performance in the current month. Those students are recognized in front of the entire school, awarded a certificate, a medal to wear, and pictured on the school website. A bulletin board also boasts of these students. Staff has observed that students are actively working to earn the title of Student of the Month. Most students regard this recognition as an incentive to perform above and beyond expectation.

Character Development Program
Through its professional learning community, the staff spent significant time in 2014 discussing a positive behavior recognition program. Rather than a traditional PBIS program, the staff became increasingly interested in the research done by Angela Duckworth, the *Character Lab* organization, Carol Dweck, and KIPP Academy. TEC's discussions led staff to read How Children Succeed, written by Paul Tough. The result of this PLC work was the implementation of character growth program fashioned around 7 specific character traits: *grit, self-control, social intelligence, curiosity, zest, gratitude, and optimism*. As part of this process, the staff shares a common language when addressing student behaviors, dispositions, and choices. In addition, the staff

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teaches students about the character traits and integrates the concepts within their lessons, as appropriate. Students meet with their assigned Character Coach, twice per month, to focus specifically on their own character development. Students complete a self-assessment (Character Growth Card), review it with their character coach, discuss their character growth goals, and receive specific feedback from staff 3 times per year when each Character Coach completes a *character growth card* for each student on their team. Parents are involved in the process by receiving copies of the self-assessment and staff-assessment in the mail, and listening to a presentation from staff at Back to School Night regarding the importance of character for their child's future success. TEC's staff motto is, "*We care just as much about the man or woman each student is becoming as we do about them earning a high school diploma.*"

To recognize students for their character growth and strength, the staff chooses 1 student who has been a good representative of a specific character strength in the recent weeks. The theme is that character traits are like *super powers* and they help students to overcome obstacles in life. Every other week, these newly chosen 7 students are given a super hero cape to wear at school that day, signifying that the staff recognizes that character trait in the student. These capes are given out during a brief all-school assembly in the morning. Staff shares some comments about the student before adorning them with the cape for the specific trait they most represent. These students are photographed and the picture is posted to the school website.

In addition to the capes, students/parents receive post cards in the mail for the student showing character at school. During a staff meeting, time is allotted for teachers to fill out as many post cards as they want for students who are demonstrating character in their classes. The post cards are mailed home.

Further recognition is provided when students and staff fill out a Character Shout Out card. Staff and students are able to recognize students at the school for demonstrating character. These cards are read-aloud before the capes are distributed, and the cards are displayed on the Character Wall at school.

Similar to Students of the Month, 2 students are chosen each month who have shown Super Star character, meaning that they have exhibited all 7 character traits consistently throughout the month. These students are recognized in front of the whole school, are given certificates, and are also given an additional reward, such as a sweatshirt, movie ticket, and/or gift-card. These students are also photographed and the picture is posted to the school website.

Gardens

Under the direction of the science teacher, TEC has 2 gardens. The box garden is outdoors and has been used to grow vegetables. The hydroponic garden was purchased using a grant and is also used to grow vegetables.

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data
- **Based on past progress and current data, explain the implications of the data with respect to student performance**
- **Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes**
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study**

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 were 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.

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. 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.

Like many alternative high schools, Travis Education Center looks to other data points to evaluate the success of its program. Average daily attendance, suspension rates, rate of credit recovery, graduation rates, and the D/F rate are of primary concern for our population of students.   As of 2009-2010, the California Department of Education changed the API calculation for the Alternative Schools Accountability Model (ASAM). As a result, alternative schools earn their API without consideration of other data points. Travis Education Center, however, continues to look to these other sources of data to inform our decisions.

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.

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. Although, there has been an increase in pathways toward suspension with an improved progressive discipline plan and the addition of detention and Saturday School.

Further, 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 within the framework of the TEC alternative education program. In addition, the rate of students earning a D/F grade is significant at 26%, although it has been trending downward. The rate is much higher in the core subjects, compared to the elective courses, thereby warranting some investigation into individual teacher grading practices, grading rubrics, and the culture of expectation that heavily focuses on credit recovery rather than academic excellence in student work.

The number of students who still need to pass the CAHSEE when enrolling at TEC is relatively small compared to the school population. Although the pass rate for each administration of the test is low, the graduation rate is the greatest indicator that most students eventually pass both sections of the CAHSEE and therefore graduate with a diploma. In the last 3 years, all students who were eligible for graduation have either passed the test or received a special education waiver, and have graduated with a diploma, not a certificate of credit completion.

Both staff and students perceive that students would benefit from additional opportunities to prepare for college and career readiness, as evidenced by staff observation and conversations with students. The staff has added several new courses since 2012 and plans to continue to provide additional opportunities for students to develop workforce related skills. TEC anticipates that adding more vocational opportunities will improve student engagement, and thereby improve student attendance, behavior, and academic achievement. In addition, students would benefit from increased opportunities to improve their financial literacy, as evidenced by the student perception survey. Currently, students are taught about financial literacy 2 days per week in one Guidance class, during the Business Math class, during Work Experience, and during Transitions. TEC teachers will reflect on the current curriculum and instruction related to financial literacy and find ways to bolster this effort and improve student outcomes.

 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 (work force, 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 IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide: (1) a summary of the degree to which the criteria are being met and include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs; (2) the identification of strengths; and (3) the identification of prioritized growth areas.

→ **Note: The five criteria categories are:**

A. **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
B. **Standards-based Student Learning: Curriculum**
C. **Standards-based Student Learning: Instruction**
D. **Standards-based Student Learning: Assessment and Accountability**
E. **School Culture and Support for Student Personal and Academic Growth**

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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities), and the variety of programs offered at the school.
Examples include:

- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.**

→ **Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

A1. Vision and Purpose Criterion

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: 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.

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.

The school's curricular emphasis is directly aligned to the California Common Core State Standards with a strong emphasis on addressing the various learning styles and needs of all of our students. The schoolwide learner outcomes **(I CARE)** are evident in curricular development, teaching methodology, and school-wide emphasis.

I CARE

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

C*ooperative Learners and Workers*
- work well with others in a group
- listen to others and discuss issues appropriately

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

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

E*ffective Communicators*
- use technology creatively and effectively
- demonstrate social intelligence in varying situations

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
TEC's mission and vision statements are reviewed annually as part of the school's Single Plan process, which includes representation from all stakeholders. As part of this process, the school's learner outcomes are also reviewed and were recently updated in early 2015. The staff considers LCAP priorities, student achievement data, perception data, and current educational research, especially as it relates to	**SSC Minutes** **LCAP** **SPSA** **Updated Learner Outcomes**

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underperforming or alternative education students, when developing the SPSA goals, and revising the mission/vision statements and expected learner outcomes. . It was during such data review, research and professional development that the school-wide initiative for character development was born. TEC's focus on character development as it relates to student achievement and future success caused the TEC staff to update the expected learner outcomes by adding additional indicators for each category.

Character Development Program Documents and Research

Character Awards and Rewards

The mission and vision statements have not been changed, as the stakeholders believe that they represent the spirit of the TEC alternative education program.

Mission and Vision Statements

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: 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.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
TEC's School Site Council is comprised of 4 teachers, the principal, the counselor, 3 students and 3 parents. Working in collaboration, the School Site council evaluates achievement data and perception data to influence the development of goals and action items to achieve those goals. Part and parcel to this process is the integration of the district's LCAP goals into the SPSA goals for TEC. District administration reviews the plans before they are considered by the Governing Board and provides support in the SPSA development process. Ultimately, the School Board makes the final decision regarding accepting the site plan, including the mission/vision statements, expected learner outcomes, goals, and action items.	**SSC Minutes** **SPSA** **LCAP** **School Board Minutes**
Members of the community, including the local community colleges, armed forces, trade schools, Job Corps, and representatives from various industries participate in the College and Career Fair or are invited to make presentations at lunch and during instructional time. TEC staff derives significant information from these relationships/partnerships that influence the decisions regarding expected learner outcomes and the school's mission and vision.	**List of College & Career Fair participants** **List of guest speakers**

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: 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.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Prior to enrolling at TEC, students are provided detailed information about the TEC program and the expectations for students once they enroll. For students transferring from Vanden High School, the VHS counselors or IEP case managers explain the accelerated nature of the alternative education program and what students should expect. Upon enrollment, the TEC guidance counselor also meets with the student and parent to provide greater details about the expectations of the school. Parents and students are encouraged to use the school website to access additional information and review the Student Handbook.	**Document: Credit Recovery Pathways** **Document: TEC Program** **School Brochure** **School Website**
The principal also makes presentations in each class at the beginning of the school year and will meet with students as they enroll throughout the year to review the Student Handbook, highlighting information about expected learner outcomes, character, attendance and student behavior. A similar presentation is also made during Back to School Night for parents.	**Student Handbook** **Back to School Night PowerPoint Presentation**
To educate other members of the school community about the TEC program, TEC began a series of articulation meetings with Vanden High School in March of 2015, focusing first on the Vanden Special Education Department. The intention of these meetings is to improve the image of alternative education with staff from the comprehensive school site, to build collegial relationships amongst staff, and to address any misconceptions about the nature of alternative education at TEC. Since Vanden staff are often the first to discuss alternative education options with students, it is important that they accurately represent the program, thus it is TEC's responsibility to educate them about the alternative education program at TEC.	**Document: Credit Recovery Pathways** **Document: TEC Program** **School Brochure** **School Website**

Regular Review and Revision

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

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
TEC's mission and vision statements are reviewed annually as part of the school's Single Plan process, which includes representation from all stakeholders. As part of this process, the school's learner outcomes are also reviewed and were recently updated in early 2015. The staff considers LCAP priorities, SPSA goals, student data, perception data, and current educational research, especially as it relates to underperforming or alternative education students.	**SSC Minutes** **SPSA** **LCAP** **Educational Research related to underperforming students**

A2. Governance Criterion

The governing board (a) has 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; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board

Indicator: 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.

Prompt: ***Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear***.

Findings	Supporting Evidence
The Board operates under a set of Board Bylaws, numbered from 9000 to 9400. These bylaws describe specific duties of the Board and include processes for elections, terms of office, Board development, meeting conduct, and Board organization. Board Bylaw 9320 includes details about the frequency and regularity of Board meetings, and the district's commitment to follow Brown Act state open meeting laws. The Board meets once per month on the second Tuesday of the month. Meetings start at 6:00 p.m., with closed session at 5:00 p.m.	**GAMUT on-line**

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: ***Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.***

Findings	Supporting Evidence
The Board's policies, LEA Plan, LCAP, and other plans support TEC's vision, mission, and learner outcomes. Travis Unified's LCAP includes goals in five areas that complement TEC's school-wide learner outcomes. The district is highly supportive of TEC, as evidenced by the high level of staffing provided, which allows TEC to reduce class size and meet the needs of individual students. An example of the goal	**LEA Plan** **LCAP** **Learner Outcomes**

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alignment is TEC's strong emphasis on LCAP Goal 4: Provide positive, nurturing environments in all schools. This goal is focused on character education and other socio-emotional learning and developing strong, positive relationships between students and adults. For many of our students, work in this area is an important foundation for improving student academic success.

Governing Board's Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Each year, TEC develops a Single Plan for Student Achievement, which is reviewed and approved by the Board. The SPSA is developed by the School Site Council, where the mission, vision, and learner outcomes are reviewed. Once approved by the School Site Council, the SPSA is reviewed by the Board. In addition, TEC students and staff make presentations to the Board to showcase school programs that make a real difference for students. Recently, TEC students, under the direction of the drama teacher, presented their character education program.	**SPSA** **Board Minutes**

Understanding the Role of the Governing Board

Indicator: The school and business community understand the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence
The LCAP process has expanded communication with stakeholders. Each year, district administration consults with staff, students, parents, and community members to identify priorities for the LCAP. In addition to the LCAP process, parents participate in school and district governance processes on many levels. TEC has parent representatives on the	**Superintendent's Parent Advisory Group Membership** **School Site Council Membership** **LCAP Process Outline**

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

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

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

Board's Evaluation/Monitoring Procedures

Indicator: 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 programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
The district's LCAP describes how progress will be measured for district goals and the Eight State Priorities. Measures include state test scores and other required measures as well as locally developed metrics. TEC measurements include the graduation rate, attendance rate, suspension data, and the CAHSEE pass rates.	**LCAP**

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

Findings	Supporting Evidence
Both informal and formal complaint and conflict resolution procedures are effective. The district website includes detailed information about filing formal personnel, Williams, discrimination, and Valenzuela complaints, and complaint forms are available for download. These complaints are handled expeditiously in accordance with the law.	http://www.travisusd.org/Domain/54 for the web page that describes the complaint process.

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

If a matter is not resolved at the site level with the principal's involvement, the matter would be referred to a third level, involving the Assistant Superintendent of Educational Services, the Director of Human Resources or the Assistant Superintendent of Business and Operations.

Both school and district staff also respond to parents who walk in to talk about a concern. TEC's school secretary is very friendly and parents find her easy to talk to; she supports parents in contacting the right people to get problems taken care of quickly.

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. 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 with Prompts

Broad-Based and Collaborative

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

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
TEC staff meets for collaboration time twice per month. Meetings last for 2 hours each and include all aspects of school governance. Discussions include school safety, character education and research, review of performance data, review of 504 plans and IEPs, school activities, budget, awards/recognitions, course proposals, SPSA development, and other nuts & bolts topics that affect the day-to-day operations of the school. Due to the small size of the staff, each person is able to contribute extensively on each topic.	**Staff Meeting Agendas**
The School Site Council, which includes parent, students, and site staff reviews both achievement data and perception surveys to develop a plan that supports TEC students in accomplishing the expected learner outcomes and the specific goals identified in the SPSA.	**SPSA**
Currently, TEC does not have input from members of the business community. There are, however, opportunities to include members of the business community in the College & Career Fair, the Work Experience class, and the Transitions class. All such avenues would allow for TEC students to receive valuable input from local employers and business professionals.	

