

# TRAVIS EDUCATION CENTER HIGH SCHOOL

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**Tom Newsom, Principal**  
**Kate Wren Gavlak, Superintendent**

## 2005-2006 School Accountability Report Card



### General Information

Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...



### Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...

### Curriculum



What students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...

### Educational Team



School to succeed it must have quality teachers and support programs in place. Read more ...



### Assessments

Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

### Contact Information

Parents who wish to participate in Travis Education Center High School leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-8265.

### School Profile

Travis Education Center High School is located in Fairfield, situated midway between San Francisco and Sacramento in northern Solano County. Formally incorporated in 1903, Fairfield is a growing community eager to service the business needs of the 21st century. As the County Seat since 1858, Fairfield represents a diverse, bustling economy in the heart of California's fastest growing county.

Travis Education Center High School is the only continuation high school in Travis Unified School District, which also includes five elementary schools, one middle school, one comprehensive high school and one community day school.

The majority of students enroll in the Travis Education Center (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, or continue a ninth semester through SARB placement. Although most students enroll with a goal of returning to the traditional program, many who earn that option make TEC their school of choice.

The morning session is a classroom instruction block scheduled and includes a daily Guidance class in which students organize their time and set short and long term goals. Each student's day includes at least one Study Hall in which assignments from core classes are completed under the supervision of a teacher. The grading period is a nine week quarter. Each student is enrolled in five core classes, Guidance and Study Halls. Essential assignments are aligned to State Standards and are offered in five one-credit units. Students receive a grade for each credit earned, resulting in a variable credit system. Students must pass essential assignments for each credit at a proficient level or retake that credit. Students

who complete the majority of their credits in the morning program may also enroll in Cyber High, a computer based distance learning program, to accelerate their progress. The morning program has variable minutes, depending on the individual student's needs. Days are blocked in 4.25 hours Monday/Wednesday, Tuesday/Thursday. The Friday schedule alternates Monday/Wednesday or Tuesday/Thursday schedules. The minimum weekly schedule is 16 hours.

The afternoon program at TEC is strictly a Cyber High program. When students have been successful earning their morning program credits and need to complete odds and ends or wish to accelerate more extensively, they are given the option to supplement their personal program with Cyber High credits. Additionally, students who are unsuccessful in the morning program due to truancy and/or behavior issues are afforded the opportunity to complete courses in the distance learning program. Some students enroll in the Cyber High program exclusively when they have minimal credits to complete and need only a few specified course or limited credits to meet graduation requirements.

Travis Education Center High School is a Model Continuation School and a Western Association of Schools and Colleges (WASC) Accredited Model School for the State. In the beginning of the 2005-06 school year, Travis Education Center High School had 85 total students enrolled in grades nine through twelve. During the spring semester the enrollment can increase to 100 students.

#### School Profile Data

Student Enrollment by Ethnic Group 2005-06	
	Percentage
African American	23.5
American Indian	1.2
Asian	3.5
Caucasian	42.4
Filipino	5.9
Hispanic	15.3
Pacific Islander	0.0
Multiple or No Response	8.2

#### Travis Education Center High School Mission and Vision Statements

**Mission Statement:** Travis Education Center High School provides rigorous, challenging alternative learning opportunities that support student success in meeting or exceeding state and district standards and attaining their personal goals.

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

#### Parent Involvement

Parents play an important role at Travis Education Center High School. Parents attend monthly Parent Perspectives, attend school orientations, and participate on the WASC (Western Accreditation of Schools and Colleges) Committee.

#### School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Travis Education Center High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent.

If a parent fails to call in advance, the counselor, assistant principal or secretary calls the parent in the morning, when their student is absent or tardy. Letters are sent home to parents to discuss their student's attendance. Students with excessive absences are referred to the School Attendance Review Board (SARB).

This chart illustrates the enrollment trend by grade level for the past three school years.

#### School Enrollment & Attendance Data

Grade	Enrollment Trend by Grade Level		
	2003-04	2004-05	2005-06
10th	3	7	11
11th	28	31	38
12th	38	43	36

#### Enrollment By Program

During the 2005-06 school year 85 students were enrolled at Travis Education Center High School, of which 22% were students with disabilities, 4% were English Learners, and 18.2% were socioeconomically disadvantaged.

## Safe School Plan

The School Site Safety plan is evaluated and revised annually in the spring by the staff, students and the School Resource Officer. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. Included within the School Site Safety Plan is a disaster preparedness plan which lays out steps that are to be taken to ensure student and staff safety during a disaster. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Fire drills are held twice a year and earthquake and intruder drills are conducted annually.

