

# Travis Education Center

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Travis Education Center
<b>Street</b>	2775 DeRonde Drive
<b>City, State, Zip</b>	Fairfield, CA 94533
<b>Phone Number</b>	707-437-8265
<b>Principal</b>	Janelle Preston
<b>Email Address</b>	jpreston@travisusd.org
<b>School Website</b>	www.travisusd.org/domain/15
<b>County-District-School (CDS) Code</b>	48-70565-4830022

## 2023-24 District Contact Information

<b>District Name</b>	Travis Unified School District
<b>Phone Number</b>	(707) 437-4604
<b>Superintendent</b>	Conklin, Pam
<b>Email Address</b>	pconklin@travisusd.org
<b>District Website</b>	www.travisusd.org

## 2023-24 School Description and Mission Statement

### Mission Statement:

Our responsibility is to provide rigorous alternative learning opportunities that support students through character development, prioritize mental health, and inspire students to reach their highest personal and academic potential.

### Vision Statement:

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

Travis Education Center (TEC) High School is the alternative education high school for the Travis Unified School District. TEC is proud to be designated a Model Continuation High School in California. Most TEC students enroll in the TEC program to remediate credit deficiency that restricts timely graduation from the district's traditional high school. TEC has, however, become a school of choice for many TUSD students who seek a smaller learning environment, a trauma-sensitive and trauma-invested staff, or who want to graduate early. Depending on academic status, students may return to the traditional high school, graduate from TEC (either early or on time), continue a ninth semester through an administrative process, or access a 5th year if specified in an Individualized Education Plan. Although many students enroll intending to return to the traditional program, most who earn that option make TEC their school of choice. The school's curricular emphasis aligns directly with the California State Standards. The philosophy behind TEC's student learner outcomes (I CARE) influences curricular development and teaching methodology. This philosophy intends to challenge students to develop and demonstrate their ability to think and act independently. TEC challenges its students to become cooperative members of society who are effective communicators, exhibiting academic preparedness and civic responsibility.

Beyond achieving academic 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 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.

## 2023-24 School Description and Mission Statement

Whether students are working toward an early graduation, graduating from TEC in June, or planning to return to a comprehensive high school, we are committed to supporting all students through a lens of equity and inclusion to achieve their individual goals.

Students and parents can be assured that a TEC diploma has the highest accreditation.

PLEASE NOTE: During the 2023-2024 school year, we will be updating this school website location to <http://traviseducationcenter.travisusd.org/>

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	29
Grade 12	39
<b>Total Enrollment</b>	<b>70</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.9%
Black or African American	21.4%
Filipino	4.3%
Hispanic or Latino	34.3%
Two or More Races	11.4%
White	27.1%
English Learners	4.3%
Foster Youth	1.4%
Homeless	2.9%
Migrant	1.4%
Socioeconomically Disadvantaged	62.9%
Students with Disabilities	20%

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	20.83	224.80	88.90	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	1.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.90	0.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.80	79.17	9.60	3.80	12115.80	4.41
<b>Unknown</b>	0.00	0.00	13.40	5.32	18854.30	6.86
<b>Total Teaching Positions</b>	4.80	100.00	252.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.80	36.87	227.40	90.44	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.10	0.85	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.00	1.22	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.10	63.13	6.40	2.56	11953.10	4.28
<b>Unknown</b>	0.00	0.00	12.30	4.91	15831.90	5.67
<b>Total Teaching Positions</b>	4.90	100.00	251.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	3.80	3.10
<b>Total Out-of-Field Teachers</b>	3.80	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Travis Unified School District held a public hearing on September 26, 2023 and determined that each school within the district had 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

**Year and month in which the data were collected** January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt, California Collections ©2017 Board Adopted 2016	Yes	0
<b>Mathematics</b>	Pearson Education, California Algebra 1,2, and Geometry Common Core Edition ©2015 Board Adopted 2014  South-Western/Cengage Learning, Business Math Using Excel ©2011 Board Adopted 2014	Yes	0
<b>Science</b>	Pearson Education, Campbell Biology Tenth Edition ©2014 Board Adopted 2015  Prentice Hall, Physical Science: Concepts in Action with Earth and Space Science ©2006 Board Adopted 2006	Yes	0
<b>History-Social Science</b>	Worth Publishing Co., Thinking About Psychology ©2013 Board Adopted 2016  Pearson Education, World History The Modern Era ©2014	Yes	0

	Board Adopted 2017 McGraw Hill, United States History and Geography Continuity (CA) ©2019 Board Adopted 2018  McGraw Hill, Understanding Economics ©2016 Board Adopted 2016  Prentice Hall, American Government ©2006 Board Adopted 2006		
<b>Foreign Language</b>	N/A		0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	N/A		0

## School Facility Conditions and Planned Improvements

Travis Education Center's campus was originally built in 2000 and added six portables. The school contains five classrooms, one computer lab, and an outdoor area. At the time of publication, 100% of all restrooms were in working order. Facilities information is current as of January 2023.

The table shows the results of the most recent school facilities inspection. 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.

