

Travis Elementary School

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

School Name	Travis Elementary School
Street	100 Fairfield Avenue
City, State, Zip	Travis AFB, CA 94535
Phone Number	707-437-2070
Principal	Lindsay Dalske
Email Address	ldalske@travisusd.org
School Website	www.travisusd.org/domain/12
County-District-School (CDS) Code	48-70565-6051270

2023-24 District Contact Information

District Name	Travis Unified School District
Phone Number	(707) 437-2070
Superintendent	Conklin, Pam
Email Address	pconklin@travisusd.org
District Website	www.travisusd.org

2023-24 School Description and Mission Statement

School Description and Mission Statement (School Year 2023-2024)

The Travis School community is committed to student learning, in a safe and nurturing environment, where everyone is held to high expectations and strives to reach their maximum potential.

All Travis students, without exception, will be proficient in Reading, Writing and Math.

About Our School

At Travis Elementary School we make student success a priority. We make sure that our students have a safe learning environment that is filled with learning opportunities that are common core state standards-based and aligned to board adopted curriculum. Our staff is certified and trained in practices, procedures, and strategies that are student-centered.

Our staff cares about the success of our students and works to engage their connection to and belonging with our school family. Creating a school climate conducive to their success is a daily focus.

As such we have developed our school plans with our community partners to ensure the success and well-being of our students. Our plans are developed after gathering data from surveys and review of curriculum, program and facility needs given to students, staff and family members and discussing the results with our site leadership teams and all our stakeholders. This comprehensive approach enables our ability to maintain a school climate and environment that results in the success and well-being of our students.

Our staff participates in regular professional development including but not limited to math lessons, English lessons, positive behavior intervention, school safety, social emotional learning, school climate and culture, equity, special education supports and more.

Furthermore, we practice safety drills regularly and offer counseling services to students with needs. Our teachers teach lessons from the Second Step program in the classroom regularly that teach students the skills that are designed to help them cope with different situations that arise when needed.

2023-24 School Description and Mission Statement

Additionally, we have a student recognition program that is designed to celebrate students when they demonstrate the PBIS Travis Expectations of being Safe, Respectful and Responsible as well as our monthly Character traits.

Every year we review our plans and make adjustments as needed.

We appreciate our parent and community member participation in our school and programs and your contributions to the academic and social success of our students!

Thank you for your continued support!

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	55
Grade 2	66
Grade 3	65
Grade 4	64
Grade 5	53
Grade 6	31
Total Enrollment	435

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.8%
Male	46.2%
American Indian or Alaska Native	0.2%
Asian	3.2%
Black or African American	12.9%
Filipino	6%
Hispanic or Latino	22.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	19.5%
White	32.4%
English Learners	2.1%
Socioeconomically Disadvantaged	39.8%
Students with Disabilities	10.6%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.80	95.97	224.80	88.90	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.03	3.00	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.90	0.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.60	3.80	12115.80	4.41
Unknown	0.00	0.00	13.40	5.32	18854.30	6.86
Total Teaching Positions	24.80	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	100.00	227.40	90.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.22	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	2.56	11953.10	4.28
Unknown	0.00	0.00	12.30	4.91	15831.90	5.67
Total Teaching Positions	23.00	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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	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.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4	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
Reading/Language Arts	Transitional Kindergarten - 5th Grade: McGraw -Hill Education: Reading Wonders ©2017 Board Adopted: 2016 6th Grade: The College Board: Spring Board English Language Arts ©2017 Board Adopted: 2016	Yes	0
Mathematics	Kindergarten - 5th Grade: Houghton Mifflin Harcourt: Math in Focus ©2015 Board Adopted: 2014 6th Grade: McGraw-Hill: Glencoe California Math Your Common Core Edition, Course 1 ©2015 Board Adopted: 2014	Yes	0
Science	Kindergarten - 5th Grade: TWIG Education: TWIG Science ©2020 Board Adopted: 2019	Yes	0

	6th Grade: Amplify Education Amplify Earth Science and Weather ©2020 Board Adopted: 2019		
History-Social Science	Kindergarten - 5th Grade: Studies Weekly: California Studies Weekly—Social Studies State Adopted: 2017 Harcourt School Publishers Board Adopted: 2006 6th Grade Pearson: Ancient History (CA): MyWorld Interactive Ancient Civilizations: © 2019 Board Adopted 2019	Yes	0

School Facility Conditions and Planned Improvements

School Facilities

Travis Elementary School’s campus was originally built in 1958 and remodeled in 1995. The school contains 30 classrooms, one library, a gym/multipurpose room, one staff room, and three playgrounds. At the time of publication, 100% of restrooms were in working condition. Facilities information is current as of December, 2023.

Cleaning Process

The principal coordinates with the custodial staff 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. 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. 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. The TK playground was remodeled during the 2019-20 school year with a track for students to ride their tricycles and the playgrounds have been slurried.