School Plan Correlated to Student Learning

Indicator: 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.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

Findings	Supporting Evidence
The process to develop the SPSA is annual and provides an opportunity for review of trends in achievement data and perception data as they relate to students accomplishing the expected learner outcomes (which includes career and college readiness).	**SPSA**
The school site models its goals after the district's LCAP goals, and creates specific action items that support students in improving academic preparedness and college/career readiness. A review of the school's SPSA and the district's LCAP reveals that the goals are congruent, but still allows for enough flexibility for the school site to meets its unique needs and work toward improving areas for growth.	**LCAP**
To influence the development of the LCAP, the principal meets with groups of students to discuss student perceptions related to site and district needs. This information is reported to the district administration who oversee the LCAP development. In addition, the School Site Council, consisting of parents, students, and staff, also meets to review the draft of LCAP goals and provide input from an alternative education perspective. This information is also relayed to the district to be considered as part of the LCAP development.	**School Site Council Agenda**
Moreover, the Superintendent's Parent Advisory Group meets to offer input as part of the LCAP development process and TEC parents are represented in this group.	**Parent Advisory Group Agenda**
Several other stakeholder meetings are hosted by the district to allow parents and staff an opportunity to provide input toward the LCAP's development.	
The LCAP's development drives the discussion of the SPSA (including the Mission/Vision/Learner Outcomes) and is the lens through which the achievement and perception data is interpreted.	**LCAP** **SPSA**

On-going monitoring occurs throughout the school year as new achievement data is available, specifically student progress toward credit recovery (reviewed every 4 weeks for all students) and the D/F rate (reviewed annually). Student perception data is also reviewed bi-annually (Senior Exit Survey, Safety Survey). The staff also solicits input from a student groups (TEC Ambassadors or the Service Learning class) as needed.	**Staff Meeting Agendas** **Service Learning Discussion Notes** **TEC Ambassadors Minutes/Notes**

Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the 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.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

Findings	Supporting Evidence
The district provides staffing at TEC to support all aspects of the TEC program. TEC students benefit from smaller class sizes and significant 1:1 support because of the size of the TEC staff. With 5 teachers, 1 counselor, 1 secretary, and 1 principal serving their needs, TEC students (approximately 75 to 85) have access to significant support. The staff to student ratio speaks to the degree to which fiscal/personnel resources are provided to support alternative education in Travis Unified. This level of staffing allows for greater oversight and monitoring of the SPSA, which includes the expected learner outcomes and LCAP goals.	**Staffing list**
The school budget is approximately $15,000 and is allocated to support the general operations of the school (classroom/office supplies), increasing technology (specifically replacing laptops for student use), improving library and literacy resources, and providing quality resources for students	**School Budget** **Laptop Carts** **Shmoop and Ed-1 Stop Contracts**
Additional monies are allocated by the district to support Cyber High, the distance learning program used for additional credit recovery.	**Cyber High (inventory of tests)**

Staff Actions/Accountability to Support Learning

Indicator: 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.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Findings	Supporting Evidence
TEC staff are involved in all aspects of school governance by either providing input solicited by the principal or by working collaboratively with one another.	**Staff meeting agendas**
TEC staff meets 2 times per month, for 2 hours each meeting, to discuss progress toward goals and/or discuss issues that are affecting student performance. These conversations have led to significant changes in the overall TEC infrastructure that includes the development and implementation of an Academic Probation process, changes to the bell schedule and master schedule, and instructional changes related to financial literacy, life skill development, and overall academic preparedness.	
In addition, when teachers attend professional development workshops, they share what they learned at the next staff meeting so the entire staff may benefit from it.	
To provide additional opportunities for shadowing, coaching, and observation, TEC plans to provide release time to teachers to observe instruction at both the comprehensive high school and middle school. Such opportunities will allow TEC teachers to observe best practices at other sites and build relationships with their colleagues in the district. Because TEC teachers are generally a 1-person department, there has been little collegiality amongst the staff as it relates to the content and instructional practices in each discipline. The English teachers are able to share ideas, since there are 2 teachers. The science teacher maintains communication with the science department at Vanden as well. Moreover, as new electives are added, such as Careers in Education and Information Technology, the TEC teacher does initially collaborate with the Vanden teacher who also teaches the course in order to establish processes, procedures, and essential assignments. Beyond that, there has been no significant collaboration within or among the disciplines.	

Evaluation of Existing Processes

Indicator: 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.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
On-going data analysis, including credit recovery, Academic Probation, character development, attendance and suspension data influence the agenda items for staff meetings. The principal reviews this information with staff throughout the school year to reflect upon the efficacy of existing processes and their impact on student learning.	**Staff Meeting Agendas**
As needed, modifications are made. This was quite evident in last 3 school years since many new changes were piloted that affected the master schedule, bell schedule, and after-school Cyber High. The pilot period allows for staff to consider long-term changes, knowing that the impacts of those changes will be under review.	
A recent example of this was a review of 2nd quarter credit recovery (and academic probation) as they relate to the fewer number of weeks in the 2nd quarter compared to the 1st quarter. As a result, the staff and principal recommended to district staff that TEC's 2nd quarter be extended to create a balance between the first semester and second semester because a shorter 2nd quarter was negatively impacting student learning.	

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
TEC staff is proficient in the use of e-mail to communicate. All classrooms are also equipped with a phone.	
Because of the small size of the campus and staff, most staff can communicate many times throughout the day, in-person. Teachers are friendly with one another and most will often eat lunch together or communicate during passing periods, helping to sustain a good working relationship.	**Observation**

Common Planning Schedule allows for staff meetings every 2 weeks. These days are scheduled every other Wednesday from 7:30am to 9:30am. On these days, students arrive to school late so the staff can work collaboratively. These meetings are used for a variety of purposes, including day-to-day operations, review of data, discussion about school-wide initiatives, school safety, SPSA development, WASC self-study, and some professional development.

Staff meeting agendas

These staff meetings are formalized in that agendas are created by the principal and matters are discussed in a forum of open communication. Staff have the opportunity to request that agenda items be added to future meetings and also have the opportunity to share opinions on all agenda items. Generally, the majority opinion governs decisions when a vote is required. While staff may not always agree on issues, the process to make final decisions is generally democratic in nature. The principal seeks input from staff on most decisions that will affect their classroom instruction, workday, and work environment.

When it comes to small issues that arise or decisions that have to be made quickly, the principal will call for a "T-Bird Huddle" after school. A "T-Bird Huddle" is a euphemism for a very brief meeting after school where the staff gathers to discuss a single topic and make a quick decision. T-Bird Huddles do not happen often because formalized staff meetings are held every 2 weeks and significant 1:1 communication happens on campus, however the principal may need to make decisions requiring staff input on a last minute basis, thereby warranting a "T-Bird Huddle". The principal makes efforts to include staff in as many decisions possible and where appropriate.

A4. Staff: Qualified and Professional Development Criterion

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

Indicators with Prompts

Qualifications and Preparation of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

Findings	Supporting Evidence
Alternative education teachers are selected either through a recruitment and interview process used in Travis Unified or through a voluntary transfer process outlined in their collective bargaining agreement. The Travis Unified Human Resources Department has verified that all teachers have the appropriate credentials and certifications.	**Collective Bargaining Agreement**
At the beginning of each school year, the principal meets with all staff to review new district policies and protocols and to review those existing policies and procedures that have particular relevance for TEC. Using a prepared document called *Nuts and Bolts*, the principal provides details and explanations.	**Nuts & Bolts Document**
Although TEC has very little teacher turnover, there is an informal process for acclimating new staff. Since the last WASC self-study, TEC has gained a new science teacher and a new counselor. The principal will spend time with new staff to share information about the program and the day-to-day operations of the school. However, much of what new staff learn is from speaking to experienced teaching staff and by trial and error in the classroom, with the support of the principal. The length of the acclimation process is greatly influenced by the years of experience in education and the type of schools where the staff member had previously worked.	
TEC works to recruit staff who have a special and particular interest in working with at-risk students who may not have	

been successful in the larger comprehensive school system. Other sought-after qualities include the ability to provide a flexible educational experience for students and to work effectively with students who may struggle academically, socially, and/or emotionally.

Moreover, teachers must be willing to teach elective courses that may be outside of their core area of expertise. For example, the English teacher also teaches various art courses, the science teacher teaches a wide variety of elective courses from PE to psychology, the math teacher teaches varied courses from geography to speech, and the RSP teacher teaches multiple electives as well. The goal is to offer students as many elective choices as possible, requiring that the teaching staff be flexible in what they can teach. New staff bring new ideas and the possibility of new course proposals that increase the elective options for the students.

Master Schedule

Course Proposals

Staff Assignment and Preparation

Indicator: 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.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
Beyond the information provided in the previous response, TEC teachers have significant input in their teaching assignment. Although TEC operates with a student-driven master schedule, the majority of electives offered each quarter are chosen as the principal and counselor consult with the teaching staff.	**Interview of teachers and counselor**
Teachers are able to submit course proposals for new electives that they are interested in teaching. Since 2012, Psychology, CAHSEE Prep, Business Math, Science Seminar, Music Appreciation, Journalism, Child Development, Careers in Education, Sociology Seminar, Internship, Information Technology, and English Seminar have all been added as new courses. This allows teachers greater flexibility and variety in their teaching assignment, where they are significantly involved in the decisions regarding their assigned teaching schedule. Because teachers have written so many of the course proposals, they have significant autonomy in designing	**Course proposals by teachers**

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their course and choosing appropriate curriculum.

In cases where teachers are asked to teach a course that is new to them, the teacher will generally work collaboratively with other teachers in the district who may have taught the course in order to be oriented with what is expected. The principal will also provide the original course proposal as a guide when it is necessary. In general, the TEC staff is adept in course and curriculum development and quite resourceful in creating and finding appropriate lesson plans.

The on-line program, Cyber High, is managed by the counselor who provides support to teachers who may need help with it.

Defining and Understanding Practices/Relationships

Indicator: 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.

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
In the beginning of the school year, the principal meets with staff to review district policies and site protocols that are relevant to the site staff. The principal uses a collaborative approach to decision making, and works to achieve consensus when possible. Beyond the Single Plan and WASC self-study process, staff are involved in decisions that affect their work environment, day-to-day school operations, student discipline matrices, and school safety.	**Nuts and Bolts Document** **Staff meeting minutes related to LCAP, WASC, Single Plan, Safety Plan, Discipline Matrix Review**
When decisions must be made in a short period of time and a regular staff meeting is not possible, the principal will call for a "T-Bird Huddle" which is a euphemism for a brief meeting on very short notice. Generally, these meetings will take place during a passing period or right after school. Due to the small size of the TEC staff, coordinating these types of short-notice meetings are not difficult. This process allows for more collaboration, particularly on matters that will impact the staff directly.	**Interview of staff**

Support of Professional Development

Indicator: 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.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
Professional development is approached in 3 ways, with approval from the site principal:	
1. The staff participates in professional development offered by the school district where a trainer is hired. Staff are compensated for their time if the training is outside of their duty day.	**Conference Notes/Fliers**
2. The staff participates in professional development offered outside of the district. Staff attends during their duty day and their substitute teacher is provided if necessary.	**Conference and Travel Requests**
3. The staff participates in professional development within the context of a Professional Learning Community (PLC) where staff collaborate and learn from one another.	**Staff meeting minutes, notes, power point presentations, articles, books**
Beyond these organized efforts for professional development, TEC staff are professional educators, thus they are life-long learners. They seek opportunities for growth on their own time by reading educational research/books and reviewing lesson plan ideas and curriculum related to their discipline, staying abreast of changes related to standards for their content areas, and seeking information about how to develop their individual craft as professional educators.	

Since 2012, TEC staff participated in the follow professional development opportunities:

Participating Staff	Professional Development
Principal, School Psychologist, Counselor	Mental Health Prevention and Care Services in School
English teacher, RSP teacher, Principal	Early Reading Intervention Academy (4-day training)
English teacher, RSP teacher, and Principal	Character and Leadership Development
Principal	Empowering Yourself & Others to Stop Bullying
Social Science Teacher	PBIS Breakfast
Math teacher, Social Science teacher, Science Teacher, & RSP teacher	Kagan Training
RSP teacher, Social Science teacher, and principal	PBIS Training
English Teacher and RSP Teacher	Common Core Writing Series (3-day training)
Math Teacher	Common Core Math: Implementation/Mathematical Practices
Math Teacher	Math Textbook Adoption (2-days)
RSP Teacher	SBAC Field Test Training for SPED
Counselor and Principal	No Such Thing as a Bad Kid: Dealing with Difficult Juveniles
Teachers and Counselor, led by Principal, during an all-day professional development provided by district	Common Core Training (review of standards related to college and career readiness)
Counselor	Cash for College – Financial Aide
RSP Teacher and Principal	Soup to Nuts: Special Education Law into Practice
Teachers and Counselor, led by Principal	Character Development (on-going training in staff meetings regarding non-cognitive skills)

Teachers, Counselor, Principal	Read book: <u>Teaching with Love and Logic</u>
Teachers, Counselor, Principal	Read book: <u>How Children Succeed: Grit, Curiosity, and the Hidden Power of Character</u>
Counselor	High School Counselor Conferences for Napa College, Solano College, Sac City Community College, Diablo Valley Community College and Cal State East Bay (1 day each)
Counselor and Principal	The 411 on Section 504 (provided by SELPA)
English, RSP Teacher, Social Science Teacher	Web 2.0 Instructional Technology
Principal	WASC Visiting Committee: Estrellita Continuation High School
Counselor	Napa Solano Bus Tour of Apprenticeship Training Facilities

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The principal follows the district protocols for evaluating staff. Staff is evaluated every 2 years. Teachers and the counselors establish goals for their evaluation year and meet with the principal to review their goals. The principal completes 2 formal observations as part of this evaluation process, but also visits classrooms several times per week to observe instruction and student learning, and to gauge the climate of the learning environment. After each formal observation, the principal meets with each staff member to review what was observed, review their strengths and provide input on the areas for growth. Teachers and counselors are given a summative evaluation, which includes a review with the principal, toward the end of their evaluation year.	**Collective Bargaining Agreement (outline evaluation process)** **Evaluation Documents** **Principal's Drop-In Visit forms**
The principal serves in a coaching role to support staff in making the growth identified in their evaluation or to provide input and resources to them that will support them in their	

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overall professional development.

Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
As facilitators of the Cyber High courses, TEC staff serve in capacity that does not require special professional development. The staff is competent in managing the computers used by students and navigating through the cyber high administrative and student portal. Questions related to Cyber High are directed to and answered by the Counselor.	**Staff interview** **Cyber High Contract**
Since Cyber High is a distance learning curriculum, the instruction, formative assessments, and summative assessments are developed and managed by the creators of the Cyber High program. Teachers serve in a support role as students navigate through this on-line learning opportunity. In September 2015, TEC staff collaborated with staff from the comprehensive site to develop a district protocol for Cyber High. As a result students are subject to uniform expectations district-wide and must sign a contract to that effect before beginning Cyber High.	

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
Staff meetings, held every 2 weeks, provide a time for the staff to share information related to their professional development. In many cases, when staff return from a workshop or training, they will provide a brief overview to their colleagues during a staff meeting.	**CPD Agendas**
The principal sees evidence of what staff have learned during professional development by visiting classrooms on a regular basis and observing the implementation of new ideas and their impact on students. The principal and staff have informal conversations as a follow up to these routine visits to discuss the efficacy of lessons or pedagogical strategies.	

TEC's graduation rate, particularly the number of early graduates, is evidence of heightened student motivation to earn credits. TEC staff is currently focused on PLC work to improve student performance related to grades and GPA, so that both credit recovery and quality academic work are concurrent goals for each student.

A5. Resources Criterion

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

Indicators with Prompts

Allocation Decisions

Indicator: 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, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The staff works collaboratively to provide input on the LCAP, and then develops the Single Plan and WASC goals to support the LCAP goals. District and school site resources are marshalled toward achieving those goals. A focus on academic standards, college/career readiness standards, critical learner needs, and the school's mission/vision is intrinsic to the LCAP, Single Plan, and WASC processes.	**Single Plan** **Site Budget** **Staff Meeting Notes**
As goals are developed, action items are also developed that explain what specific actions are necessary to achieve the goals. Many of the action items include allocation of resources specific to supporting the action. For example, resources have been allocated for the CAHSEE Prep class, character awards, library resources, and other similar site needs through this collaborative process.	
Although the TEC budget is relatively small (less than $15,000), the staff is included in a collaborative process to allocate resources toward achieving site goals.	

Practices

Indicator: 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.)