Students are supervised throughout the day by teachers, the principal and a campus monitor. All visitors to the school must sign in and out at the main office where they receive a name tag, which must be worn at all times while on campus. No student visitors are allowed.

## Discipline & Climate for Learning

Students at Travis Education Center High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and demonstrates that good discipline is a solid foundation on which to build an effective school. Travis Education Center High School utilize Steven Covey's "Seven Habits of Highly Effective Teens" in daily guidance classes. Parents and students are informed of discipline policies at the beginning of each school year through the District Discipline Policy and the School Handbook.

The Suspensions and Expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspension divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

### Student Recognition

During Quarterly Awards Night students may receive awards for the following: Attendance, Academic Achievement, and Outstanding Participation. Graduates are also recognized. The awards include coupons from local businesses and a certificate. Students may also receive a Caught in the Act! award for exhibiting exemplary behavior, consistent effort, and acts of kindness.

### Homework

Travis Education Center High School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned to students on an individual basis by their teachers.

The assignments may be nightly, weekly, or for an extended period of time. Nightly homework will never be new work to be learned, but will be reinforcement of work presented in the classroom. Students are expected to complete their homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

All students have study hall as one of their periods during the school day. During study hall students may complete assignments from other classes and receive assistance from the teacher.

### Discipline & Climate for Learning Data

	Suspensions & Expulsions			Travis Unified		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Suspensions</b>	94	55	164	533	441	646
<b>Suspension Rate</b>	136.2%	67.9%	192.9%	10.3%	8.3%	12.1%
<b>Expulsions</b>	0	1	0	14	14	6
<b>Expulsion Rate</b>	0.0%	1.2%	0.0%	0.3%	0.3%	0.1%

\* District numbers are for entire district.

## School Facilities

Travis Education Center High School's campus was originally built in 2000 and recently added new basketball courts and new landscaping. The school contains five classrooms, two computer labs, and an outdoor area. During the 2005-06 school year, 100% of all restrooms were in working order.

The table shows the results of the most recent school facilities inspection (December 4, 2006). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. There are no major deficiencies at this site. The items noted in the table have been corrected or are in the process of remediation.

### Cleaning Process

The principal works daily with a part-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Director of Maintenance and operations coordinates in-service training for the custodial staff. Each classroom is cleaned daily and outside

maintenance is done on a regular basis or as needed. Currently the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the District.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program (EC17591), which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year the district allocated \$685,000 for deferred maintenance program. This represents 1.6% of the district's general fund budget. During the 2006-07 school year, the district's governing board did not approve any deferred maintenance projects for the school.

#### School Facilities Data

Interim Evaluation Instrument Guidelines	School Facility Conditions Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	No	Hazardous Materials (Interior/Exterior)
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	No	Boys restroom - graffiti on mirrors.
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

#### Teacher Assignment

Travis Unified School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Travis Education Center High School had four fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current data are reported.

#### Teacher Assignment Data

	Teacher Credential Status			
	03-04	School 04-05	05-06	District 05-06
Fully Credentialed	3	3	4	276
Without Full Credentials	0	0	0	5

#### Teacher Assignment Data

	Teacher Credential Status		
	04-05	05-06	06-07
Working Outside Subject	0	0	0
Vacant Teacher Positions	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

#### Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

#### Highly Qualified Teachers Data

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Travis Education Center High	88.9	11.1
Travis Unified	93.0	6.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	92.8	7.2

### Substitute Teachers

The district maintains an adequate pool of qualified substitutes teachers. All substitutes have college degrees and are credentialed by the state of California. Generally, the district does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, an administrator assumes the role of the substitute.

### Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated at least once every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the following criteria: Pupil Progress Toward Standards of Expected Achievement, Instructional Techniques and Strategies, Adherence to Curricular Objectives, Suitable Learning Environment, and Performance of Job Responsibilities and Adjunct Duties.

Travis Unified School District participates in both the BTSA and PAR programs. The BTSA (Beginning Teacher Support and Assessment) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession. Teachers who need additional support can receive help through the Peer Assistance and Review (PAR) program, which utilizes exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

### Individualized Instruction

Students who participate in the Resource Specialist Program (RSP) spend one period of the day receiving assistance from the RSP teacher.

