

Scandia Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fg/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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Scandia Elementary School
Street	100 Broadway Street
City, State, Zip	Travis AFB, CA 94535
Phone Number	707-437-4691
Principal	Jen Buzolich, Ed.D.
Email Address	jbuzolich@travisusd.org
School Website	https://scandia.travisusd.org/
Grade Span	K-5
County-District-School (CDS) Code	48-70565-6068290

2025-26 District Contact Information

District Name	Travis Unified School District
Phone Number	(707) 437-4604
Superintendent	Tiffany Benson
Email Address	tbenson@travisusd.org
District Website	www.travisusd.org

2025-26 School Description and Mission Statement

As one of five elementary schools in the Travis Unified School District, Scandia Elementary School is uniquely located on Travis Air Force Base and proudly serves a nearly 100 percent military-connected student population. Scandia understands the challenges that can come with frequent moves and transitions and is committed to supporting students and families socially, emotionally, and academically every step of the way. In recognition of this work, Scandia Elementary has earned the California PBIS Silver Recognition, which honors schools for implementing positive behavior support systems that create a safe and respectful learning environment, and the Military Purple Star designation, which recognizes schools that provide exceptional support to military-connected students and families.

2025-26 School Description and Mission Statement

Scandia Elementary is a safe, welcoming, and inclusive school where every child is valued and encouraged to do their best. Teachers and staff regularly monitor student progress to ensure that each student is supported academically, socially, and emotionally. Schoolwide progress is overseen by the administration, the School Leadership Team, and the School Site Council, helping to guide continuous improvement efforts and maintain high expectations for all learners.

The school is dedicated to educating the whole child and offers opportunities for students to participate in programs such as Anchored for Life, student leadership, and a variety of student clubs, which foster skills, confidence, and a sense of belonging.

Families are viewed as essential partners at Scandia Elementary. The school works to create a warm, welcoming environment where parents and caregivers feel connected, informed, and supported. Through open communication, family engagement opportunities, and community partnerships, Scandia provides evidence-based programs and supports to meet the needs of all learners. With a focus on continuous improvement, student engagement, and well-being, Scandia Elementary strives to ensure every student feels supported and prepared for future learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	50
Grade 2	61
Grade 3	65
Grade 4	57
Grade 5	63
Grade 6	61
Total Enrollment	432

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	1.9
Black or African American	14.1
Filipino	3.5
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	1.2
Two or More Races	13.4
White	31.9
English Learners	3.7
Socioeconomically Disadvantaged	51.9
Students with Disabilities	16.2

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.

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)	21.6	91.24	227.4	90.44	234405.2	84
Intern Credential Holders Properly Assigned	1	4.21	2.1	0.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	1.22	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.4	2.56	11953.1	4.28
Unknown/Incomplete/NA	1	4.55	12.3	4.91	15831.9	5.67
Total Teaching Positions	23.7	100	251.4	100	279044.8	100

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.

2022-23 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)	21.5	87.76	227.8	90.7	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.08	1.8	0.74	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.6	1.44	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.4	1.76	11746.9	4.23
Unknown/Incomplete/NA	1.9	8.12	13.4	5.35	14303.8	5.15
Total Teaching Positions	24.5	100	251.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.1	92.02	227.3	88.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5	1.95	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.81	5.3	2.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.4	4.07	12112.8	4.34
Unknown/Incomplete/NA	0.6	3.17	8.2	3.2	13705.8	4.91
Total Teaching Positions	20.7	100	256.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	25
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	21.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Travis Unified School District held a public hearing on September 5, 2025 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 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Transitional Kindergarten - 5th Grade: McGraw - Hill Education: Reading Wonders 2017 Board Adopted: 2016	0
Mathematics	Kindergarten - 5th Grade: Houghton Mifflin Harcourt: Math in Focus ©2015 Board Adopted: 2014	0
Science	Transitional Kindergarten - 5th Grade: TWIG Education: TWIG Science 2020 Board Adopted: 2019	0
History-Social Science	Kindergarten - 5th Grade: Studies Weekly: California Studies Weekly—Social Studies State Adopted: 2017 Harcourt School Publishers Board Adopted: 2006	0
Foreign Language		0
Health		0

Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Scandia Elementary School is committed to providing a safe, clean, and well-maintained environment for all students, staff, and visitors. Students are supervised throughout the day by teachers and noon duty supervisors, ensuring their safety before, during, and after school. All visitors sign in at the office and wear a visitor badge, and all volunteers complete a background check process overseen by TUSD Human Resources. Due to the school’s location on Travis Air Force Base, additional site safety inspections are conducted, and the school coordinates closely with base security and emergency services. In fall 2025, a Knox Box and fire alarm security covers were added to further enhance emergency preparedness.