Prompt: *Evaluate the effectiveness of the school's processes 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.)*

Findings	Supporting Evidence
In March of each year, the site receives a preliminary budget development spreadsheet from the Business Director of Fiscal Services. The data entered into this document is be used to build the next year's budget. The site is allocated a certain amount of funds based on CBEDS enrollment. This amount is approximately $15,000 for TEC.	**Site Budget**
The site principal and secretary project how much will be spent to carry out the school site goals anticipated for the following school year. The site secretary is responsible for placing funds in the appropriate expenditures (i.e., office/classroom supplies, conference & travel, technology license/ supply/ software/ maintenance, replacement books, postage, extra duty and/or substitutes). When expenses are incurred, the secretary follows the district's protocol for purchase orders and requisitions. The paperwork is submitted, which triggers an electronic process requiring approvals for the expenditures. The approvals are routed through the site principal, district administration, and the business office.	
TEC undergoes an annual audit of its expenditures, site cash, and attendance records. In May, the district's business office notifies the site of the date of the June audit. TEC is responsible to have information readily accessible for auditors regarding attendance and site cash. The site cash includes any cash collections, processing, deposits, receipt book. All other records are audited at the business office. TEC has had no audit findings indicating mishandling of funds.	

Facilities

Indicator: 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.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
School facilities are adequate to support the school's vision, mission, school wide learner outcomes, the educational program, and the health and safety needs of students. The student population (approximately 70-80 students) are served well by 5 classrooms, computer lab, library, and multipurpose room. In addition, the students have access to adequate outside seating for lunch, a lunch trailer where lunch is served, and in-door student kitchen, in-door lunch seating, large bathrooms, and also a basketball court.	**Observing Facilities** **Williams Act Compliance**
The secretary, counselor, and principal also have adequate space to perform their functions in support of the school program.	
Teachers enjoy large classrooms with enough space to conduct classes, store classroom materials, and can move student desks around in various configurations to support varying learning needs/styles.	

Instructional Materials and Equipment

Indicator: 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.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Instructional materials are provided using district funds or site funds. At the beginning of each year, staff inventory their books to make certain that the school has enough textbooks for the student population. Shortages are reported to district administration who order additional textbooks as needed.	**Textbook list** **Valenzuela Compliance**
Supplemental instructional materials are provided as requested by staff. This includes PE equipment, instructional videos, library resources, science resources, and written	**Purchase Orders**

resource materials for various subjects.

TEC has enjoyed a significant increase and improvement in technology resources, specifically the addition of a computer lab and all new staff computers in 2014, all with the latest Microsoft software. In addition, each teacher has a laptop cart in their classroom, for student use, where laptops are replaced on an alternating basis as site funds become available. Each teacher also has a smart board, laptop, and document camera to support their instruction.

Observe Technology

In 2013, the district created a new position for a Technology Services Director. TEC has seen significant improvements in the process and expediency in addressing technology issues that arise throughout the year since this new position was created. TEC staff how have direct access to report issues and work directly with IT staff to have their IT problems addressed.

Help Desk Website

The addition of the lab science program in 2013 required the purchase of a significant amount of equipment and supplies, all purchased with district funds. The materials required to support consumable supplies for this program are purchased using site funds.

Purchase Orders

Well-Qualified Staff

Indicator: 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.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
TEC maintains a well-qualified staff by hiring professionals with appropriate credentialing and certifications. Once staff are hired, they are offered professional development on an on-going basis to support specific site/district goals and improve their overall craft as professional educators. College and career preparation is built into all curriculum and practices at TEC, thus all professional development supports staff in improving the quality of their instruction/services to that end. Professional development is a priority at TEC, as evidenced by the number of professional development opportunities provided since 2012. These opportunities include everything	**Staff credentials/certifications**

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from improving the social/emotional climate of the school, enhancing the non-cognitive development of students, and providing training in teachers' specific discipline.

Participating Staff	Professional Development
Principal, School Psychologist, Counselor	Mental Health Prevention and Care Services in School
English teacher, RSP teacher, Principal	Early Reading Intervention Academy (4-day training)
English teacher, RSP teacher, and Principal	Character and Leadership Development
Principal	Empowering Yourself & Others to Stop Bullying
Social Science Teacher	PBIS Breakfast
Math teacher, Social Science teacher, Science Teacher, RSP teacher	Kagan Training
RSP teacher, Social Science teacher, and principal	PBIS Training
English Teacher and RSP Teacher	Common Core Writing Series (3-day training)
Math Teacher	Common Core Math: Implementation/Mathematical Practices
Math Teacher	Math Textbook Adoption (2-days)
RSP Teacher	SBAC Field Test Training for SPED
Counselor and Principal	No Such Thing as a Bad Kid: Dealing with Difficult Juveniles
Teachers and Counselor, led by Principal, during an all-day professional development provided by district	Common Core Training (review of standards related to college and career readiness)
Counselor	Cash for College – Financial Aide
RSP Teacher and Principal	Soup to Nuts: Special Education Law into Practice
Teachers and Counselor, led by Principal	Character Development (on-going training in staff meetings regarding non-cognitive skills)
Teachers, Counselor, Principal	Read book: Teaching with Love

Conference Notes/Fliers

Conference and Travel Requests

Staff meeting minutes, notes, power point presentations, articles, books

	and Logic
Teachers, Counselor, Principal	Read book: How Children Succeed: Grit, Curiosity, and the Hidden Power of Character
Counselor	High School Counselor Conferences for Napa College, Solano College, Sac City Community College, Diablo Valley Community College and Cal State East Bay (1 day each)
Counselor and Principal	The 411 on Section 504 (provided by SELPA)
English, RSP Teacher, Social Science Teacher	Web 2.0 Instructional Technology
Principal	WASC Visiting Committee: Estrellita Continuation High School
Counselor	Napa Solano Bus Tour of Apprenticeship Training Facilities

Long-Range Planning

Indicator: 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.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The WASC self-study process is the impetus for developing a long range plan for TEC that ensures the continual availability and coordination of appropriate resources, supports student achievement of the critical learner needs, the academic standards, college and career readiness standards, and schoolwide learner outcomes.	**WASC Self-Study Report** **Single Plan** **LCAP** **Staff meeting minutes**
WASC goals are driven by the district's LCAP (the district's long-range plan) and also governs the development of the Single Plan, all of which requires on-going analysis of achievement data and discussion regarding the efficacy of existing programs/initiatives, and the need for new resources or programs/initiatives.	
The district provides collaborative staff time to accomplish	

these tasks, allowing the staff to meet for 2 hours, two times per month. Input on the LCAP, the development of the Single Plan, and the WASC self-study process are all accomplished during this collaborative time and support the development, review, and revision of the district's and school's long-term plans.

The LCAP, WASC self-study, and Single Plan are all geared toward supporting supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

TEC has a clearly stated mission and vision that is specific to its at-risk population and consistent with educational research and the district's LCAP goals.   TEC staff reviews its mission/vision and school wide learner outcomes annually, as part of the process for developing the Single Plan for Student Achievement (SPSA). Representation from parents, students, and staff collaborate as part of the School Site Council to evaluate achievement data relevant to TEC and to develop goals for the SPSA. Recent goals derived from this process include a greater focus on financial literacy, increasing elective choices for students, and focusing on transition planning.

TEC enjoys significant support from the Governing Board and District Administration. TEC is included in all matters that affect secondary education in Travis Unified and is regarded as having equal importance when considered with the comprehensive school site. TEC enjoys a high level of staffing and smaller class sizes to support its at-risk population.

TEC parents are involved in the development of the SPSA and the LCAP and are also represented on the Superintendent's Parent Advisory Group.

The school's planning process is broad-based and collaborative, including staff, parents and students. There are opportunities for members of the business community to be involved with the TEC program, but these partnerships still need to be developed.

Prioritize the strengths and areas of growth for Category A.

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

TEC staff agrees that its strengths include:

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

2. **Representation from parents and students as part of an annual review of mission/vision, learner outcomes, and SPSA goals.**

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

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

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

6. **Adequate facilities, including a new space designated for a library.**

7. **Adequate instructional materials and support to update technology as needed**

8. **Highly qualified staff**

9. **Significant support for professional development**

10. **Long-range vision that consistently reviews data and reflects on best practices as part of the development of the SPSA and LCAP.**

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

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

TEC would benefit from:

1. **Increasing its partnership with members of the business community.**

Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.
Examples include:
- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.**

➔ **Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective 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.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
All teachers are emerging in their implementation of Common Core teaching strategies, which are based on current educational research.	
The English teachers (both general education and RSP) are integrating more non-fiction and requiring students to annotate, analyze, and write evidenced based responses to what they are reading. The general education English teacher relies heavily on the research of Kelly Gallagher whose work focuses on strategies to help students become better readers and writers. The teacher also uses strategies developed by Dr. Kevin Feldman whose focus is on increasing literacy, and the *Bay Area Writing Project*, which focuses on strategies to improve student writing skills. Beyond that, the English teachers use research and resources from the National Council of Teachers of English, the International Literacy Association, the Teaching Channel and the California Department of	**Books written by authors** **Professional development binders/notes** **Assignments based on educational research** **Websites**

Education website to stay abreast of current research and instructional strategies to support students in meeting the ELA standards that will support them in college and career readiness as well as help them achieve the student learner outcomes.

The math teacher is currently using a newly adopted Algebra 1 textbook that is based on current educational research related to Common Core pedagogy and strategies. The teacher has employed a more collaborative, student-centered approach to teaching mathematics. The teacher has also spent time researching best practices for teaching Common Core by reviewing information on-line.

Student work

On-line resources used by math teacher:
www.corestandards.org

www.edutopia.org

The science teacher has begun integrating the Next Generation Science Standards, and works to align the curriculum with Vanden High School's science department (TEC's feeder school). The lesson delivery is highly student centered, collaborative, and includes many hands-on components. There is a greater focus on reading and writing in the science classes to support the achievement of the Common Core literacy standards for science.

Standards-based assignments

Lab reports

Tests

The social science teacher has integrated more primary sources to support the acquisition of Common Core skills related to literacy. Students are developing greater skills for annotation and analysis of complex historical texts and documents.

Student work

All TEC teachers are cognizant of the need for students to be prepared for life after high school and implement strategies that support college and career readiness in reading, writing, listening, and speaking, thereby creating a viable and meaning academic program. Evidence of this preparation is most evident by observation of instructional practices and revealed through student work.

Imbedded in the academic program is a strong emphasis on non-cognitive skills that impact character development. TEC's character development program is based on university research from Dr. Angela Duckworth and Dr. Carol Dweck. In 2014, the staff began to explore the impact of these non-cognitive skills on student achievement through on-going professional development during staff meetings. Research proves that skills like grit (persistence) and having a ***growth mindset*** can help a person achieve success, regardless of natural intellect and life circumstances. TEC staff emphasizes

www.characterlab.com

TED Talk – Angela Duckworth (grit)

TED Talk- Carol Dweck (growth mindset)

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this to the students on a regular basis. As part of TEC's professional development related to character strengths, most of the staff read a book entitled, _How Children Succeed_, by Paul Tough, which explained the science and research related to Duckworth's and Dweck's work, along with other researchers. This research empowered the staff to begin a focus on improving student character. Traits like _grit, curiosity, social intelligence, self control, zest, gratitude, and optimism_ are all part of the vernacular of TEC students and staff. This common language helps staff and students to engage in discussions regarding student achievement and growth that are not represented on a transcript, but very much affect a student's present and future success in college and/or career.

Several published articles

Book: _How Children Succeed_
Author: Paul Tough

www.characterlab.org

www.viacharacter.org

www.trainugly.com

Academic and College- and Career-Readiness Standards for Each Area

Indicator: 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.

Prompt: _Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses._

Findings	Supporting Evidence
The focus of TEC's alternative education program is credit recovery and high school graduation. Within the framework of that focus, the teaching staff is committed to supporting students in developing skills that will improve their readiness for community college, vocational school, or the job market. As such, the curriculum is accelerated and focused primarily on essential assignments related to specific state standards. In 2012, the staff met to consider submitting TEC courses for UC "a-g" approval. The conclusion of that meeting was that the TEC program would have to substantively and systemically change its focus to include the degree of rigor required for UC approval. Such a change would significantly compromise the accelerated nature of the academic program and thus jeopardize accelerated credit recovery and timely graduation. After weighing the options, TEC staff chose to forgo submitting courses for "a-g" approval. The level of rigor at TEC is prescribed based on each	

student's need, ability level, and goals after high school. The staff prides itself on its flexibility, differentiation of instructional practices, and being able to work with at-risk students of all ability levels and life circumstances.

Student work

Each course in TEC's academic program is geared toward helping students to grow in aptitudes for college and career readiness, recognizing that TEC students will either pursue community college, a vocational program, or the workforce. These skills include analysis, annotation, evaluation of resources, research skills, and mathematical problem solving. The teaching staff works to incorporate as many of these opportunities for each course.

Lab reports

Student Essays

In addition, the Work Experience teacher prepares students for the workforce by requiring that they engage in mock interviews, resume/cover letter writing, and completion of on-line applications.

Student work

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
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. In some cases, students are allowed to work on Cyber High during the regular instructional day if authorized by their teacher and the counselor.	**Student transcripts showing Cyber High credits** **www.cyberhigh.org**
In September 2015, TEC staff collaborated with staff from the comprehensive site to develop a district protocol for Cyber High. As a result students are subject to uniform expectations district-wide and must sign a contract to that effect before beginning Cyber High.	**Cyber High Contract**

Congruence

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

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The schoolwide learner outcomes include goals for college and career readiness and academic preparedness. The teaching staff aims to incorporate all aspects of the learner outcomes in each course. *Independent thinking, cooperative learning, academic preparedness, responsible citizenship and effective communication (*TEC's learner outcomes) are all general expectations from every teacher in every course.	
The math and science teacher report that they heavily focus on critical thinking skills to help students prepare for college and career. The social science teacher focuses on responsible, informed citizenship and linking the past to present.	**Student work** **Classroom observation** **Course curriculum**
The English teachers also focus on responsible citizenship and uses discussion, reading and writing about social issues, ethics, and world-issues to engage students in improving their literacy, listening, and speaking skills.	
A review of student work and observation of classroom instruction would reveal congruence between the standards and skills taught and achieving the learner outcomes.	
Beyond achieving these cognitive skills, TEC staff also strongly emphasizes non-cognitive skills as part of its character development efforts. Traits like *grit, curiosity, social intelligence, self control, zest, gratitude, and optimism* are all part of the vernacular of TEC students and staff. This common language helps staff and students to engage in discussions regarding student achievement and growth that are not represented on a transcript, but very much affect the student's present and future success in college and/or career.	**Character Coaching** **Character Growth Card** **Character Awards** **Shout outs** **Observe discussions** **Teacher lessons regarding character**

Student Work — Engagement in Learning

Indicator: 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.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
TEC teachers develop their curriculum based on state standards, particularly in mathematics, science, social science and English. The standards are the foundation of the instruction, which drives decisions related to lesson delivery. Teachers work to develop lessons that not only meet the standards, but also engage students in ways that promote development of the schoolwide learner outcomes. Samples of student work provide evidence of both the degree to which students are engaged in the lesson and also the degree to which teachers are adhering to state standards. Observing classrooms also reveals the degree to which students are engaged in standards based instruction and work. While teachers work to maintain a high level of student engagement by differentiating instruction, the at-risk population of TEC can impede some student's from being engaged for a variety of reasons, many social-emotional. The staff maintains flexibility in such circumstances and focuses on encouraging students and reminding them of their goals and character development. *Independent thinking, cooperative learning, academic preparedness, responsible citizenship and effective communication* (TEC's learner outcomes) remain the goal for each lesson, all in an effort to prepare students for life after high school. TEC staff is diligent in their efforts to promote the learner outcomes, including the non-cognitive character strengths, as part of each lesson. Improving student engagement, including focused time on task, is a goal for each teacher, each day.	**Course Outlines** **Student Work** **Classroom Observations** **Aeries Intervention Record**

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
TEC does not have robust integration among the disciplines, however there is some evidence of integration, particularly between the economics course and some mathematical concepts.	**Economics Projects** **Student Work**
The greatest area of integration is the pervasiveness of promoting literacy across all disciplines. TEC staff regards every teacher as an English teacher insofar as there is the ability to improve reading and writing in almost every course at TEC.	
With respect to outsourced curriculum, the TEC staff uses a significant amount of supplemental materials to support their curriculum. The internet has provided countless resources for teacher use in every subject area. Evidence of teachers using many on-line resources are mostly evident in the English, science social science, and elective classes, where a classroom visit would reveal students watching a short video clip, seeing the source for an article they are about to read, or listening to a specific genre of music. Teachers use NYT.com, CNN.com, PBS.com, and NewsELA.com, the New York Times Learning Network, KQED, and YouTube fairly regularly to support their lessons. Beyond the wealth of free resources available on the internet, TEC staff also uses BrainPop, Cyber High, and Shmoop, which all require a paid subscription. The social science teacher also uses a supplemental resource called *We the People,* which is a product of the Center for Civic Education, to support the curriculum for American Government.	**Classroom observations**
TEC teachers assess all resources they use for legitimacy, accuracy, and appropriateness of content.	