### English Language Learners

English Language Learners are placed into classes with teachers who are CLAD (Crosscultural Language Acquisition Development) and BCLAD (Bilingual Crosscultural Language Acquisition Development) certified. If ELL students need additional assistance they receive specialized assistance at Vanden High School in the ELL program in the morning.

### Counseling & Support Staff

It is the goal of Travis Education Center High School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems. Qualified personnel provide counseling and support services to students on an as-needed basis. Support Staff are devoted to helping students deal with problems and assisting them to reach positive goals. Counselor to student ratio is 1:85. The table illustrates the services offered at Travis Education Center High School.

#### Counseling & Support Staff Data

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	1
Nurse (On-call from a neighbor school)	1	
Psychologist	1	0.2
Resource Program (RSP) Teacher	1	1.0
Speech & Language Specialist (as-needed)	1	

### Instructional Materials

Travis Unified School District held a Public Hearing on October 10, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Textbook adoptions are uniform throughout the Travis Unified School District. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees

for final adoption. The most recent textbook adoptions (as of January 2007) in core curriculum areas for Travis Education Center are as follows.

#### Instructional Materials Data

Grade Levels	Subject	District-Adopted Textbooks Publisher	Adoption Year	Sufficient	% Lacking
9-12	English/Language Arts	Holt, Rinehart, and Winston	2002	Yes	0.0%
9-12	Mathematics	Heath	1998	Yes	0.0%
9-12	Mathematics	Merrill	1984	Yes	0.0%
9-12	Social Science	Holt, Rinehart, and Winston	1999	Yes	0.0%
9-12	Social Science	Prentice Hall	1999	Yes	0.0%
9-12	Health	Pippin & McDougal Littell	2003	Yes	0.0%
9-12	Science	Prentice Hall	2002	Yes	0.0%
9th-12th	Science	Holt	2006	Yes	0.0%

#### Curriculum Development

All curriculum development at Travis Education Center High School revolve around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of the Alternative Education Program's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Travis Education Center High School teachers confer with traditional high school department members regarding curriculum and assessments. The courses are approved through the district Curriculum Council, which is comprised of teachers and administrators from elementary and secondary school sites and chaired by the Assistant Superintendent of Instruction.

#### District Expenditures

Travis Unified School District spent an average of \$7,160 to educate each student, based on 2004-05 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

#### District Expenditures Data

Expenditures per Pupil Travis Education Center High	
<b>Total Expenditures Per Pupil</b>	\$6,589
<b>From Restricted Sources</b>	\$461
<b>From Unrestricted Sources</b>	\$6,128
TUSD	
<b>From Unrestricted Sources</b>	\$901
<b>Percentage of Variation between School &amp; District</b>	580.13%
State	
<b>From Unrestricted Sources</b>	\$4,743
<b>Percentage of Variation between School &amp; State</b>	29.20%

#### District Revenue Sources

In addition to general state funding, Travis Unified School District receives the following categorical, special education, and support programs:

- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Instructional Materials
- 10th Grade Counseling
- Federal, ECIA/ESEA/IASA
- Federal, Maintenance & Operations
- Class Size Reduction
- Other Instructional Allowances
- Gifted and Talented Pupils
- Home-to-School Transportation
- Special Education Transportation
- Tobacco Use Prevention Education (TUPE)
- Vocational Education, Handicapped Students
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational & Applied Technology Education Act

#### Teacher & Administrative Salaries

This first table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

The second table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on 2004-05 financial statements.

#### Teacher & Administrative Salaries Data

Average Salary Information Teachers - Principal - Superintendent		
2004-05		
	TUSD	California
Beginning Teachers	\$32,318	\$37,730
Mid-Range Teachers	\$60,211	\$59,397
Highest Teachers	\$67,604	\$72,979
Elementary Principals	\$92,773	\$90,266
Middle School Principals	\$95,804	\$95,759
High School Principals	\$104,843	\$103,395
Superintendent	\$135,185	\$143,489
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.5%	41.5%
Administrative Salaries	6.3%	5.6%

#### Teacher & Administrative Salaries Data

Average Teacher Salaries School & District	
Travis Education Center High	\$44,656
TUSD	\$58,009
Percentage of Variation	23.02%
School & State	
All Unified School Districts	\$57,067
Percentage of Variation	21.75%

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Social Science (grades 10 & 11). Summative scores are not available for Math (grades 8-11), Science, and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