Year and month of the most recent FIT report	January, 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A Girls Restroom: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) A01: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) A02:

School Facility Conditions and Planned Improvements

4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

A03:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

A05:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

A09:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

A10:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

A12:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

A13:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

A14:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B01:
4: (D) Ceiling tiles missing (Replacement of ceiling tiles scheduled for February Break)

B03:
4: (D) Ceiling tiles missing (Replacement of ceiling tiles scheduled for February Break)

B04:
4: (D) Ceiling tiles missing (Replacement of ceiling tiles scheduled for February Break)

B07:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B12:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B13:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B14:
4: (D) Ceiling tiles missing (Replacement of ceiling tiles scheduled for February Break)

B-16 Library:
4: (D) Ceiling tiles missing (Replacement of ceiling tiles scheduled for February Break)

Kitchen (Wing C):

School Facility Conditions and Planned Improvements

			4: (D) Evidence of water damage (paint peeling and bubbling above and around windows) (Deferred maintenance, no active leak, awaiting modernization project) Main Office: 4: (D) Ceiling tiles are missing down hallway (Replacement of ceiling tiles scheduled for February Break)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Playground Lower Grade A-Wing Side: 6: (D) There are holes and trips from gophers. (Grounds will continue to monitor, fill holes, and treat for pest) Playground Upper Grade MPR Side: 6: (D) There are holes and trips from gophers. (Grounds will continue to monitor, fill holes, and treat for pest)
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Kinder Playground: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting modernization project) Playground Lower Grade A-Wing Side: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting modernization project) Playground Upper Grade MPR Side: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting modernization project)

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
English Language Arts/Literacy (grades 3-8 and 11)	55	55	52	48	47	46
Mathematics (grades 3-8 and 11)	45	48	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
All Students	202	195	96.53	3.47	54.87
Female	113	110	97.35	2.65	59.09
Male	89	85	95.51	4.49	49.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	41.67
Filipino	16	15	93.75	6.25	60.00
Hispanic or Latino	44	43	97.73	2.27	55.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	39	95.12	4.88	56.41
White	71	68	95.77	4.23	57.35
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	112	107	95.54	4.46	57.01
Socioeconomically Disadvantaged	75	72	96.00	4.00	54.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	4.35

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
All Students	200	192	96.00	4.00	48.44
Female	111	107	96.40	3.60	44.86
Male	89	85	95.51	4.49	52.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	23	95.83	4.17	26.09
Filipino	16	15	93.75	6.25	53.33
Hispanic or Latino	43	42	97.67	2.33	47.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	38	95.00	5.00	50.00
White	71	68	95.77	4.23	52.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	112	106	94.64	5.36	45.28
Socioeconomically Disadvantaged	75	72	96.00	4.00	38.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	9.09

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
Science (grades 5, 8 and high school)	42.55	37.78	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
All Students	47	45	95.74	4.26	37.78
Female	32	32	100.00	0.00	34.38
Male	15	13	86.67	13.33	46.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	19	18	94.74	5.26	44.44
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	28	26	92.86	7.14	34.62
Socioeconomically Disadvantaged	14	13	92.86	7.14	53.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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
Grade 5	72%	74%	75%	74%	74%

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 play an important role at Travis Elementary School through active participation and involvement in the School Site Council, PTO, and as volunteers in classrooms, during lunch and at school activities. Travis Elementary School hosts Math and Literacy Nights. We have held school-wide reading events and awards assemblies during the day with parent involvement. Parents help organize movie nights, book fairs, donation drives, holiday events and festivals. Travis Elementary School benefits from partnerships with local businesses and services including David Grant Medical Center and the Travis AFB squadrons. Additionally, parents involved in the USO have supported school-wide events. We greatly appreciate our parent participation in our school as an integral partner in supporting our school climate and culture.

Contact Information:

Parents who wish to participate in Travis Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-2070.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	452	42	9.3
Female	243	239	24	10.0
Male	220	213	18	8.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	14	14	0	0.0
Black or African American	58	57	3	5.3
Filipino	27	26	0	0.0
Hispanic or Latino	105	103	14	13.6
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	94	92	10	10.9
White	149	144	14	9.7
English Learners	11	11	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	193	190	26	13.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	63	12	19.0

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	0.21	1.01	0.43	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	0.43	0
Female	0.41	0
Male	0.45	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.06	0
White	0.67	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.52	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.54	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Travis Elementary School. The School Site Safety plan is evaluated and revised annually by Travis staff members and School Site Council. Key elements of the Safety Plan are the school's physical and social/emotional environments, as well as 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 and disaster drills are conducted on a monthly basis throughout the school year. Travis Elementary coordinates with the TAFB Fire Department, and Security Forces in regards to student safety and disaster preparedness. Students are supervised throughout the day by teachers and noon duty supervisors. All visitors to the school must sign in at the school office and receive a visitor's badge. We are following the COVID19 health and safety guidelines from the California Department of Public Health.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	4	
1	18	4		
2	21	1	2	
3	25		2	
4	27		2	
5	31		1	
6	33			
Other	30		1	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	23		3	
2	22		3	
3	19	3		
4	27		2	
5	24		2	
6	32		1	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	10	0
1	28	0	6	0
2	22	0	9	0
3	21	3	6	0
4	32	0	4	0
5	27	0	6	0
6	31	0	3	0
Other	0	0	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	0.3
Nurse	
Speech/Language/Hearing Specialist	1.2
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	9808	2175	7633	80563
District	N/A	N/A	6460	\$80,025
Percent Difference - School Site and District	N/A	N/A	-0.3	2.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-11.5	-2.5

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

Professional Development

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

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