Curricular Development, Evaluation, and Revisions

Indicator: 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 assessment includes the

degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
TEC staff reviews and evaluates the efficacy of the curriculum as it relates to the schoolwide learner outcomes by surveying the students right before they graduate. Students are prompted to respond to questions specifically related to how effective the school program has been in supporting their attainment of the learner outcomes. TEC staff is actively working to develop a similar survey for parents as well to garner more widespread input regarding student attainment of the learner outcomes. Surveys help TEC to evaluate whether or not it provides a challenging, coherent, and relevant curriculum as it relates to the schoolwide learner outcomes.	**Student Surveys**
Beyond student input, the school site council, comprised of parents, teachers, and students, provides input regarding the academic program as they evaluate achievement data, help to develop goals that are aligned with the district's LCAP, and provide input regarding the Single Plan for Student Achievement (SPSA). Since 2012, the TEC School Site Council has been appropriately constituted to include 3 parents and 3 students. This number represents a relatively high percentage of representation given the small TEC population.	**School Site Council Minutes** **SPSA**
The School Site Council also approves any new course proposals that are sent forward to the district's Curriculum Council for consideration. In the last 3 years, TEC has approved the following new courses to include in the master schedule: CAHSEE Prep, Business Math, Science Seminar, Music Appreciation, Sociology Seminar, Internship, and English Seminar. In addition, TEC has added electives that are offered at the comprehensive school site, and therefore did not require a new course proposal. Those courses include: Psychology, Careers in Education, Journalism, Introduction to Theater, Information Technology, and Child Development. Such decisions were driven by the School Site Council based on a goal to improve the elective choices for TEC students.	**Course Proposals** **Master Schedule**
Evaluation of classroom curriculum for each course is done by the teaching staff in collaboration with the principal.	

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Conversations related to improving curriculum are most evident when a specific goal has been established by the school. For example, in 2012 student surveys revealed that students needed more instruction related to money management. As a result, the staff looked for ways to embed additional instruction regarding financial literacy into the school day. Changes to the focus of the Guidance class followed, as well as the addition of a Business Math course. When student surveys, or other data, reveal an area of relative weakness as it relates to students achieving the learner outcomes, the School Site Council discusses the matter, establishes goals, and the teaching staff makes changes to curriculum and instruction in an effort to address the deficiency.

TEC teachers also make adjustments to the curriculum throughout each school day, even within each period, as they assess what is going well and what is not going well. Some teachers seek input from students while in class to get feedback regarding the curriculum, and choices are made based on this input. This is most evident in the English classes, including Socratic seminar and also the Science Seminar classes. Students have the ability to choose their research topics, writing topics, and what books they want to read.

Class Observation

Staff interview

Finally, all new textbook adoptions are first piloted, where input from teachers and students weighs heavily into the approval of any adopted materials. The process continues beyond the school site and includes a district curriculum council, parent input, and finally a governing board decision. The most recent textbook adoptions included Algebra 1 and World History.

Curriculum Council Minutes

Board Minutes

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
TEC teachers have 100% autonomy regarding their course outlines, essential assignments, and instructional strategies	**Staff interview**

within the parameters of the state standards, course proposals, and learner outcomes. Teachers are cognizant of the school's mission and the schoolwide learner outcomes (*Independent thinking, cooperative learning, academic preparedness, responsible citizenship and effective communication*) as they develop their course curriculum and establish expectations for student achievement. Teachers work together as desired, and may seek input from their colleagues at the comprehensive high school. This is most evident with the science and social science teachers who stay connected to what is expected at the comprehensive site.

The master schedule, while driven by student need, is developed through collaboration with the counselor, teacher, and principal. Teacher requests are given significant consideration, particularly as they relate to choosing which electives to offer or creating combination classes.

With respect to integration of technology, all teachers have a projector, desktop computer, laptop computer, document camera, and a laptop cart. Also, each classroom is equipped with an ENO board. The aging ENO board is not reliable in each classroom, however. Nevertheless, the teaching staff has access to technology that can enhance their instruction if they choose to incorporate it into their lesson delivery. In addition, in 2014, TEC converted one classroom to a computer lab with 16 student work stations. The degree to which staff integrates technology is only limited by their own training and ability. Although, there have been occasions when the district's content/security filter impedes some use of technology.

In 2015, TEC teachers requested some additional professional development related to integration of technology in instruction and 3 out of 5 teachers attended the summer training. Most TEC teachers are adept at exploring new uses for technology. A recent example of this is the use of Googledocs in the English classes for all assignments, which was prompted by a need for students to have access to storage for their work. The English teachers now require use of Googledocs as a standard for their courses, including some elective courses.

As a result of the WASC self-study, in March 2015, TEC began a series of articulation meetings with its feeder school (Vanden) in an effort to build relationships amongst staff and provide opportunities for shared curriculum and best practices within the Travis Unified community of educators.

Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
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. Students are able to work on Cyber High at home, but are required to take the final exam for each unit at school, which is how credits are awarded. Students have the option of staying after school, where a teacher is available to help them from 2pm to 4pm, Monday through Thursday. In some cases, students are allowed to work on Cyber High during the regular instructional day if authorized by their teacher and the counselor.	**www.cyberhigh.org**
In addition, Teachers use NYT.com, CNN.com, PBS.com, and NewsELA.com, the New York Times Learning Network, KQED, and YouTube fairly regularly to support their lessons. Beyond the wealth of free resources available on the internet, TEC staff also uses BrainPop and Shmoop, which both require a paid subscription. The social science teacher also uses a supplemental resources called *We the People,* which is a product of the Center for Civic Education, to support the curriculum for American Government.	**Class observation**
TEC teachers assess all resources for legitimacy, accuracy, and appropriateness of content.	

Articulation and Follow-up Studies

Indicator: 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.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
Articulation with other schools is an area of growth for TEC staff. In early 2015, the TEC principal arranged for an articulation meeting with the Special Education Department from the comprehensive school site. As part of this meeting, the TEC counselor, RSP teacher, and principal explained the	**Meeting notes**

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nuances of the TEC program and how it works to meet the needs of most special education students. This meeting posed an opportunity for the TEC staff and Vanden staff to discuss the efficacy of the TEC program for special education students who require a significant level of supports. The meeting helped to build relations between the site staff and also addresses some challenges that both sites experienced related to student readiness to transfer to TEC because of the accelerated academic program.

The success of this articulation meeting led to the idea that TEC would benefit from additional articulation meetings with other departments at Vanden, particularly in the core subject areas. Such meetings are in the planning phase for the 2015-2016 school year. In addition, TEC teachers will be given the opportunity to observe instruction at Vanden and Golden West Middle School, to gain some insight into what students are experiencing, what best-practices exist at those schools, and how TEC teachers might incorporate ideas from their district colleagues.

TEC does not have any articulation agreements with any community colleges, universities, or technical schools. The goal at TEC has been to create relationships with the local community colleges and vocational schools to ease the transition for its students after high school. TEC has been successful in building a relationship with Solano Community College (SCC) that has allowed SCC staff to visit the TEC campus and share information about its program on several occasions. Most TEC students who plan to attend college will attend Solano Community College due to its proximity. Beyond this, TEC's annual College & Career Fair provides an opportunity for many of the local community colleges and vocational schools to meet with TEC students and share information about their programs.

Solano Community College Visitation Dates

List of College & Career Fair participants

With respect to graduate input regarding the efficacy of the curricular program, TEC does not have an effective method for following up with all of its graduates. TEC has identified an opportunity to survey those graduates who contact the school to gain access to transcripts and is committing to surveying those graduates beginning in 2016. At the time of this report, TEC relies heavily on the exit survey of is recent graduates to gain insight into the effectiveness of the curricular program.

B2. Access to Curriculum Criterion

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

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

this process, students get support from the teaching staff while conducting their research and also from the academic counselor, as requested.

To support students in accessing a greater variety of classes, TEC has added many new elective courses since 2012, including Psychology, Business Math, Science Seminar, Music Appreciation, Journalism, Child Development, Careers in Education, Sociology Seminar, Internship, Information Technology, and English Seminar. Some teachers employ the use of websites, such as California Career Zone to support students in transition planning, while others allow students to conduct research on careers related to the course subject and provide opportunities for students to create mini-career posters about what they have learned.

Master Schedule

Students are able to not only develop skills for college and career readiness in these classes, but they are also exposed to many types of curriculum that might inspire their interest in a specific industry or career. Since TEC's master schedule is governed by student need, students are enrolled in classes that both support their credit recovery but also supports them in both skill development and transition planning.

Beyond the course curriculum and assignments, TEC students also have access to the Armed Services Vocational Aptitude Battery (ASVAB). This assessment allows students to get feedback regarding their aptitude for specific disciplines, which supports their ability to choose a career for which they have a natural aptitude. All students are encouraged to take the ASVAB, regardless of their interest in the military, so they can learn about their aptitudes for a variety of skills.

ASVAB list

Finally, the annual Career & College Fair allows for students to access information about local college choices, vocational school choices, and career choices. The College & Career Fair has grown significantly since it started in 2012 and includes a wide variety of options for students to receive information for their transition planning.

College & Career Fair Planning Notes and Photos

Despite all of these efforts, there are some TEC graduates who are still undecided about their pathway after high school. In those cases, students are strongly encouraged to find a job and to enroll in at least 1 course at the community college. As job postings become available, the staff works to make this information available to students.

Accessibility of All Students to Curriculum

Indicator: 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.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Students have access to all classes at TEC; they are not prevented from taking any classes, provided that the class is being taken to satisfy a graduation requirement. Students can also access classes that are offered at the comprehensive high school during 7th period, although currently no students are taking advantage of this option. TEC's block schedule does not jibe with the traditional schedule at Vanden, so taking courses during the earlier part of the school day is not feasible.	**Interview of counselor** **Counseling notes in student records**
The level of rigor achieved in TEC classes is calibrated for the accelerated academic program and the at-risk population of the school. Teachers differentiate instruction to prescribe a relevant and coherent curriculum that is prescribed for an alternative education population. TEC teachers are routinely evaluating and monitoring the level of their expectations based on the overall student dynamic in each class as well as individual student potential. In some ways, rigor is calibrated to meet students where they are currently performing and help them to grow into their potential. The small student population allows for teachers to quickly assess student ability and then calibrate expectations based on this assessment. In English, math, science and social science, teachers are adept at this calibration process and all teachers work to impress upon students the relevance of what they are learning. Elective classes allow for even greater flexibility and often allow for more student choice in what they are learning within each elective.	**Staff interview**
Transitioning to Common Core standards has changed the type of rigor students are experiencing at TEC, particularly as it relates to their skills for annotation and analysis of complex texts. The English, social science, and science teachers require more reading and analysis of non-fiction to support this level of rigor. In addition, the math teacher has	**Student work**

transitioned to a more student centered approach to teaching that requires students wrestle with mathematical complexities as a group. Students are learning to work through difficult problems that focus on both mathematical concepts and real-world application. The teacher reports that students are struggling with this new approach, but believes that they are well served by it.	**Class observation**

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
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. Student who may benefit from taking a Cyber High course are identified by the counselor or are referred to the counselor from the teaching staff to consider the option.	**www.cyberhigh.org**
Students are able to work on Cyber High at home, but are required to take the final exam for each unit at school, which is how credits are awarded. Students have the option of staying after school, where a teacher is available to help them from 2pm to 4pm, Monday through Thursday. In some cases, students are allowed to work on Cyber High during the regular instructional day if authorized by their teacher and the counselor.	**Master Schedule**

Student-Parent-Staff Collaboration

Indicator: 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.)

Prompt: *Evaluate to what extent 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.*

Findings	Supporting Evidence
Upon enrollment at TEC, the counselor evaluates the student's transcript and creates a personalized credit sheet for the student. This credit sheet allows for parents, students, and other staff to track what classes the student needs to complete to meet graduation requirements. Parents are invited to meet with the counselor and student to engage in discussion	**Credit Sheets**

regarding their child's academic plan.

The counselor meets with each student several times per year to review progress toward this plan and also contacts parents as needed. If the student is not making adequate progress, parents are contacted to schedule a conference. Every 4-5 weeks, the principal meets with staff to review academic progress for each student and to identify who may benefit from parent contact and/or a parent meeting with staff. Those parents are invited to meet with the teachers, the counselor, and principal to discuss concerns and consider additional supports. TEC staff is committed to identifying students who are struggling early on and preemptively meeting with parents so that students can avoid being placed on Academic Probation.

Record of meetings with parent for student records

In addition, each year, the counselor meets with each student to develop goals for the year. The discussion during this meeting helps the counselor to know if the student plans to graduate from TEC, return to the comprehensive high school, and what post-secondary plans are in place that require staff support. A copy of the goals is drafted and provided to the parent as well.

Goals forms

Those students supported by a 504 Plan or IEP are given additional supports and collaboration with staff through annual meetings. TEC is in compliance with all IEP and 504 requirements. In addition, some students are referred for a Student Study Team (SST) to evaluate whether a 504 or special education assessments are warranted. These referrals are based on staff observation of student work and challenges within the classroom. Teachers also contact parents directly to address individual concerns or offer words of praise for students.

Character Teams/Coaching

TEC also utilizes a Character Report Card to support students in creating goals for their character development and giving them feedback throughout the year regarding how they are growing.

Monitoring/Changing Student Plans

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

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
The counselor meets with every student to develop educational and/or personal goals for the year. Students are met with on a quarterly basis to assess their academic standing regarding credits earned.	**Student goal profiles**
If the student is not making adequate progress, parents are contacted to schedule a conference. Every 4-5 weeks, the principal meets with staff to review academic progress for each student and to identify who may benefit from parent contact and/or a parent meeting with staff. Those parents are invited to meet with the teachers, the counselor, and principal to discuss concerns and consider additional supports. TEC staff is committed to identifying students who are struggling early on and preemptively meeting with parents so that students can avoid being placed on Academic Probation.	**Credit sheets** **Intervention notes (counselor notes)** **Lists of credit recovery for progress reports and report cards**
Students who do not meet the quarterly benchmark for credit recovery are placed on Academic Probation. Parents are contacted for an additional meeting with staff to review the quarter's progress, discuss staff observations of the student's motivation and work ethic, and a review of anything that may be contributing to the student's poor progress. The counselor monitors the student's progress during the Academic Probation period and meets with students as needed to provide encouragement and support. Students who fail to achieve success during Academic Probation are referred to the School Attendance Review Board (SARB) to continue the discussion about obstacles to success, supports available, and to review the student's placement at TEC.	**Academic Probation Letters and meeting notes from student records**
Overall, programs and classes are changed as necessary to best fit students' needs and goals. At times, changes are made on an individual basis, evidenced by a student's schedule change. In some cases, school wide changes are made when teachers propose to teach an additional elective course that meets both student interests and district requirements.	**Master schedules** **New elective proposals** **Record of class changes throughout the year**
The counselor and principal regularly collaborate with the	**Meeting dates of secondary admin, counselors, and district admin**

comprehensive high school and district personnel to ensure TEC is kept up to date with program information.

