

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 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).

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.

Ms. Susan Nader, Principal

Principal, Cambridge Elementary

About Our School

Welcome to Cambridge Elementary School, home of the Cougars! As you walk through the doors of our school, you will feel the warmth of a school that supports all students and welcomes all families. Cambridge is one of five elementary schools in the Travis Unified School District. At Cambridge, we are committed to a culture of universal achievement. This defines who we are and what we stand for.

Every member of our staff believes the following:

- Each student is capable of meeting academic standards in reading, language arts and math.
- There is an intense commitment to the promotion of academic accomplishments and character development for every student
- Our school can neutralize many challenges our kids bring to school
- Academic success and social responsibility are the main goals of our school.
- The principal and staff value a collaborative authority to lead
- There are No Excuses for poor effort for all stakeholders.

At Cambridge we partner with our community, PTA and many other parent groups. Our PTA is an integral part of our educational program and school community. The PT A plans many great activities and events throughout the school year. We are proud of our C-ST EM and VEX robotic after school programs at Cambridge. We also have after school interventions and a variety of arts adventure courses for our student.

Contact

Cambridge Elementary
100 Cambridge Dr.
Vacaville, CA 95687-6900

Phone: 707-446-9494
E-mail: snader@travisusd.org

About This School

Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) | |
|--|--|
| District Name | Travis Unified |
| Phone Number | (707) 437-4604 |
| Superintendent | Pam Conklin |
| E-mail Address | pconklin@travisusd.org |
| Web Site | www.travisusd.org |

| School Contact Information (School Year 2018—19) | |
|--|--|
| School Name | Cambridge Elementary |
| Street | 100 Cambridge Dr. |
| City, State, Zip | Vacaville, Ca, 95687-6900 |
| Phone Number | 707-446-9494 |
| Principal | Ms. Susan Nader, Principal |
| E-mail Address | snader@travisusd.org |
| Web Site | www.travisusd.org/domain/8 |
| County-District-School (CDS) Code | 48705656103154 |

Last updated: 1/5/2019

School Description and Mission Statement (School Year 2018—19)

School Description:

Cambridge Elementary School is located in Vacaville, between San Francisco and Sacramento in Solano County. The town was incorporated in 1892 and is comprised of 27 square miles with a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. A diverse population of 100,000 residents call Vacaville home, and have helped to transform the community from a small agricultural town into a thriving and progressive city. While Vacaville has experienced rapid growth, our community remains a "small town at heart," whose residents pride themselves on a high level of community involvement.

Cambridge School is one of the five elementary schools in Travis Unified School District, which also includes one middle school, one high school, a community day school, and an education center.

Mission Statement:

Our Pledge

We are committed to creating an inclusive school environment that pursues academic excellence and noble character development for each student. No Excuses!

Our One Goal

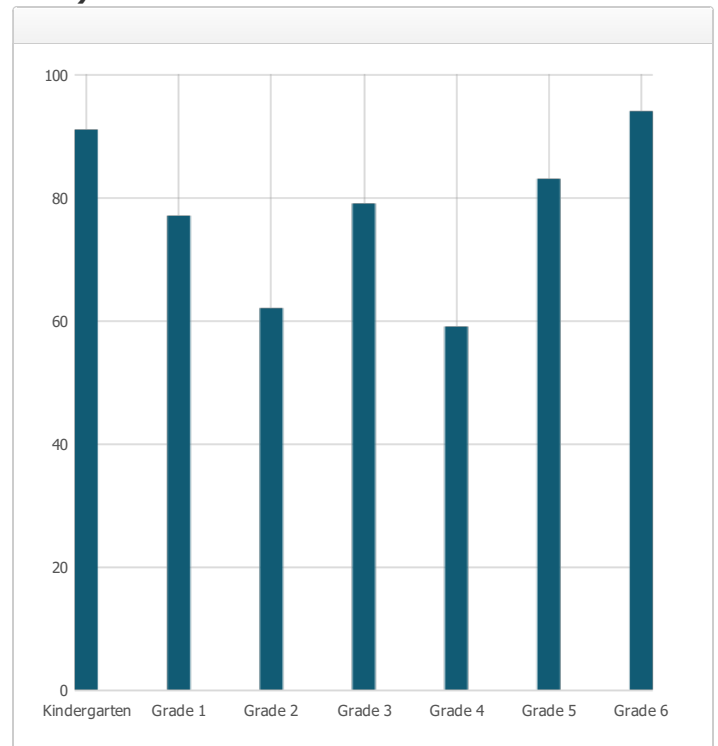
Every student, without exception and without excuse, will be proficient or advanced in language arts and math.

We as a school community believe that the best way to fulfill our pledge and our goal is to create a Culture of Universal Achievement and develop Exceptional Systems. Our exceptional systems are: interventions, data analysis, assessment plans, standards alignment, collaboration and the belief that all students can learn and it is the school's job to make this happen!

