

Center 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	Center Elementary School
Street	3101 Markeley Lane
City, State, Zip	Fairfield, CA 94533
Phone Number	(707) 437-4621
Principal	Jennifer Greenway
Email Address	jgreenway@travisusd.org
School Website	https://center.travisusd.org/
Grade Span	K-5
County-District-School (CDS) Code	48-70565-6051254

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

Center Flyers are . . . Learners today, leaders tomorrow!

At Center, we partner with our community, PTA and many other parent groups. Our PTA is an integral part of our educational program and school community plans many great activities and events throughout the school year. We are proud of our PBIS Program, our Playworks Program, our partnership with Anchored4Life, SAVE Promise and our active Student Council.

Profile

Center is one of five elementary schools in the Travis Unified School District. The school was built in 1958, and presently has

2025-26 School Description and Mission Statement

26 classrooms. The site has a very large playground and also 4 acres of grassed playing field on the top deck. Currently, there are approximately 580 Transitional kindergarten through sixth grade students enrolled.

Community support for the school is strong, especially in support roles. Community members provide direct support to students and teachers by working in the classrooms and the Library Media Center. The Parent Teacher Association has been very active and has provided fundraising activities which have helped support field trips, assemblies, and seasonal events.

Center Elementary Vision

Learners today, leaders tomorrow.

Center Elementary Mission Statement

The Center Elementary school community is committed to the academic achievement of ALL students. We develop respectful, caring, empowered thinkers who are engaged in their own learning and ready for the challenge of a diverse, ever-changing global society. Our school promotes a safe, respectful, responsible and kind environment that establishes high expectations for student success, provides differentiated support for students and embraces a high level of family involvement.

We are . . . Caring Empowered Noble Thinkers Engaged Respectful

Travis Unified School District Goals

Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.

Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

Provide basic services and manage resources responsibly while maintaining the collaborative budget process.

Enhance, create, and modernize facilities that support lifelong educational programs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	82
Grade 2	82
Grade 3	88
Grade 4	88
Grade 5	96
Grade 6	101
Total Enrollment	640

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.2
Asian	8.4
Black or African American	15.9
Filipino	19.4
Hispanic or Latino	29.8
Two or More Races	14.7
White	10
English Learners	6.6
Homeless	0.2
Socioeconomically Disadvantaged	50.8
Students with Disabilities	11.7

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)	24.2	96.04	227.4	90.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	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)	1	3.96	6.4	2.56	11953.1	4.28
Unknown/Incomplete/NA	0	0	12.3	4.91	15831.9	5.67
Total Teaching Positions	25.2	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)	24	100	227.8	90.7	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	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	0	0	13.4	5.35	14303.8	5.15
Total Teaching Positions	24	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)	21.5	86.05	227.3	88.69	230039.4	100
Intern Credential Holders Properly Assigned	1	3.99	5	1.95	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.99	5.3	2.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	7.97	10.4	4.07	12112.8	4.34
Unknown/Incomplete/NA	0	0	8.2	3.2	13705.8	4.91
Total Teaching Positions	25	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	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.5

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	1.00	0	2
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	2

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	25.8
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	23.8

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	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

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

School Facility Conditions and Planned Improvements

Center Elementary is an older campus that is well maintained. Custodial staff keep the school clean, and the district ensures the site remains in good repair. During the summer and fall of 2025, the playground was improved with blacktop resurfacing, replacement of play structure ground covering, and new sunshades over the play structures.

Year and month of the most recent FIT report

August, 2025

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A05: 9. (D) Drinking Fountain not working. (Discrepancy resolved) B11: 9. (D) Drinking Fountain not working. (Discrepancy resolved)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Lower Playground B: 14: (D) Playground under construction. (Construction completed Fall 2025.) Upper Playground A: 14: (D) Playground under construction. (Construction completed Fall 2025.)