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Students are encouraged to pursue community college, the military, or some type of vocational training that will lead to a skilled labor and higher wages. The academic counselor provides support for transition planning, particularly for students who are preparing to graduate.	
A student perception survey in 2012 revealed a greater need for emphasis on transition planning; as such, many new elective courses have been offered as well as the addition of an annual College & Career Fair.	**Survey results**
Students have access to opportunities for career exploration through several elective courses, including Work Experience, Transitions, Careers in Education, and Guidance. As part of these classes students are able to explore their learning style, complete a career interest inventory, and explore the details of the minimum requirements for their chosen career. As part of this process, students get support from the teaching staff while conducting their research and also from the academic counselor, as requested.	**Master schedule**
To support students in accessing a greater variety of classes, TEC has added many new elective courses since 2012, including Psychology, Business Math, Science Seminar, Music Appreciation, Journalism, Child Development, Careers in Education, Sociology Seminar, Internship, Information Technology, and English Seminar. Some teachers employ the use of websites, such as California Career Zone to support students in transition planning, while others allow students to conduct research on careers related to the course subject and provide opportunities for students to create mini-career posters about what they have learned. Teachers continue to look for methods to support students in considering a career pathway and then encouraging them to pursue it after high school. In some cases, the English teachers include this type of research and writing into their curriculum. Graduating	**Course proposals** **Student work**

students are also expected to create a "Senior Portfolio" that includes their accomplishments, best work, resume, and letters of recommendation. This requirement is accomplished as part of the last English credit the students earns at TEC.

Students are able to not only develop skills for college and career readiness in these classes, but they are also exposed to many types of curriculum that might inspire their interest in a specific industry or career. Since TEC's master schedule is governed by student need, students are enrolled in classes that both support their credit recovery but also supports them in both skill development and transition planning.

Beyond the course curriculum and assignments, TEC students also have access to the Armed Services Vocational Aptitude Battery (ASVAB). This assessment allows students to get feedback regarding their aptitude for specific disciplines, which supports their ability to choose a career for which they have a natural aptitude. All students are encouraged to take the ASVAB, regardless of their interest in the military, so they can learn about their aptitudes for a variety of skills.

ASVAB list

The annual Career & College Fair allows for students to access information about local college choices, vocational school choices, and career choices. The College & Career Fair has grown significantly since it started in 2012 and includes a wide variety of options for students to receive information for their transition planning.

College & Career Fair planning notes and photos

TEC's partnership with Solano Community College (SCC) allows for students to access SCC staff on the TEC campus and receive information regarding college expectation, admissions, and registration. TEC students also have access to presentations from various groups, including Job Corps and other vocationally oriented organizations (including military recruiters) that are willing to make presentations to our students either during lunch or during a specific class.

SCC presentation dates

Job Corps presentation dates

Evaluating the effectiveness of TEC's processes is done annually by surveying the graduating students regarding their attainment of the schoolwide learner outcomes. Transition planning is imbedded in the learner outcomes as one of the indicators for *Academic Preparedness*, so when students provide input regarding their attainment of the schoolwide learner outcomes, the staff has data upon which to reflect and consider changes. The data provided in the 2012 survey was the impetus for many of the changes in the last 3 years and

Schoolwide Learner Outcomes

was implemented as part of Single Plan for Student Achievement (SPSA), which includes input from parents, students, and staff.

Despite all of these efforts, there are some TEC graduates who are still undecided about their pathway after high school. In those cases, students are strongly encouraged to find a job and to enroll in at least 1 course at the community college. As job postings become available, the staff works to make this information available to students.

College and Career Fair Photos

B3. Preparation for Career and College Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: 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.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
Transitioning to Common Core standards has changed the type of rigor students are experiencing at TEC, particularly as it relates to their skills for annotation and analysis of complex texts. The English, social science, and science teachers require more reading and analysis of non-fiction to support this level of rigor. In addition, the math teacher has transitioned to a more student centered approach to teaching that requires students wrestle with real world mathematical complexities as a group. Students are learning to work through difficult problems that focus on both mathematical concepts and real-world application. The teacher reports that students are struggling with this new approach, but believes that they are well served by it.	**Student work** **Class observation**
These changes have supported students in developing the skills they will need as they pursue a pathway toward college or high wage skilled labor. The schoolwide learner outcomes are achieved while students engage in this process to improve their literacy through reading and analyzing non-fiction and engaging with real-world mathematical applications in both Business Math and Algebra 1.	
Beyond the curriculum, TEC is preparing students for life after high school by focusing on the development of non-cognitive skills. The character strengths of greatest emphasis are *grit, curiosity, social intelligence, self control, zest, gratitude, and optimism.* The latest university research indicates that these non-cognitive skills are even greater predictors for success than intellect. TEC staff promotes character growth through teaching about the character traits, helping students to understand why they are important,	**Student awards and certificates** **Shout outs**

focusing on the importance of a growth mindset, helping students to create goals for growth, rewarding students who are demonstrating these strengths, and relating discipline matters to a student's character.

Meeting Graduation Requirements

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

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
TEC's graduation rate (above 90%) is the greatest indicator of success in ensuring that students have met all requirements, including passing the CAHSEE.	**Graduation Data**
TEC's accelerated academic program allowing for variable credit recovery and on-line credit recovery has proven successful in supporting most students in graduating on time, regardless of their credit deficiency upon enrollment. Those students who need support in passing the CAHSEE are offered a preparation course using an on-line resource called Shmoop. The high pass rate on the CAHSEE is an indication that the preparation course and the general instruction in English and math are supporting students in passing the exams.	**CAHSEE Data**
The focus on both academics and non-cognitive skills provides students to grow in both academic preparedness for college and career, but also in terms of the character strengths required to achieve long-term goals.	**Character Strengths Program**
TEC recognizes that while the graduation rate is high, and the rate of students passing the CAHSEE is high, many TEC students are satisfied with low grades, provided they earn their credit. This culture of aiming for a D grade to earn the credit is pervasive and has led to the majority of TEC students earning below a 2.0 GPA. TEC staff is concerned that its students who develop habits for minimalist, below ability-level work are not preparing themselves for the rigor of college and/or career. Thus, while TEC celebrates the graduation rate, it is tempered by the knowledge that many students maintain low expectations of themselves when they are satisfied with earning a D in a course.	**GPA Data**

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ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

TEC students participate in a rigorous and relevant standards based curriculum as evidenced by evaluation of student work and classroom observations. The staff uses current educational research to offer a viable and meaningful instructional program that has real-world implications for student success. Adherence to state academic standards creates the foundation for TEC's curricular program, which has congruence with schoolwide learner outcomes, the school's mission, and college and career readiness.

Student data implies that while most students are committed to earning a high school diploma, their level of engagement may be limited to earning credits and not working to their academic potential. While there is some evidence of integration amongst the disciplines, students would benefit from more cross-curricular opportunities.

TEC has a strong process to evaluate the curricular program which includes input from all stakeholders. Teachers enjoy significant autonomy is curricular development, but would benefit from articulation with the comprehensive high school. Students have access to a wide variety of elective choices and have access to all courses. Parents and students are partners in the process to develop educational goals and the staff maintains fidelity to a process where student progress in monitored and addressed appropriately on a routine basis.

Prioritize the strengths and areas of growth for Category B.

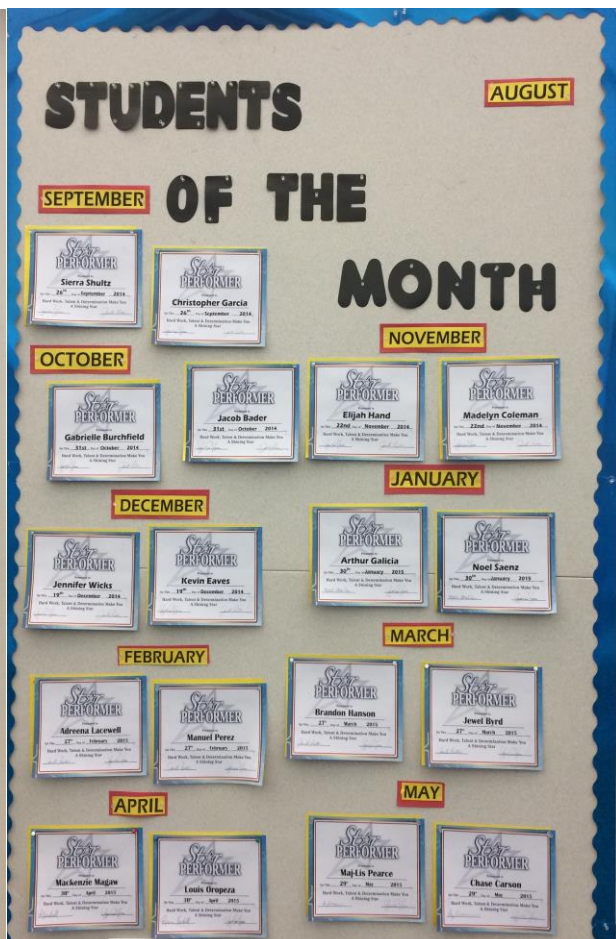**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

TEC's staff agrees that its areas of strength related to curriculum include:

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

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

TEC would benefit from:

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. **Surveying graduates regarding the efficacy of the TEC curricular program after they have been out of school for at least 1 year.**

4. **Greater integration amongst the core disciplines**

5. **Efforts to support students in working at their ability level rather than being satisfied with earning the credits with a low grade.**

Character Super Star Certificates **Students of the Month Certificates**

Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.
Examples include:
- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.**

➔ **Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging and relevant 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.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
*Independent thinking, cooperative learning, academic preparedness, responsible citizenship and effective communication (*TEC's learner outcomes) are all general expectations from every teacher in every course. Teachers work to provide challenging learning opportunities to achieve the learner outcomes, which embody college and career readiness and learning the academic standards.	
Student work is comprised of both written work, projects, traditional assessments, and participatory evidence that points toward student learning. In the English classes, students create written summaries and write essays, but their learning is also demonstrated through class discussion, Socratic Seminar, and Kagan-style cooperative learning opportunities (i.e. think, pair, share.) In addition, students in English, social science, and science classes complete projects, make classroom	**Classroom observations**

presentations and conduct research to prepare for essays and other writing assignments. Some teachers also employ the use of handheld dry-erase boards so students can write responses and participate in class activities using this approach. Most teachers require students to complete webquests where students are searching for specific information on-line using criteria determined by an assignment. All teachers use formative and summative assessments to evaluate what students have learned. Some teachers also use authentic assessments that provide opportunities to demonstrate understanding and learning with taking a traditional test.

Student work

Student tests

The science teacher employs the use of both wet labs and on-line labs and requires students to analyze data and write lab results and conclusions. Science students also build models (bridge/tower) that demonstrate scientific principles of physics and force.

Student projects

In 2014, the math teacher transitioned to a more student-centered approach for teaching mathematics. Students work collaboratively to problem solve and complete assignments in both Algebra and Business Math. The teacher serves as a facilitator to this process, requiring students to work together through their challenges. The teacher reports that students are struggling with this new approach, but believes that students are well served by it.

GPA Data

The elective courses also include similar forms of instruction and varied types of assessment, but also provide teachers an opportunity for more hands-on, kinesthetic, project based learning.

Through observation and evaluation of student work, teachers gain insight regarding the degree to which students are being challenged and achieving the expected learner outcomes. Many students are committed to doing their best work, learning as much as they can, and earning a "good grade." However, teachers report, and an evaluation of GPAs reinforces, that although all students are offered a challenging academic program, many are achieving below their ability level. Often, the at-risk students at TEC lack motivation to put forth their best effort and are mostly focused on earning the minimum grade (D) in order to be awarded the credit for the class.   Since teachers are also committed to grading work for accuracy, not just completion, students get accurate feedback on the quality of the work they submit.

Teachers are tasked with developing lesson plans and delivering instruction that promotes student engagement, learning, and results in work based on each student's ability level. While this is true in all academic settings, the challenge is significantly greater when working with at-risk students in an alternative education setting, such as TEC. The teaching staff is committed to addressing this issue and creating processes to encourage to work to their potential.

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
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. In some cases, students are allowed to work on Cyber High during the regular instructional day if authorized by their teacher and the counselor.	**www.cyberhigh.org**
Although the Cyber High curriculum is asynchronous, students only take those units needed to complete their graduation requirements. Therefore, the assigned activities, formative assessments, and summative assessments are structured to be sequential within each unit. TEC's variable credit system often results in students who need singleton credits in varying subjects. Therefore, if the student only requires only 1 or 2 credits from the Cyber High course, he/she may miss whatever Cyber High units of instruction preceded or succeeded that unit. Cyber High is a rigorous program that allows students to make up those missing credits without having to be enrolled in a class during the regular school day.	
TEC also utilizes an on-line resource for CAHSEE preparation, called Shmoop. This program is specifically designed to diagnose student deficiencies and prescribe tutorials and instruction based on the diagnostic test. As such,	**www.shmoop.com**

it is not asynchronous.

TEC's counselor manages student transcripts and assigns students to Cyber High courses or the CAHSEE preparation class based upon student need.

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

Findings	Supporting Evidence
This is an area of growth for TEC. Some TEC teachers post daily agendas on their white board and some additionally review the agenda with students at the beginning of class. Some, however, have not implemented this practice consistently.	**Classroom observation**
Beyond the posted agenda in some classes, teachers generally do not review, with any consistency, which standards students are working to complete or what the learning objective is for the lesson. Some staff are emerging in this area and are making greater efforts to make students aware of the standards they are expected to achieve, however there is little reference to the learning objectives prior to beginning lessons.	
Pacing guides exist insofar as each individual teacher divides their curriculum into 5 individual credits and knows what standards and essential assignments are accounted for as part of the credit. Formalized pacing guides that one might see in a school with traditional departments have not been developed, primarily because each teacher at TEC is the only teacher assigned to their subject area and there is no need to create a guide for keeping others on pace with curriculum.	**Course outlines based on state standards**

Differentiation of Instruction

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

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
TEC teachers are adept at differentiating instruction. The at-risk population with such diverse learning styles and instructional needs requires that teachers be diverse in their	**Brainpop (subscribed on-line streaming)**

approach and maintain an arsenal of pedagogical skills.

Beyond direct instruction, TEC teachers employ the use of class discussions, collaborative work, student-centered work, and project based learning. To support these efforts, the teaching staff uses a variety of multimedia tools, including on-line resources, videos, Googledocs, document cameras, smart-board technology, and audio books.

The English teacher uses Socratic Seminar to help students discuss controversial or "hot" topics and serves as a facilitator to this process. All staff use modeling to demonstrate expectations, supported by the use of their document camera or Googledocs.