#### California Standards Test Data

California Standards Test (CST)																							
Combined % of Students Scoring at Proficient and Advanced Levels																							
Language Arts									Math						Social Science			Social Science					
9			10			11			9			10			11			10			11		
04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	06	06	04	05	06
All Students																							
Travis Education Center High	*	*	0	*	33	28	18	9	3									*	5	12	12	6	6
TUSD	56	60	63	54	52	50	49	49	45									46	39	38	51	55	43
California	37	43	44	35	36	37	32	36	36	0	0							27	31	30	32	37	35
Males																							
Travis Education Center High	*	*		*	*	*	5	5	5									*	*	*	5	4	10
TUSD	52	55	55	48	48	48	45	44	42									51	47	45	49	52	46
California	32	38	40	31	32	33	29	33	33	0	0							31	34	33	34	37	37
Females																							
Travis Education Center High			*	*	36	*	32	17	0									*	*	*	20	9	0
TUSD	61	65	72	61	56	52	54	54	48									41	31	32	54	60	40
California	41	48	48	40	41	42	35	39	39	0	0							25	28	27	31	36	34
African American																							
Travis Education Center High				*	*	*	*	*	0									*	*	*	*	*	8
TUSD	39	45	52	36	44	35	47	32	36									35	25	24	37	38	34
California	23	27	28	21	22	22	17	21	21	0	0							13	15	15	19	22	19
Caucasian																							
Travis Education Center High	*		*	*	*	*	19	25	7									*	*	*	11	8	7
TUSD	63	65	66	63	59	56	55	56	55									56	49	44	57	62	47
California	56	61	63	53	53	54	46	50	50	0	0							40	44	45	44	48	48

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

### Student Achievement and Testing



Various measures of student achievement are used as an ongoing part of the quality instructional program at Travis Education Center High School. These measure students' actual progress as well as the effectiveness of the instructional program. Students also are administered the Gate-McGinnitie Reading Assessment and Persogenics Personality Inventory.

## Physical Fitness

In the spring of each year, Travis Education Center High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

### Physical Fitness Data

Percentage of Students in Healthy Fitness Zone			
	Test Results		
	5th Grade	7th Grade	9th Grade
Travis Education Center High Travis Unified			
TUSD Overall	30.8%	54.0%	31.4%
TUSD (Boys)	26.4%	43.8%	33.2%
TUSD (Girls)	35.6%	64.6%	30.0%
California			
State Overall	24.5%	28.8%	26.7%
State (Boys)	22.3%	26.8%	27.5%
State (Girls)	26.7%	30.9%	25.8%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

*B - means this is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to school districts.*

### Academic Performance Index Data

	API School Results						
	Base	Growth					
All Students	02-03	03-04	04-05	03-04	04-05	05-06	
API Score	506	581	660	API Growth Score	597	660	573
Growth Target	B	B	B	Actual Growth	91	79	-87
Statewide Rank	B	B	B	Eligible for Awards			
Similar Schools Rank	B	B	B	Eligible for II/USP	B	B	B
Subgroups							
Caucasian							
Base API Score	544			API Growth Score			
Growth Target				Actual Growth			
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.							
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.							

## California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or



have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

#### Adequate Yearly Progress Data

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
Met AYP Criteria	No		Yes	
Participation Rate	English - Language Arts	Mathematics	English - Language Arts	Mathematics
	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	No		Yes	
Graduation Rate	Yes		Yes	

#### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

#### Federal Intervention Program Data

Federal Intervention Programs					
Travis Education Center High	Program Improvement (PI)	First Year	Year in # of Schools	Currently	% of Schools Identified
	Status	in PI	PI	in PI	for PI
Travis Unified	Not in PI	-	-	0	0.00

#### Dropout & Graduation Rates

To help discourage dropouts, Travis Education Center High School offers an individual academic plan that includes options for a timely graduation. The following table shows the number of graduates and dropouts for the past three years.

#### Dropout & Graduation Rates Data

Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	11.11%	0.00%	2.47%
Graduation Rate	58.7%	85.4%	98.2%

#### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. State data not available at time of publication.

#### Completion of High School Graduation Requirements Data

Completion of High School Graduation Requirements			
Group	School	District	State
All Students	99.5%	99.7%	
Socioeconomically Disadvantaged	100.0%	100.0%	
African American	98.0%	99.0%	
Filipino	100.0%	100.0%	
Hispanic	98.0%	99.0%	
Caucasian	100.0%	99.3%	
English Learners	100.0%	100.0%	

#### Career Technical Education (CTE) Programs

It is the goal of Travis Education Center High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students are exposed to a broad array of career opportunities and counselors facilitate selection of a career path based on individual interests, goals, strengths, and abilities. The Alternative Education Program offers Work Experience and Independent Living classes. Students may also utilize COIN software to research a multitude of career paths. Allyson Rude is the primary contact for Travis Unified School Districts' Career Technical Committee. The table illustrates courses offered by Travis Education Center.