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)	38	37	47	47	47	48
Mathematics (grades 3-8 and 11)	35	34	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	381	379	99.48	0.52	37.20
Female	191	190	99.48	0.52	45.26
Male	190	189	99.47	0.53	29.10
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	40.74
Black or African American	57	56	98.25	1.75	21.43
Filipino	82	82	100.00	0.00	62.20
Hispanic or Latino	112	112	100.00	0.00	24.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	64	64	100.00	0.00	34.38
White	37	37	100.00	0.00	45.95
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	189	98.95	1.05	26.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	7.50

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	381	377	98.95	1.05	33.95
Female	191	190	99.48	0.52	33.68
Male	190	187	98.42	1.58	34.22
American Indian or Alaska Native	--	--	--	--	--
Asian	28	27	96.43	3.57	48.15
Black or African American	57	56	98.25	1.75	19.64
Filipino	82	82	100.00	0.00	53.66
Hispanic or Latino	112	112	100.00	0.00	20.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	64	62	96.88	3.12	33.87
White	37	37	100.00	0.00	43.24
English Learners	18	18	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	189	98.95	1.05	29.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	10.26

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)	29.03	23	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	101	100	99.01	0.99	23.00
Female	46	45	97.83	2.17	22.22
Male	55	55	100.00	0.00	23.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	22	95.65	4.35	9.09
Filipino	21	21	100.00	0.00	38.10
Hispanic or Latino	31	31	100.00	0.00	19.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	26.67
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	45	97.83	2.17	15.56
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	98	98	99	97	99
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

We have a high level of parent engagement and involvement at Center Elementary School. There are numerous opportunities for parent involvement. Parents can volunteer in the classroom, on the playground, on field trips, at special events, or with the PTA. They can also participate on our School Site Council assisting in the budget, School Site Plan and Safety Plan. Parents of English Language Learners have the opportunity to participate on the English Language Learner Advisory Committee or on the district level committee. The Superintendent's Advisory Committee, The Budget Advisory Group, and the Facility Committee include parent representatives from Center. Our school also benefits from partnerships with local businesses and services in our local community.

Contact Information:

Parents who wish to participate in Center Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-4621.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	686	663	104	15.7
Female	339	328	45	13.7
Male	347	335	59	17.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	58	7	12.1
Black or African American	118	110	29	26.4
Filipino	128	126	5	4.0
Hispanic or Latino	200	196	42	21.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	100	97	9	9.3
White	68	65	10	15.4
English Learners	49	48	11	22.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	365	350	82	23.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	85	15	17.6

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
4.1	3.1	3.5	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	3.50	0.00
Female	2.36	0.00
Male	4.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.64	0.00
Black or African American	5.08	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.00	0.00
White	7.35	0.00
English Learners	4.08	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.75	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 primary concern of Center Elementary School. The Comprehensive School Site Safety Plan is evaluated and revised annually in the fall by the principal and members of the School Site Council (SSC). The revisions are then shared with the entire staff. This year, the Comprehensive School Safety Plan was reviewed, updated and approved by the School Site Council on December 2, 2025 and was sent to the District for review. The final step is approval of our Comprehensive School Safety Plan by the School Board. 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. Our Emergency Plan follows the National Emergency System model. The school in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before-and-after school and during recess by staff. During lunch, staff and noon duty supervisors monitor students. In addition, we also have traffic supervisors after school to ensure student safety for during dismissal times. All visitors to the school must sign in first at the school office and receive a visitor's badge.

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	23	0	10	0
1	24	0	9	0
2	23	0	9	0
3	27	0	9	0
4	32	0	9	0
5	34	0	0	6
6	34	0	0	6
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	24	0	12	0
1	24	0	12	0
2	22	0	16	0
3	27	0	12	0
4	31	0	12	0
5	31	0	12	0
6	34	0	0	8
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	25		15	
1	27		15	
2	27		15	
3	22		20	
4	29		15	
5	32		10	
6	34			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	
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	7857	1034	6823	84667
District	N/A	N/A	8068	\$96,250
Percent Difference - School Site and District	N/A	N/A	-16.7	-12.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-48.1	-16.7

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