The impact on students learning is evident in all aspects of the schoolwide learner outcomes and the overall graduation.   As evidenced by student perception surveys, these varied instructional strategies support students in becoming independent thinkers, collaborative learners and workers, academically prepared for college/career, responsible citizens in their classrooms, and effective communicators. Teachers are given a front row seat to incredible growth, as they witness students evolve during their time at TEC. While not all students mature and achieve the type of widespread progress that one might see in a comprehensive high school, TEC staff does see exponential growth in all aspects of the schoolwide learner outcomes and this can be directly correlated to the teacher's instructional practices and the overall quality of TEC's program.

News ELA

CNN Student

Geography videos

The Century- video series

World at War – video segments

Student Perception Survey Results

C2. Student Engagement Criterion

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 with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
TEC teachers stay abreast of best practices for instruction by participating in professional development, reading the latest research related to teaching their subject, and researching lesson plans and instructional models on line. For the most part, when TEC teachers are offered opportunities for professional development, they are eager to participate, see it as an opportunity to hone their craft, and integrate what they have learned immediately.	**Professional development participation (see A4 for list)**
Teaching strategies at TEC include the use of direct instruction, class discussion, modeling, some use of manipulatives, graphic organizers, scaffolded instruction, brainstorming, Socratic seminar, and opportunities for hands-on learning. To support these efforts, the teaching staff uses a variety of multimedia tools, including on-line resources, videos, Googledocs, document cameras, smart-board technology, and audio books.	**Classroom observation** **Student work** **Brainpop (subscribed on-line streaming)** **News ELA** **CNN Student** **Geography videos** **The Century- video series** **World at War – video segments**
TEC teachers work to create variety while simultaneously creating routines. While this is not an easy task, it helps to balance the needs of at-risk students who often crave routine but also have diverse learning needs.	
The impact on students learning is evident in all aspects of the schoolwide learner outcomes and the graduation rate. As evidenced by student perception surveys, these varied instructional strategies support students in becoming independent thinkers, collaborative learners and workers, academically prepared for college/career, responsible citizens in their classrooms, and effective communicators. Teachers are given a front row seat to incredible growth, as they witness	**Student Perception Survey Results** **Graduation rate**

students evolve during their time at TEC. While not all students mature and achieve the type of progress that one might see widespread in a comprehensive high school, TEC staff does see exponential growth in all aspects of the schoolwide learner outcomes and this can be directly correlated to the teacher's instructional practices and the overall quality of TEC's program.

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Teacher technology competencies are varied. All teachers are adept at facilitating Cyber High. In September 2015, TEC staff collaborated with staff from the comprehensive site to develop a district protocol for Cyber High. As a result students are subject to uniform expectations district-wide and must sign a contract to that effect before beginning Cyber High.	**Cyber High Contract**
To varying degrees, teachers employ the use of their projector, document cameras, and internet resources. Some teachers are more adept at technology integration than others. In 2014, TEC staff requested professional development related to technology integration and 3 out of 5 teachers chose to participate in the summer of 2015.	**Professional development registration**
TEC teachers have good working relationships with each other and offer to help each other with technology related questions as need. All teachers have an Eno-board, projector, laptop computer, desktop computer, document camera, and laptop computer cart in their classrooms.	**Classroom observation**

Teachers as Coaches

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

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
Teachers regard themselves as both academic coaches and character coaches. TEC students benefit from significant encouragement and respond well to praise. Teachers also offer a lot of 1:1 interaction with students, made possible by the small student population at the school. Teachers attend all parent/teacher conferences, regardless of whether the student is currently enrolled in the teacher's class. This type of	**Classroom observation** **Student interviews**

support and feedback helps students to know that the entire TEC team cares about their progress and is willing to support them.

The strongest way that teachers serve in a coaching capacity through instructional practices is through modeling their expectations for assignments. TEC teachers maintain an "I do, we do, you do" approach to teaching that supports most students in meeting the expectations of staff. Teachers also provide feedback and grade work quickly so students are abreast of their progress. Grades are up-to-date on Aeries Home2School so parents and students can monitor progress on a daily/weekly basis.

In September 2015, TEC implemented Character Teams. Each student is assigned a Character Coach whom they meet with twice monthly to learn more about the character strengths and how the individual student is progressing in each area. As Character Coaches, staff chose students to mentor based on the rapport built with the student, in an effort for the student to get the most out of the mentoring experience. The staff reports that the coaching efforts have been positive thus far.

Character Coaching/Teams

Character Growth Card

With respect to character development, TEC teachers are often observed having conversations with students regarding their behavior, choices, and mindset. TEC staff is committed to helping students earn a diploma, but is also very much concerned with the quality of each students character and how this will impact their future success in all aspects of their life.

Examination of Student Work

Indicator: 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.

Prompt: *Evaluate and comment on the ways in which student work demonstrates 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.*

Findings	Supporting Evidence
Examination of student work reveals that students participate in structured learning processes that require students to organize, access, and apply knowledge they have acquired. Teachers see evidence of this through formative assessments, summative assessments, project based learning, written	**Student work** **Classroom observations**

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responses to prompts, and essay writing.

Math classes demonstrate this through individual student folders where all assignments are kept and where assignments are logged in sequence. This work demonstrates scaffolded learning where students are applying knowledge previously learned. Common Core mathematics and the Business Math course offer greater opportunities for real world applications.

This is also evident in the English classes, as students apply what they have learned in reading and writing, particularly as they research topics or read provided articles, analyze the information, and find evidence to support their position or argument. The English teacher uses strategies created from literacy expert, Kelly Gallagher, specifically, *Write Like This-Teaching Real World Writing Through Modeling & Mentor Texts*

The social science classes complete a significant amount of work by interacting with their textbook and answering questions related to their reading. Students also evaluate primary resources and use that information to write essays. They also engage is discussion and written work that requires they link historical information to current events and issues.

The science classes participate in structured lab assignments (both wet labs and on-line labs) where they evaluate data, draw conclusions, and then write their conclusions based on their scientific knowledge. Moreover, science students employ their knowledge of physics and force by building models. Application of knowledge is further demonstrated through first-person essays where students will write about what they have learned from a first-hand experience. For example, if students are learning about down syndrome, students would write an essay pretending that they were referring to their own child.

Students demonstrate that they have the tools to research, inquire, gather, discover, and invent knowledge through all of these various activities.

Elective classes offer even more opportunities for students to apply knowledge in a wide variety of disciplines and also provides more opportunities for project based learning, research, evidence-based writing and presenting, and overall discovery of new information that supports students in inventing knowledge.

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Beyond, Cyber High and Shmoop, on-line student work includes webquests and research for writing assignments and projects. Some teachers coach students in determining if sites are legitimate or questionable. As part of the implementation of Common Core ELA, the English teachers are requiring students to do more research on-line, annotate and analyze what they are reading, and then write evidence-based summaries and essays about their topics of study. On-line research and evidence-based writing is also required as part of the science program and some elective courses. The English teachers require that students complete most of their writing assignments on Googledocs so that students can share their progress and final work with the teacher electronically. The general education English teacher also uses the New York Times Learning Network, which allows for students to read relevant, timely articles on-line and then post responses to those articles. The teacher evaluates student progress toward comprehension and analysis based on their posted on-line responses to these articles. There is not a significant degree of on-line student work or research in the social science or math classes.	**Cyber High essays** **Cyber High outlines**

Indicator: 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.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Evaluation of student work reveals that students are able to think, reason, and problem solve. Students demonstrate these competencies through individual class work, group work, projects, discussions, debates, and analysis and annotation of non-fiction and on-line resources.	**Class observations**
General examples of student work include reading comprehension assignments, listening comprehension assignments, formative and summative assessments, interpretation and analysis of lab data, written lab results,	**Student work**

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posters/pamphlets based on research, webquest assignments, class presentations and other similar performance assessments.

Common Core mathematics and the Business Math classes are significantly student-centered, requiring student collaboration for problem solving.

The social science classes require students to listen to lectures, complete reading assignments and answer questions regarding what they have learned, including opportunities to link historical events to contemporary issues.

English students read both fiction and non-fiction, participate in class discussion regarding their readings, analyze and annotate information, and provide written responses about what they have learned. There are many opportunities for students to learn about topics, engage in class discussion, and then form opinions about those topics that they will ultimately defend with evidenced-based research, writing, slideshows, and class presentations.

Essays

Science students also participate in similar learning activities as the English classes, but also participate in a combination of hands-on learning, collaborative learning, and independent work that includes reading, listening, watching videos, answering questions verbally and in writing, making class presentations, completing projects, participating in labs, and analysis/interpretation of data. In addition, science students write essays to demonstrate their knowledge.

Lab assignments

Tower/bridge model project

Forensic Science Assignment

Student PowerPoint Presentations

Elective courses provide additional opportunities for students to demonstrate their ability to think, reason, and problem solve. Students have opportunities to work individually and collaboratively in elective courses to complete activities, projects, discussions, and debates, including conducting research and participating in evidenced-based writing and speaking.

Observation of elective classes

Observation of elective student work/participation

Student projects

Journal writing in Debate class

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

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Academic standards and schoolwide learner outcomes are achieved using technology in specific courses. English classes, science classes, and many elective classes require the use of technology to conduct research, complete webquests, write essays, respond to on-line articles, complete on-line labs, create informational pamphlets/posters, use Googledocs, and prepare for class discussions, presentations and debates.	**Student work** **Projects** **Class observations**
The Information Technology class supports students in developing skills in Microsoft Word, Publisher, Powerpoint, Excel, and general keyboarding.	
The English, science and elective courses require students to use technology in an effort to achieve the schoolwide learner outcomes, which are independent thinkers, cooperative learners/workers, academically prepared students, responsible citizens, and effective communicators.	
Currently, the math classes and social science classes do not incorporate significant technology for students to use in achieving the learner outcomes or academic standards.	

Indicator: 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.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; 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.*

Findings	Supporting Evidence
Most TEC courses include use of materials and resources beyond the textbook, including novels, supplemental texts, and on-line resources. The English classes use a majority of non-fiction from on-line sources, including the New York Times, NewsELA, the New York Times Learning Network, and CNN. The English teacher also uses activities she received from a professional development workshop, *180*	**Student work** **Student Projects** **ELA Workshop Materials** **Classroom Observation**

Daily lessons Integrating Literature, Writing & Grammar Skills.

The social science classes use a supplemental resource called *We the People* and primary historical documents that the teacher finds on-line. The science teacher uses a significant amount of resources not included in the textbook to support lab activities, on-line activities, and general class assignments. The math teacher researches lessons on-line and sometimes incorporates a video into a mathematics lesson.

Elective courses heavily rely on materials and resources beyond the textbook. TEC teachers are masters at finding resources to supplement their lessons in elective classes, whether it be videos, art projects, music projects, debate topics, websites, on-line activities, career inventories, workplace documents, articles, or other ready-made lessons found on-line.

In addition, all teachers use supplemental resources to help students learn about character traits, such as grit, optimism, zest, self-control, social intelligence, curiosity, and gratitude. Developing stronger character is a focus at TEC since research proves that these non-cognitive skills are greater predictors for success in life than intellect and can help students overcome obstacles based on family circumstances and social class.

Character Lessons

TEC teachers maintain a general emphasis toward relevant and "real world" instruction, information, and assignments. The schoolwide learner outcomes govern this emphasis toward helping students to become college/career ready, but also emphasize the importance of soft skills and non-cognitive skills that shape a student's character.

Real World Experiences

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

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence

TEC puts a significant emphasis on career awareness, exploration, and preparation. Since a student perception survey in 2012 revealed that students needed additional

support with transition planning, the TEC staff has made significant efforts in this area.

Since 2012, TEC coordinates an annual College & Career Fair that includes local community colleges, vocational and technical schools, all branches of the armed forces, and representatives from industry. Students take a survey indicating their interest in various career pathways, which provides directions for who TEC staff recruits to participate in the fair. During the fair, students are required to visit a specific number of tables to get information and are also required to participate in activities, including mock interviews, learning how to prepare and to conduct oneself in an interview, learning to shake hands professionally, learning how to dress for success, and taking a career inventory.

College & Career Fair survey/notes/pictures

TEC has also added many new elective courses since 2012 that allow for real-world experience and career readiness. These classes include Information Technology, Careers in Education, Child Development, Journalism, Psychology, and Internship. TEC also offers Work Experience and Transitions and focuses on life skills in 2 of the 4 Guidance classes. As part of these classes, students explore careers, make useable resumes, write letters of introduction, develop financial literacy, learn how to count back change in a retail setting, and focus heavily on soft skills and non-cognitive skills that will impact their character and future success.

Master schedule

Student work

Classroom observations

TEC also hosts guest speaker and presenters from various agencies to support students in thinking about life beyond high school. Workability (from the Department of Rehabilitation), Job Corps, and regular visits from military recruiters have all supported students in transition planning.

Staff interviews

Teachers are also able to invite guest speakers to speak in their classes regarding "real world" issues. Most recently the school resource officer gave presentations to students regarding how to appropriately interact with police and a Master Social Worker has given presentations on suicide, drug use, and domestic violence. Guest speakers also include former students who have achieved success and want to share their experience with current TEC students.

Classroom instruction in math, science, English, and social science all have a general focus on "real world" experience as they work to accomplish the schoolwide learner outcomes. Teachers are cognizant that unless their lessons are relevant

Class observation

Student work

and timely, students will likely be disengaged from learning. The discussions and writing assignments in English and science are generally focused toward "real world" applications. The math curriculum supports students in developing skills for problem solving and "real world" application of mathematics. The social science classes focus on linking historical events to current events.

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Students have opportunities for on-line instruction that has a focus on "real world" experiences. In science, the lab assignments (both wet labs and on-line labs) emphasize real world applications. In English, students use technology to explore current events and conduct research about contemporary issues. Students also use Googledocs for much of their written work.	**Student work** **Classroom observations**
There is no significant degree for on-line opportunities for real-world experiences in the math classes or the social science classes.	
The elective classes offer many opportunities to conduct on-line research and participate in on-line activities. Students complete job applications, learn about workplace documents, learn how to create budgets, and learn about car insurance and home mortgages. Students also watch on-line videos and complete on-line career inventories.	

Classroom Photos

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

TEC students are involved in challenging learning to achieve the expected learner outcomes, however there is evidence that many students are satisfied with low grades. Teachers provide standards-based instruction, but do not always review the standards or the learning objectives with students.

Teachers are effective at a wide variety of instructional strategies and are also adept at differentiating instruction. Teacher competency in using technology varies, but all teachers effectively use their projector, document camera, and computer on a regular basis. Opportunities for students to use technology as part of their learning is prevalent in English classes, science classes and many elective class. The mathematics and social science classes do not provide many opportunities for students to use technology as part of their learning.

Instruction is effective in supporting students in developing skills for thinking, reasoning, problem solving, and researching. Students can demonstrate their learning in a wide variety of ways, including many non-traditional ways. Students have opportunities for many "real world" experiences, with an emphasis on life skills, transition planning, and character development.