<b>Year and month of the most recent FIT report</b>	January, 2024
-----------------------------------------------------	---------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Boys Restroom: 8: (D) Restrooms are NOT fully operational. Urinal not operational. (Work order created. Awaiting repair)

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	40	12	52	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	2	0	35	36	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	43	42	97.67	2.33	11.90
<b>Female</b>	21	21	100.00	0.00	9.52
<b>Male</b>	22	21	95.45	4.55	14.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	14	14	100.00	0.00	7.14
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	11	11	100.00	0.00	9.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	24	24	100.00	0.00	8.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	43	42	97.67	2.33	0.00
<b>Female</b>	21	21	100.00	0.00	0.00
<b>Male</b>	22	21	95.45	4.55	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	14	14	100.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	11	11	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	24	24	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	10.53	8.43	33.62	36.19	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	86	83	96.51	3.49	8.43
<b>Female</b>	36	36	100.00	0.00	0.00
<b>Male</b>	50	47	94.00	6.00	14.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	23	23	100.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	28	27	96.43	3.57	11.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	20	95.24	4.76	15.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	50	50	100.00	0.00	10.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 Career Technical Education Programs

It is the goal of Travis Education Center High School (TEC) that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs prepare students to think conceptually, communicate effectively, and apply skills in real-world contexts. TEC's character development strategies foster character awareness in seven character traits proven to enhance future success: GRIT, Social Intelligence, Self-Control, Zest, curiosity, Optimism, and Gratitude skills. Students are exposed to an array of career exploration opportunities. The counselor facilitates an annual College and Career Fair where many trade schools, community colleges, community businesses, and local programs share the vast career opportunities available. Graduating students are required to complete a "Me in the Future" project. This project requires students to research three careers of interest and produce a slide show presentation for their last two English credits. The counselor partners with the local community college liaison and provides information and support for students to complete the community college and FAFSA application. TEC started implementing a job shadow program in partnership with the Travis School District departments, placing students as shadowers in various positions. And finally, TEC offers Work Experience and Careers in Education classes. As part of the Work Experience class, students build resumes, practice interview skills, and review various pertinent job skill information. Tiffany Benson is the primary contact for Travis Unified School District's Career Technical Education.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	48
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	2.86
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------------------	-----------------------------

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents/caregivers play an important role at Travis Education Center High School. Parents or caregivers attend school orientations and participate in the WASC Western Accreditation of Schools and Colleges (WASC) Committee. Additionally, they are invited to participate in several districtwide committees and the school's School Site Council. TEC welcomes families to all community events, such as Feast Day, Multicultural Day, and Award Nights.

##### Contact Information

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

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0	5.6	1.7	0.7	1.2	0.4	9.4	7.8	8.2
<b>Graduation Rate</b>	88.2	94.4	96.6	95.7	96.7	98.9	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	58	56	96.6
<b>Female</b>	22	22	100.0
<b>Male</b>	36	34	94.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	23	23	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	18	16	88.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	38	37	97.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	105	97	48	49.5
Female	47	45	23	51.1
Male	58	52	25	48.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	24	22	8	36.4
Filipino	4	4	1	25.0
Hispanic or Latino	34	31	16	51.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	6	50.0
White	28	25	15	60.0
English Learners	4	3	2	66.7
Foster Youth	2	2	0	0.0
Homeless	4	3	2	66.7
Socioeconomically Disadvantaged	63	59	32	54.2
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	17	17	8	47.1

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.24	16.19	0.02	2.41	3.95	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.19	0
Female	17.02	0
Male	15.52	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	16.67	0
Filipino	0	0
Hispanic or Latino	14.71	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	17.86	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	15.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	23.53	0

## 2023-24 School Safety Plan

The School Site Safety plan is evaluated and revised annually by the staff, students, School Site Council, and local fire and police departments. Finally, it's taken to the school board for approval. 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 on hazardous materials and state earthquake standards. Fire, lockdown, and Earthquake drills are each held twice a year. Teachers, the principal, and a campus monitor supervise students throughout the day. All visitors to the school must sign in and out at the main office, where they receive a guest pass, which must be worn at all times while on campus.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	21		
Mathematics	5	6		
Science	4	5		
Social Science	8	9		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	22		
Mathematics	14	3		
Science	12	3		
Social Science	7	21		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	16	0	0
Mathematics	9	8	0	0
Science	10	3	0	0
Social Science	10	10	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	70

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	.2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13133	1776	11357	\$82824
District	N/A	N/A	6460	\$80,025
Percent Difference - School Site and District	N/A	N/A	126.2	-14.0
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	100.8	-17.9

## Fiscal Year 2022-23 Types of Services Funded

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low-income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction and other support for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

With LCFF, districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) and LCFF Budget Overview for Parents. The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups.

The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,303	\$50,875
<b>Mid-Range Teacher Salary</b>	\$82,273	\$79,761
<b>Highest Teacher Salary</b>	\$91,199	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$122,244	\$128,154
<b>Average Principal Salary (Middle)</b>	\$136,158	\$131,774
<b>Average Principal Salary (High)</b>	\$142,537	\$142,676
<b>Superintendent Salary</b>	\$255,258	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	35.07%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	5.68%	5.49%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
------------------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	0	0