#### Career Technical Education (CTE) Programs Data

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
<b>Independent Living</b>	Travis ECHS	Support consumer life skills for vocational and independent living.	Assessment and evaluation of job skills and working methods for career paths.	Assessment of relevancy to secondary career paths.
<b>Work Experience &amp; Internship</b>	Travis ECHS	Assist in developing job skills and preparation for adult living.	Addresses the needs of all students and addresses special education and ITP.	When a student is successful with: 1) Fill out application 2) Interview 3) Have a usable resume 4) Are clear about occupations they may have interest in 5) Understand work ethics
<b>Transitions</b>	Travis ECHS	Preparation for independent adult living.	Addresses the needs of all students and address ITP.	When students: 1) Fill out forms (i.e. credit, college, & apartments) 2) Understand personal finance (i.e. using credit cards/checks & budgeting) 3) Understand the college system 4) Are clear about occupation/careers & how to reach education goals

#### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

#### Career Technical Education Participation Data

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act) Question		Response
How many of the schools pupils participate in CTE?		70
What percent of the schools pupils complete a CTE program and earn a high school diploma?		98.0
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?		0.0

#### School Leadership

Beginning in the 2005-06 school year leadership duties at Travis Education Center High School were assumed by Tom Newsom. Prior to becoming Principal, Mr. Newson held the following positions:

Leadership at Travis Education Center High School is a responsibility shared between administration, instructional staff, students, and parents. The entire staff participates in making decisions regarding the priorities and direction of the educational plan and ensure instructional programs are consistent with students' needs and comply with district goals.

#### Staff Development

Staff members are offered a variety of opportunities for professional improvement. The district dedicates three full days annually to professional development. Professional development opportunities included workshops covering a variety of topics including: AB466 Training, Corrective Reading Training, Accelerated Math Training, and Differentiated Instruction, among others.

#### Instructional Time (Includes Minimum Days)

For the 2005-06 school year, Travis Education Center High School offered 180 days of instruction, with no minimum days. Twice a month Travis Education Center High School has Common Planning Days, during which students arrive later in the day, so teachers can participate in staff development. Travis Education Center High School offered 55,481 instructional minutes, which exceeded the state requirement of 32,400 minutes.

#### Instructional Time (Includes Minimum Days) Data

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
<b>9th-12th</b>	32,400	55,481

#### Library Information

Travis Education Center High School does not have a school library, but students may utilize the local library. Classrooms, however, contain reading and research materials that relate to specific subjects.

## Governing Board Members

Wanona Ireland, President  
Harry Axhelm, Vice President  
Edwin Sanderson, Clerk  
Mary Jo Dickerson, Member  
Ivery Hood, Member  
Christina Hannon, Student Member

## Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. All classrooms have one computer with Internet access. Travis Education Center High School has two computer labs, with 12 computers each. Students receive training in word processing and COIN, a career education program.

### Computer Resources Data

Computer Resources			
	03-04	04-05	05-06
<b>Computers</b>	29	32	23
<b>Students per computer</b>	2.4	2.5	3.7
<b>Classrooms connected to Internet</b>	4	6	23

## Expected Schoolwide Learning Results

Travis Education Center Students are:

**Independent Thinkers who...**Accept responsibility for their actions; Work diligently through stressful situations; Prioritize and organize their leisure and challenges; set goals and fulfill plans for the future.

**Cooperative Learners and Workers who...**Understand the roles of group interaction and work effectively; Work responsibly, respectfully and empathetically with others; Can lead the group or follow directions; Are punctual and dependable.

**Academically Prepared Students who...**Use technology creatively and effectively; Meet or exceed state and local academic standards; Access and use information; Demonstrate competency in all areas of curriculum.

**Responsible Citizens who...**Are knowledgeable in current events and responsive to global issues; Effectively manage and understand the value of money; Positively contribute to society; Enter the job force prepared for success.

**Effective Communicators who...**Read, comprehend and write effectively; Listen and discuss issues fluently; Solve problems creatively; Speak confidently and proficiently in public.