Prioritize the strengths and areas of growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

TEC staff agrees that its areas of strength related to instruction include:

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.**

Category C: Standards-based Student Learning: Instruction: Areas of Growth

TEC would benefit from:

1. **Teachers stating the learning objectives and reviewing the standards to be taught prior to introducing a unit of instruction or an individual lesson.**

2. **Increased opportunities for students to use technology as part of their learning, particularly in mathematics and social science.**

3. **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.**

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Category D: Standards-based Student Learning: Assessment and Accountability

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.
Examples include:
- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.**

➔ **Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
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. Some teachers also use class presentations as well.	**Tests** **Student work**
Beyond the typical assessment methods, the 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. Moreover, perception survey data from a student survey and parent survey are included. All of the data is compiled as part of the annual Single Plan development process, which includes involvement from students, parents, and staff. The Single Plan is ultimately reviewed by the Governing Board and approved.	**Single Plan**

Monitoring and Reporting Student Progress

Indicator: 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.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Beyond the aggregate data compiled for the Single Plan and the WASC self-study, the school staff reports individual student achievement data to students and parents. All teachers use an 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.	**Aeries Gradebook** **Student Interview** **Parent Interview**
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.	**Meeting notes in the intervention record**
Information regarding the schoolwide learner outcomes, which includes academic standards and college & career readiness, are included in the Single Plan. These expectations are reviewed at the Back to School Night event held in September and are also reviewed during parent conferences, as they apply to the student's success and struggles.	
TEC's population changes significantly in January, warranting a process for orienting the new students and parents to the expected learner outcomes. TEC staff will work to develop a plan for this orientation; as of June 2015 a formal process was not in place. Outside of the College & Career Fair, there is also no current process to inform the business community about the learner outcomes.	

Parent/Community and Student Achievement

Indicator: 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.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
Beyond the aggregate data compiled for the Single Plan and the WASC self-study, the school staff reports individual student achievement data to students and parents. All teachers use an 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.	**Aeries Gradebook**
Teachers make phone calls or email parents as needed. Parent conferences are scheduled every 4-5 weeks 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.	**Meeting notations in the intervention record**
Information regarding the schoolwide learner outcomes, which includes academic standards and college & career readiness, are included in the Single Plan. These expectations are reviewed at the Back to School Night event held in September and are also reviewed during parent conferences, as they apply to the student's success and struggles. Information is also available on the TEC website and in the Student Handbook.	**Single Plan** **Back to School Night PowerPoint**
TEC's population changes significantly in January, warranting a process for orienting the new students and parents to the expected learner outcomes. TEC staff will work to develop a plan for this orientation; as of June 2015 a formal process was not in place.	
TEC is working to improve articulation with the comprehensive high school so that their staff understands the TEC program and what is expected from students who transfer to TEC. This articulation process started in March when the TEC principal, counselor, and RSP teacher met with the Special Education Department at Vanden High School. Additional articulation meetings will be scheduled with other Vanden departments in the 2015-2016 school year. In addition, the counseling and administrative staff of both TEC and Vanden have been quarterly meetings as well to share information	**Articulation meeting notes**

Monitoring of Student Growth

Indicator: 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.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence

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

Credit recovery, grades, GPAs, and CAHSEE scores

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schoolwide 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. The council consists of representation from all stakeholders.

Single Plan

Besides the day-to-day work that requires that staff monitor daily progress through observation and assessment, student academic progress is assessed every 4-5 weeks during a staff meeting. Mid-quarter progress reports and quarterly report cards are used for this purpose. Those students not making adequate progress are identified and parent conferences are scheduled with the entire staff.

Staff meeting agendas

Character development is monitored on a regular basis as well. Staff provides interventions for students whose behavior warrants discipline, parent contact, or some other site level intervention, including behavior contracts or SARB referrals when necessary. Conversely, those students whose character should be rewarded are also positively reinforced with rewards and recognition on a regular basis.

Discipline and intervention records from Aeries

Character awards/shout outs/postcards

TEC is considering the development of a performance task assessment that would be taken by students annually that would further evaluate their attainment of the schoolwide learner outcomes.

Basis for Determination of Performance Levels

Indicator: 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.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
This is an area of growth for TEC. 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 high 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.

Graduation Rate

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
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. In some cases, students are allowed to work on Cyber High during the regular instructional day if authorized by their teacher and the counselor.	**www.cyberhigh.org**

The criteria to advance to the next unit or course is established by Cyber High. Students must complete all activities associated with each credit (approximately 25 assignments)

and pass each quiz before having access to the unit test. Students are only permitted to take the test 2 times. The activities are reviewed by staff (in-person) to evaluate the quality of the work completed before the student is permitted to test and earn the credit for the unit.

Student work

The concern for academic integrity is mitigated by the fact that no two students are generally taking the same Cyber High course simultaneously, therefore they do not have the opportunity to share work or answers. In addition, teachers closely supervise the students while they test.

The high school exit exam scores are not used in decisions related to Cyber High access, although they are used to improve the overall instructional program, particularly as scores relate to the CAHSEE. The need to provide targeted intervention for students needing to pass the CAHSEE in the 11th or 12th grade year prompted the addition of an on-line resource, Shmoop, for the CAHSEE preparation class. Students take diagnostic tests in Shmoop and then participate in a prescriptive on-line curriculum to prepare for the exam. TEC has experienced success with Shmoop, as evidenced by the number of students graduating with a diploma.

www.shmoop.com

Although *California Assessment of Student Performance and Progress* scores (CAASPP data) are reviewed by staff, TEC does not credit the overall results with the same validity as might be warranted with a larger sample size. The TEC results generally lack the statistical significance to make assumptions about the quality of the academic program. TEC looks to other data points, such as the D/F rate, GPAs, rate of credit recovery, and graduation rate to assess the efficacy of the academic program and consider changes to it.

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

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

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: 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.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
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.	**Student work** **Assessments** **Rubrics**
Because TEC's schoolwide learner outcomes (*independent thinker, collaborative learner, academically prepared student, responsible citizen, effective communicator*) are varied, the TEC staff uses a variety of methods to assess the acquisition of these outcomes.	
Integrity is maintained by all assignments and tests residing with the teacher after students have an opportunity to review their grade. No completed work or assessments are given to	

students to keep.

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those students with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
TEC teachers report that their assessments are directly related to the lessons, which are developed based on standards for the course. Therefore, the assessments are standards-based. The teaching staff describes that although their lesson development and method of assessment is not intentionally derived from a focus on the schoolwide learner outcomes, the teachers are confident that the schoolwide learner outcomes are achieved because of the diversity and differentiated types of instruction at TEC.	**Student work** **Assessments** **Observations**
To provide input to teachers regarding the efficacy of their lessons, instruction, and assessments, the principal regularly observes classroom instruction and provides both verbal and written input to teachers, specifically related to the schoolwide learner outcomes (*independent thinker, collaborative learner, academically prepared student, responsible citizen, effective communicator*).	**Principal notes for teachers regarding classroom visits**

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
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. In some cases, students are allowed to work on Cyber High during the regular	**Cyber High essays** **Cyber High outlines**

instructional day if authorized by their teacher and the counselor.

The criteria to advance to the next unit or course is established by Cyber High. Students must complete all activities associated with each credit (approximately 25 assignments) and pass each quiz before having access to the unit test. Students are only permitted to take the test 2 times. The activities are reviewed by staff (in-person) to evaluate the quality of the work completed before the student is permitted to test and earn the credit for the unit.

Cyber High activities require that students demonstrate their learning in each phase of the unit. The activities include multiple choice questions, true/false statements, essays, projects, and analysis of information to determine its relevance to the unit topic. Formative quizzes are imbedded throughout the unit and determine if the student can advance in the unit. Students earn their credit after completing all of the activities, quizzes, and passing the summative exam.

Cyber High is a standards-based on-line program, thus successfully earning a credit means that the student has achieved the standard. Some of the schoolwide learner outcomes are more prevalent than others, while students are working on Cyber High. The more prevalent schoolwide learner outcomes reinforced in Cyber High are *independent thinker* and *academically prepared student*.

Curriculum-Embedded Assessments

Indicator: 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.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
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.	**Student work** **Class observation**
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.	**Lesson Plans** **Mathematics book**

Student Feedback

Indicator: 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.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
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.	**Observation/Interview**
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.	**Meeting notes**
The findings of these meetings are shared with staff during a staff meeting and discussed within the context of overall school improvement. The low GPA's and significant number of D grades is a topic of on-going conversation in both classrooms and within these meetings with student representatives. In the 2015-2016 school year, the TEC Ambassadors group will be discussing this culture and the impact it will have on students in both college and career. TEC Ambassadors meet under the leadership of the TEC counselor and will work collaboratively with staff on ways to properly address and curtail this culture of underachieving grades.	
As part of the WASC self-study process, TEC staff has developed an awareness that a universal grading rubric would	

benefit students in that it would increase their understanding of what is expected of them for each letter grade. TEC staff plans to develop this rubric as part of its action plan.

Beyond these meetings, students take a perception survey as they near graduation to provide input on their attainment of the schoolwide learner outcomes. These results are also discussed during staff meetings and are included in the Single Plan and WASC self-study report.

Single Plan

Modification of the Learning/Teaching Process

Indicator: 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.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
TEC teachers report that they evaluate student performance in their classes as part of their self-reflection process. If grades and/or credit recovery is low, TEC teachers reflect on their lesson delivery and assessment process, and consider changes.	**Teacher interview**
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.	**Single Plan**
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

The school, with the support of the district and community, has 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. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
TEC has a strong system for student and parent involvement regarding student progress. Aeries Gradebook, the on-line 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.	**Aeries Gradebook** **Progress reports** **Report cards** **Intervention meeting notes** **Academic probation list**
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.	**Credit sheets**
The School Site Council, comprised of staff, students, and parents participates in assessing student progress as part of the Single Plan and WASC self-study process. The Single Plan, which includes all of the relevant data, is ultimately reviewed	**Single Plan**

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and approved by the School Board.

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
TEC has a history of testing above 95% of its students for CAASSP. In 2015, 100% of required TEC students participated in CAASSP testing. Also, all students take the CAHSEE until they have passed it or receive a waiver due to special education services. In the rare case that a general education student does not pass the CAHSEE, a certificate of credit completion is awarded and the student in encouraged to continue to take future tests in an effort to earn the diploma. However, as of October 2015, new state law has suspended the CAHSEE requirement.	**Testing participation data**
TEC does not have a separate on-line program that is independent from the standard academic program.	

Schoolwide Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
TEC teachers report that they evaluate student performance in their classes as part of their self-reflection process. If grades and/or credit recovery is low, TEC teachers reflect on their lesson delivery and assessment process, and consider changes. TEC teachers also report that many of the adjustments they are making to their lesson delivery or curriculum are happening in real-time, as they are engaging with students in class.	**Teacher interview**
The **English** teacher makes an effort to work 1:1 with individual students who may benefit from a concept being retaught. The English teacher meets with the student about errors in their writing or errors on a test, and then requires that he/she make corrections. If the majority of the class does poorly on an assignment or assessment, the teacher will re-	

teach the lesson to the entire class, using the failed test or assignment to guide the discussion. If a graphic organizer was not used during the first lesson, then one is used during the retaught lesson. The teacher checks for understanding more often during the retaught lesson and looks for other methods for lesson delivery and learning if a lesson must be retaught.

TEC also modified the size of the classes in the **lab-science** courses to better create a successful hands on learning environment. Making the classes smaller allows for greater supervision of students while using the science equipment. Also, the science teacher modifies lessons and how they are taught based on percentage of students with IEPs enrolled in the class. The teacher works to find the correct balance between teacher modeled assignments versus independent (student-centered) assignments. The science teacher also works to choose lessons based on student interest and real word issues so that they can relate to what is being taught. She also modifies courses to choose activities that are more scaffolded for student success.

The **social science** teacher reports that he had issues with a Government Assessment in which the students had to evaluate the stance of America's major political parties and explain which political party best represents them. After a quarter of very little success with this assessment, he reorganized the way he taught the lesson and used scaffolding to help the students prepare to write the essay.

When the **social science** teacher introduces a new primary source activity, he usually puts the students in groups and has them work together in breaking down and analyzing the primary source. Many times the students are unable to come to the conclusions that he expects on their own. When this happens, he will rewrite the questions he is asking them to answer. The next quarter when he does the activity again, he reads the primary source with the class and usually answers the questions about the primary source together. This is best evidenced by the Hiroshima/Nagaski necessity primary source activity.

The **RSP English** students had a difficult time with the annotation of writing on their own. They had difficulty identifying the main idea of what they were reading. When they filled out the SOAPSTONE worksheet, their answers were very simple and vague. The RSP teacher went back over it and annotated the whole article ***with*** students and completed

the SOAPSTONE together; she pointed out strategies to help them annotate written works. All was shown on the ENO board and modeled by the teacher.

After performing poorly on the topic of areas of polygons, the **math** teacher altered the delivery in the algebra class the following quarter. In the first quarter, the class discussed the different formulas – writing them on the board and completing word problems pertaining to the subject. He modified the lesson the next quarter by allowing the students to create (draw) a house to a particular scale. They then had to measure each of the lengths and write the dimensions on their drawing. The areas were discussed as a class, using each of their drawings as an example. By allowing the students to take ownership in their work, they performed much better.

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 survey data.

As a result of CAHSEE data, TEC added a CAHSEE Preparation course and purchased an on-line resource, called Shmoop. This on-line program using diagnostic tests and prescriptive lessons and tutorials to prepare the students for the CAHSEE.

www.shmoop.com

In addition, the pattern of slow credit recovery identified through 2012 data, resulted in significant changes to the instructional model at TEC, thereby resulting in the elimination of study halls periods, development of minimum quarterly credit recovery benchmarks, and the implementation of an Academic Probation process. Additional data revealed the need for a greater emphasis on financial literacy, life skills, and post-secondary planning. As such, changes were made to the guidance classes and many new elective courses were developed and offered.

Academic Probation list

Course Proposal: Personal Finance

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.

GPA list

D/F rate

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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

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.

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, systemic 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**

Category D: 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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.
Examples include:
Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.
➔ Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

E1. Parent and Community Engagement Criterion

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

Indicators with Prompts

Regular Parent Involvement

1.**Indicator**: The school implements strategies and processes for the regular involvement of family, business, industry, 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.

Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
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 has 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	**School site council notes** **Aeries intervention notes** **Records of parent meetings** **Character postcards** **TEC Website** **Teacher interviews** **Parent surveys** **Event photos**

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. An average of 30 students are recognized during these ceremonies.

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 in 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.

Center Elementary is a neighboring school where TEC students support elementary students as part of TEC's "Careers in Education" class. As part of this class, TEC students work directly with elementary students and provide support to the elementary teachers, thereby gaining real world work experience.

Periodically, different branches of the military are available at lunch to provide information to interested students.

Use of Community Resources

Indicator: 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.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
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	**College & Career Fair photos and list of participants**

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.

Solano Community College student list of participants

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.

Teacher interviews

Increasing community involvement is an area for growth. TEC will identify a variety of local businesses that can be used more effectively in support of students. The staff has ideas regarding possible job shadowing field trips, internship possibilities, and more guest speakers.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: 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.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
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.	**Clean campus** **Computer lab** **Internet agreements** **Internet policy in parent's rights handbook and student handbook** **Lunch time observation**
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 filters	

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 use.

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
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.	**Character capes, bracelets, and postcards** **Shout-out wall**
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. In addition, teachers share "shout-outs" from students about their peers stating character strengths that they had witnessed throughout the weeks. TEC expects students to graduate with not only their high school diploma but with a good sense of their character strengths and areas for growth. This provides students with a better understanding of what non-cognitive skills they need to achieve their goals.	
TEC teachers pride themselves on being able to provide differentiated instruction to all the students. Teachers are flexible in working with individual students based on their specific needs. Students and teachers work together at times to find alternative assignments to help promote more student engagement in the work.	**Alternative assignments**
Teachers are regularly monitoring their level of expectations for students. These expectations are determined by the many different academic levels of each student, along with the dynamics in each class. It is not uncommon to have various levels of expectations; however teachers are always working to foster the maximum potential of each individual student. This often proves to be a challenge once students know they	**Student work samples of varying levels of ability**

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have earned the credit in a class with D grade.