Scandia Elementary recently completed a major renovation project in 2019. All classrooms were modernized from an open-concept design to self-contained classrooms, providing sufficient space for instruction and learning. The campus now includes a new administration building, a modern 10,000-square-foot multi-purpose room and food service facility, and another building with six additional classrooms. The library media center and computer lab have also been renovated and relocated, and all facilities meet ADA accessibility standards. The school provides ample playground and recreational space, including a new playground structure installed in February 2023 and a renovated older playground completed in June 2023. During the summer of 2025, asphalt resurfacing and restriping were completed on playground areas and the parking lot, with updated curbs and markings to improve safety and traffic flow.

The general condition of the school is good and maintained to high standards. In winter 2025, a new boiler system was installed in Building 2 to ensure efficient heating and comfort. The principal works closely with custodial staff daily to maintain a clean and safe learning environment. Custodial staff receive ongoing training through the CASBO Custodial Handbook, which outlines cleaning standards and proper care of equipment. District maintenance staff respond promptly to repair requests through a structured work order system, prioritizing emergency repairs to maintain safety and functionality. Maintenance and repair protocols are guided by the district’s Facilities Master Plan Policy (BP 7110) and Environmental Safety Policy (BP 3514).

Overall, Scandia Elementary provides a safe and supportive learning environment, with sufficient classroom, staff, and recreational spaces, and is regularly cleaned and maintained to support high-quality teaching and learning.

Year and month of the most recent FIT report January, 2026

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Playground Lower: 6: (D) There are holes and trips from gophers. (Grounds will continue to monitor, fill holes, and treat for pest) Playground Upper: 6: (D) There are holes and trips from gophers. (Grounds will continue to monitor, fill holes, and treat for pest)
Electrical	X			

School Facility Conditions and Planned Improvements

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			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	53	44	47	47	47	48
Mathematics (grades 3-8 and 11)	40	40	34	35	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	253	250	98.81	1.19	44.00
Female	121	121	100.00	0.00	41.32
Male	132	129	97.73	2.27	46.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	31	31	100.00	0.00	25.81
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	43.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	52.63

White	87	87	100.00	0.00	44.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	121	98.37	1.63	39.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	50	96.15	3.85	18.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	253	250	98.81	1.19	39.60
Female	121	121	100.00	0.00	33.88
Male	132	129	97.73	2.27	44.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	31	31	100.00	0.00	19.35
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	39.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	47.37
White	87	87	100.00	0.00	41.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	123	121	98.37	1.63	37.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	50	96.15	3.85	10.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	40.63	59.02	33.41	34.38	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	59.02
Female	22	22	100.00	0.00	45.45
Male	39	39	100.00	0.00	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	68.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	71.43
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	61.29
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100	100	100	98.3	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement

Parents play a vital role at Scandia Elementary School as partners in education and are recognized as the first teachers of their children. They actively participate in the School Site Council, PTO, and as volunteers in classrooms, during lunch, and at school events. The school hosts family engagement opportunities such as Math and Literacy Nights, Donuts with the Principal, and awards assemblies, all designed to encourage parent involvement.

Parents also help organize picture days, book fairs, donation drives, holiday events, and school festivals. Scandia Elementary benefits from strong partnerships with local businesses and Travis AFB squadrons, many of which are closely connected to and supportive of the Scandia community.

We greatly value our parents' active participation, which makes them essential partners in fostering a positive school climate and supporting student success. Parents who wish to join Scandia Elementary School's leadership teams, school committees, or volunteer for school activities may contact the school at (707) 437-6241.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	480	45	9.4
Female	258	242	23	9.5
Male	253	238	22	9.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	69	66	1	1.5
Filipino	17	17	1	5.9
Hispanic or Latino	168	159	24	15.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	66	2	3.0
White	166	154	16	10.4
English Learners	20	18	2	11.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	260	244	30	12.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	93	14	15.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.99	1.61	2.94	3.95	3.77	2.55	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.04	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.94	0.00
Female	1.55	0.00
Male	4.35	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.90	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.23	0.00
White	4.22	0.00
English Learners	5.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.12	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a top priority at Scandia Elementary School. The School Site Safety Plan is reviewed and updated annually by school staff and the School Site Council to ensure it reflects current best practices. The plan addresses key aspects of both the physical and social-emotional environment. Included in the School Site Safety Plan is a comprehensive disaster preparedness section, which details the steps to be taken to protect students and staff during emergencies. Scandia Elementary is in full compliance with all laws, regulations, and state standards related to hazardous materials and earthquake safety.

Scandia Elementary follows the Standard Response Protocol (SRP) to ensure a consistent and clear approach to emergencies. SRP provides specific, easy-to-follow instructions for students and staff in situations such as lockdowns, evacuations, or shelter-in-place events. By using standardized language and procedures, SRP helps everyone respond quickly and safely during an emergency. Fire drills, as well as other safety drills such as earthquake, secure campus, and lockdown, are conducted monthly throughout the school year. The school works closely with the Travis AFB Fire Department and Security Forces to coordinate disaster preparedness and ensure student safety.

Students are supervised throughout the day by teachers and noon duty supervisors to ensure a safe and supportive learning environment. All visitors are required to sign in at the office and wear a visitor badge while on campus, and all volunteers complete a background check process overseen by TUSD Human Resources before participating in school activities. Regular inspections of the facilities, along with ongoing maintenance, ensure that the campus remains clean, safe, and in excellent working condition for students, staff, and visitors.

The School Site Safety Plan was reviewed and approved by the School Site Council on December 2, 2025, reflecting the school's ongoing commitment to maintaining a safe and secure learning environment for all students.

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.

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	19	2	9	0
1	23	1	9	0
2	22	1	9	0
3	23	0	9	0
4	29	1	2	0
5	24	1	6	0
6	26	1	6	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	1	8	0
1	20	1	12	0
2	21	5	8	0
3	22	1	12	0
4	31	0	8	0
5	29	1	8	0
6	24	1	8	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	5	15	
1	17	5	10	
2	15	20		
3	16	10	10	
4	19	5	10	
5	32		10	
6	20	5	10	

2024-25 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

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11784	3288	8496	96402
District	N/A	N/A	8068	\$96,250
Percent Difference - School Site and District	N/A	N/A	5.2	0.2
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-27.0	-3.7

Fiscal Year 2024-25 Types of Services Funded

Travis Unified School District receives funding from a variety of state and federal sources to provide a comprehensive educational program that meets the needs of all students.

State Funding & Local Control

The primary source of funding is the Local Control Funding Formula (LCFF), which includes Base Grants for general operations and Supplemental and Concentration Grants specifically targeted to support high-needs student populations. These populations include English learners, foster youth, and students from low-income households. These funds are utilized to implement the district’s Local Control and Accountability Plan (LCAP), focusing on state priorities such as student achievement, school climate, and parent engagement. Specific services at our site include [Example: intervention teachers, counseling services, or after-school programs].

Federal Funding & Targeted Support

In addition to state funds, the school receives federal categorical funding to support specific student outcomes:

Fiscal Year 2024-25 Types of Services Funded

Title I, Part A: These funds are used to provide supplemental services to help students meet state academic standards, including [Example: reading specialists or instructional aides].

Title II: Allocated for professional development to improve teacher and principal quality.

Title III: Designated to support English Learners in gaining English proficiency and meeting academic standards.

Special Education: Funding is also provided to support the unique needs of students with disabilities, ensuring access to a Free Appropriate Public Education (FAPE).

Federal Impact Aid Funding

As a military-connected district, Travis Unified School District receives Federal Impact Aid to support its general operations.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,119	\$62,145
Mid-Range Teacher Salary	\$95,880	\$97,088
Highest Teacher Salary	\$119,070	\$120,436
Average Principal Salary (Elementary)	\$155,546	\$151,343
Average Principal Salary (Middle)	\$167,987	\$159,514
Average Principal Salary (High)	\$177,860	\$177,261
Superintendent Salary	\$315,600	\$294,805
Percent of Budget for Teacher Salaries	34.62%	29.95%
Percent of Budget for Administrative Salaries	6.38%	5.4%

Professional Development

12.3 days = 2 full days + 10.3 (sum of partial days)

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	12.3	30.5