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.

Academic probation letters

SARB packets

Atmosphere of Trust, Respect, and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
TEC's small school environment is conducive to building stronger rapport with all of the students, and them with each other. TEC students have a tendency to look after one another and it is not uncommon for students to share concerns about other students with staff members in order to get them help. TEC students and staff often refer to each other as "TEC family."	**Student Surveys** **Student interviews** **Teacher interviews**
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

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: 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.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
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.	**List of students that meet with Master Social Worker**
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.	**Counselor and teacher interviews** **Counseling interventions**
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. Additionally, students have access to Aeries Home2School where they can keep track of their	**Goal Sheets**

assignments in real-time by logging in and checking their grade book for each class.

Lastly, TEC does not have a full time nurse assigned on campus. However, there is a nurse that is readily available at the neighboring middle school. It is not uncommon for her to be called upon for assistance. Students go through vision and hearing screenings as deemed appropriate.

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
TEC does not have full time on-line instruction. Cyber High is a distance learning program that is offered to only TEC seniors (or juniors who are graduating a year early) that need to supplement or accelerate their credit recovery. Hence, all students are enrolled full time on campus and Cyber High is offered after school or at home following the regular school day.	

Direct Connections

Indicator: The school demonstrates direct connections between academic standards, college- and career-readiness 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.

Prompt: *Evaluate the ways that there are direct connections between academic standards, college- and career-readiness 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.*

Findings	Supporting Evidence
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 inter-related 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.	**Character Report Cards** **Work Experience curriculum** **ASVAB list** **Counseling resource list** **MSW referral papers** **Workability for Special Ed.** **School Psychologist**
There is a direct advantage to being a small school where accessible resources are easily articulated between staff and students. This includes counseling services, advisory services,	

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articulation with other schools, post-secondary transition planning, psychological services, foster/homeless services, and any other referral service a student may need.

TEC's budget is marshalled toward goals identified in the Single Plan and WASC action plan, which are all based on the schoolwide learner outcomes.

Support and Intervention Strategies Used for Student Growth/Development

Indicator: 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.

Prompt: *Evaluate the effectiveness of the types of strategies 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.*

Findings	Supporting Evidence
TEC teachers pride themselves on being flexible and meeting individual needs. They have adapted lessons and provided alternative assignments to better fit student interests. They are able to assess their students and can adapt accordingly to student learning styles.	**Alternative Assignments** **Assessments to determine student levels**
The TEC program was designed with a block schedule to provide students with ample time to complete projects and assignments in class, with teacher assistance available. Homework is not a usual occurrence unless students need extra time to complete assignments. Schedules are built based upon the needs of the students, putting each student in the best situation for credit recovery. As a result, there is continual monitoring of grades and credits by teachers, students and the counselor to best maximize the opportunities of class offerings.	**Bell Schedule** **Master Schedule** **Class change paperwork for students**
The TEC science teacher is proud of her hands-on project based assignments. She finds herself often adapting her lessons based on her class dynamics. Similar examples can be found in many other classes.	**Samples of projects and adapted lessons**
There are various opportunities given to students who may need to remediate, or accelerate in credits. Teachers are available after school Monday through Thursday until 4 PM for additional help or to allow students to work on Cyber	**Cyber High enrollment**

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High, TEC's online distance learning program.

IEPs and 504s are reviewed throughout the year and accommodations are consistently provided. There is an instructional assistant available to work with students who have IEPs. She will work with students, both in class and out of class, for those who need a smaller group environment.	**Records of 504s and IEPs on file** **Common Planning day agendas** **Instructional Assistant's schedule**
Regular reviews of academic progress occur at certain points of the year. Within 1 week after progress reports, parent/teacher conferences are scheduled in an effort to prevent Academic Probation. Academic Probation meetings are scheduled after the quarter to monitor progress throughout the quarter and finally, a SARB review may be scheduled should the student qualify for Academic Probation twice consecutively. Also, meetings are held with parents to provide information in regards to the preparedness of their child's return to the comprehensive site.	**List of credit recovery after progress reports and after the quarter** **SARB list**
As much as the staff makes huge efforts to keep students on track, they thoroughly enjoy celebrating student successes. There are recognitions that happen on a regular basis. Some examples are the character awards, student of the month, character strength postcards, character capes, attendance awards, and pizza luncheons for credit recovery. In addition, verbal accolades and encouragement happen on a daily basis. One of the most influencing recognition is the early graduates' wall. If a student graduates early, prior to the third quarter, they are celebrated in a brief but poignant send off and their picture is adorned on the wall.	**In interventions notes on meetings for students returning to Vanden** **End of the year slideshow** **Awards wall** **Shout out wall** **Postcards** **Early Graduates Wall**

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
TEC does not have full time on-line instruction. Cyber High is a distance learning program that is offered to only TEC seniors that need to supplement their credit recovery or juniors that plan to excel and graduate early. Hence, all students are enrolled full time on campus and Cyber High is offered after school or at home following the regular school day.	

Support Services and Learning

Indicator: 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.

Prompt: *Evaluate the extent to which 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. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
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.	**Interventions** **SST meeting notes** **Referrals to MSW**

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
As mentioned previously, TEC does not have a full-time online instruction program. All students have access to support and availability to computers as full times students, as well as after school when working on Cyber High or getting additional time to work on assignments.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Indicator: 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).

Prompt: *After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
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.	**Credit sheets** **Aeries Gradebook** **Master Schedules throughout the years**
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.	**Summer school rosters**
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.	**Work Experience hours**

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along

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with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
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 proposed as well.	**List of electives** **Work from each of the classes** **Service learning activities (pictures)** **TEC Ambassador interviews and agendas** **Student interviews**
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 school-wide 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.	**Observation** **Prom pictures**
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.	

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
TEC does not have full time on-line instruction. Cyber High is	

a distance learning program that is offered to only TEC seniors that need to supplement their credit recovery or juniors that plan to excel and graduate early. Therefore, all students are enrolled full time on campus and Cyber High is offered after school or at home following the regular school day.

Early Grad Wall of Fame

Photos of School Activities

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

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 schoolwide 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 of the school's safety survey. The campus is small enough where teachers and staff are able to efficiently supervise the areas. Panic buttons where 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.

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

The staff agrees its areas of strengths are in the following include:

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 met to the best of their ability, 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.**

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

TEC staff agrees that the following are areas of growth…

1. **Although 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.**

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- **Increase partnerships with members of the community and involve the business community in decisions that influence expectations of students.**

- **Participate in articulation meetings with the comprehensive high school, particularly in the core subject areas**

- **Address the school culture that leads to low quality work, low grades, and low GPAs**

- **Review the learning objectives and review the standards to be taught prior to introducing a unit of instruction or an individual lesson.**

- **Increase opportunities for students to use technology as part of their learning, particularly in mathematics and social science.**

- **Create a general rubric for each letter grade that is used by all teachers for all classes when evaluating the quality of student work**

- **Increase opportunities for new students/parents to learn about the expectations of the TEC program when a student enrolls later in the year.**

- **Participate in professional development that allows TEC teachers to observe best practices at other schools**

- **Survey graduates regarding the efficacy of the TEC curricular program after they have been out of school for at least 1 year.**

- **Improve integration amongst the core disciplines**

- **Purposefully consider the schoolwide learner outcomes (ICARE) when developing courses, curriculum and assessments**

- **Develop a specific elective course to improve financial literacy**

Chapter V: Schoolwide Action Plan

A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**

B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**

C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

> **Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.**

Single Plan for Student Achievement - Aligned with LCAP　　　　　　　　**Action Plan**
Planned Improvements in Student Performance

LCAP GOAL # 1: **Improve academic achievement for all students**		
SCHOOL GOAL: Improve student achievement on pace of credit recovery and the quality of student work.		
What data did you use to form this goal? ➢CAHSEE scores ➢Enrollment in CAHSEE Prep Class ➢Transcripts ➢Academic Probation list ➢GPAs ➢D/F rate ➢WASC self-study	**What were the findings from the analysis of this data?** Students continue to access academic probation. Some have failed academic probation. Although the graduation rate is high, most students are underachieving and are satisfied with low grades	**How will the school evaluate the progress of this goal?** Annual analysis of individual student achievement data and quarterly monitoring of credit recovery and grades. ➢Transcripts ➢Academic Probation list ➢GPAs ➢D/F rate ➢Comparison work

STRATEGY: The school will focus on pace of credit recovery, support students in meeting benchmarks and improve the quality of their work and grades.		
Action	**Person(s) Responsible**	**Task**
Participate in articulation meetings with the comprehensive high school, particularly in the core subject areas	Teachers Counselor Principal	Coordinate date/time/location to meet with members of each department at Vanden: math, social science, science, and English Participate in secondary counselors meeting that includes counselors from middle and high school within the district
Participate in professional development that allows TEC teachers to observe best practices at other schools	Teachers Principal	Schedule dates for teachers to visit classrooms at Vanden or another continuation school Pay for substitute teachers Provide time for teachers to report out at staff meeting regarding their experience
Survey graduates regarding the efficacy of the TEC curricular program after they have been out of school for at least 1 year.	Principal Counselor Secretary	Develop a post-graduate survey Create contact list and/or use social media to request students to take the survey
Improve integration amongst the core disciplines	Teachers Principal	Coordinate time for teacher collaboration Teacher will use collaboration time to develop at least 1 integrated unit for each core course.

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Address the school culture that leads to low quality work, low grades, and low GPAs	All staff Students	Implement the use of a school-wide rubric Integrate topic in Character Coaching lessons **TEC Ambassadors** will discuss the issue and brainstorm ideas to address this culture; ideas will be presented to the principal and shared with staff
Review the learning objectives and review the standards to be taught prior to introducing a unit of instruction or an individual lesson.	Teachers	Develop learning objectives for each lesson and explain them throughout each lesson
Create a general rubric for each letter grade that is used by all teachers for all classes when evaluating the quality of student work	Teachers	Use staff meeting time to discuss each teacher's expectation for each letter grade. Develop a universal rubric. Implement rubric by explaining it to students, posting it in classrooms, and referring to it often

LCAP GOAL #2: **Provide positive, nurturing environments at all schools**		
SCHOOL GOAL: Improve student attendance and behavior, thereby reducing the incidents resulting in suspension and lost instructional time.		
What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
Annual review of attendance and suspension rates, both school-wide and individually.	The overall attendance rate is less than that of Vanden High School. Students have been suspended and lost instructional time.	Review attendance rate, truancy letters, SARB referrals, Suspension rate and incident data

STRATEGY: The school will focus on maintaining the attendance rate at 90% or better and will incentivize positive behavior and character development to minimize incidents resulting in suspension		
Action	**Person(s) Responsible**	**Task**
Continue with Character Strengths program	All staff	Assign students to Character Teams Develop lesson plans for Character Coaching Work with students collectively and 1:1 regarding character development
Continue to monitor attendance, maintain communication with parents, and refer to SARB as needed	Principal	Use A2A program to track attendance, mail letters, and contact parents. Attend SARB meetings and truancy court
Provide counseling and/or mediation for students engaged in conflict or who have a pattern of inappropriate behavior	All staff	All staff will intervene when student conflict or misbehavior occurs. Interventions may include 1:1 conferencing, parent contact, conflict mediation, and counseling support.

LCAP GOAL # 3: **Engage students in rich, relevant experiential learning**

SCHOOL GOAL: Increase opportunities for students to use technology, develop financial literacy and develop post-secondary plans.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Staff observation Student perception survey Observation from staff WASC Self-study	Students would like more opportunities to develop financial literacy	Student perception survey Principal's observation of classroom instruction

STRATEGY: The school will focus on creating more opportunities for students to develop financial literacy and plans for life after high school through both school-wide activities, meetings with the counselor, and targeted lesson delivery in specific classes.

Action	Person(s) Responsible	Task
Increase opportunities for students to use technology as part of their learning, particularly in mathematics and social science.	Teachers	Integrate the use of Excel in Business Math Purchase and implement the use of interactive electronic devices for math Math teacher will incorporate warm-up problems through student use of computers Require technology-based projects in social science courses. Teacher will use Khan Academy or similar resource to support student learning in math
Purposefully consider the schoolwide learner outcomes (ICARE) when developing courses, curriculum and assessments	Teachers Principal	Teachers will develop lesson plans to incorporate learner outcomes. Principal will provide input during classroom visits
Develop a specific elective course to improve financial literacy	Teachers	Using Dave Ramsey's Foundations for Personal Finance curriculum, draft a course proposal and purchase a license to use the curriculum.
Improve opportunities to learn about personal finance in existing courses	Teachers	Students will be taught aspects of personal finance in Business Math, Transitions, Work Experience, Economics, and English
Increase opportunities to develop a specific plan and pathway for life after high school	Counselor Teacher	The counselor will meet with each senior to discuss and develop "next steps" after graduation. Students will explore careers and develop goals for after graduation in Work Experience/Transitions.

CAP GOAL # 4: **Involve parents as partners**		
SCHOOL GOAL: Provide opportunities for students, parents, and community to collaborate in supporting student success.		
What data did you use to form this goal?	**What were the findings from the analysis of this data?**	**How will the school evaluate the progress of this goal?**
Anecdotal and qualitative data from parent conferences WASC self-study criterion	Additional opportunities to educate parents about the TEC program are necessary. TEC does not currently have a mid-year orientation for parents of new students. TEC does not currently have many partnerships with the business community or opportunities for the business community to influence the academic program.	Review of meeting notes, letters home, number of parent conferences and school events to educate parents about the TEC program Increased number of opportunities for business leaders to be involved at TEC.

STRATEGY: The school will maximize opportunities to involve parents in school wide events, activities, and educational decisions related to their children. The school will involve community partners and resources to promote student success.		
Action	**Person(s) Responsible**	**Task**
Increase partnerships with members of the community and involve the business community in decisions that influence expectations of students.	Teachers Counselor Principal	Increase number of business partners participating in the College/Career Fair. Business Community Members will be invited to participate in mock interviews in the Work Experience class. Teachers will invite guest speakers from the business community or from parents to speak in classes Staff will promote job fair opportunities in the community
Increase opportunities for new students/parents to learn about the expectations of the TEC program when a student enrolls later in the year.	Principal Counselor TEC Ambassador	Counselor or principal will make contact with parent and offer a meeting Parents will be provided with a TEC brochure that highlights aspects of the program and answers frequently asked questions New students will be paired with a student member of the TEC ambassadors when they first arrive so they can have a student helper.

Describe the school's follow-up process, ensuring an ongoing improvement process:

TEC will continue to utilize its process for on-going school improvement, including on-going review of data, perception survey and observations. TEC's staff will continue to meet on a regular basis, during Common Planning Days (twice monthly), to monitor progress toward goals and make decisions regarding the action plan.

TEC's School Site Council, comprised of teachers, parents, and students, will continue to be part of this process as well, to develop an annual Single Plan that is based on the WASC self-study, and will continue to be accountable to district administration and the governing board.

Appendices:

A. **Timeline of self-study process**

B. **Master schedules**

C. **Budgetary information, including budget pages from the school's action plan, i.e., the Single Plan for Student Achievement**