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 91 |
| Grade 1 | 77 |
| Grade 2 | 62 |
| Grade 3 | 79 |
| Grade 4 | 59 |
| Grade 5 | 83 |
| Grade 6 | 94 |
| Total Enrollment | 545 |



Last updated: 1/5/2019

Student Enrollment by Student Group (School Year 2017–18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.9 % |
| American Indian or Alaska Native | 0.2 % |
| Asian | 2.9 % |
| Filipino | 4.4 % |
| Hispanic or Latino | 32.7 % |
| Native Hawaiian or Pacific Islander | 1.3 % |
| White | 34.7 % |
| Two or More Races | 15.4 % |
| Other | 0.5 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 38.0 % |
| English Learners | 6.8 % |
| Students with Disabilities | 10.8 % |
| Foster Youth | % |

A. Conditions of Learning

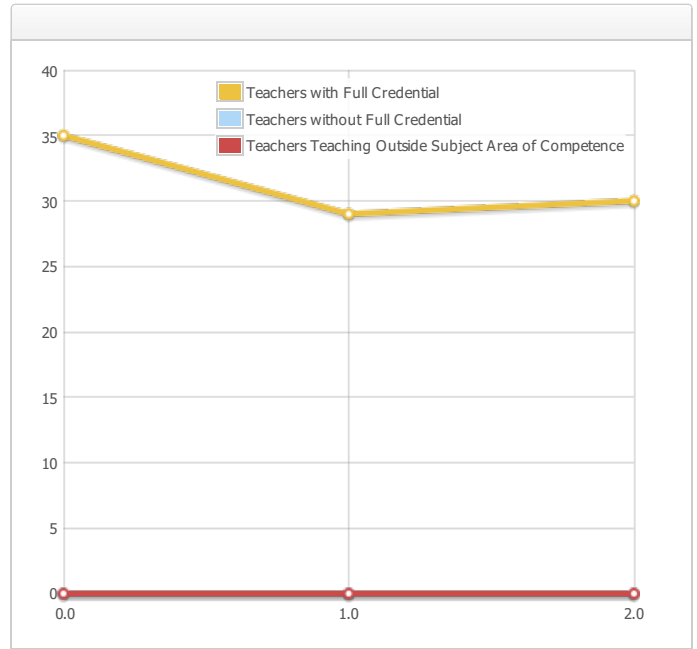
State Priority: Basic

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

Teacher Credentials

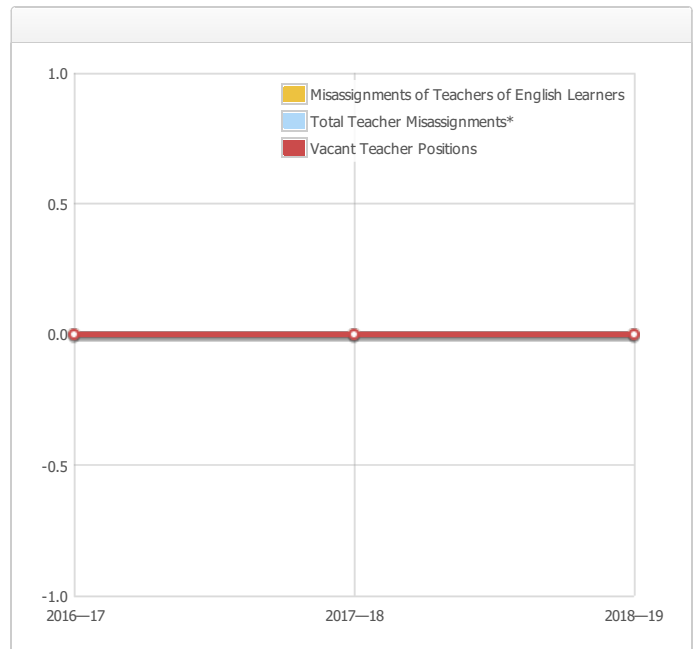
| Teachers | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 35 | 29 | 30 | 289 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/5/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/5/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | Kindergarten - 5th Grade: McGraw -Hill Education: California Wonders Comprehensive System ELA/ELD ©2017 6th Grade: CollegeBoard: Springboard California ELA Edition, Program 1 ©2017 | Yes | 0.0 % |
| Mathematics | Kindergarten - 5th Grade: HMH: Math in Focus ©2015 6th Grade: Glencoe California Math; Your Common Core Edition, Course 1 ©2015 | Yes | 0.0 % |
| Science | Macmillan/McGraw-Hill California Science © 2008 | No | 0.0 % |
| History-Social Science | Harcourt School Publishers <ul style="list-style-type: none"> • Kindergarten Our World, Now and Long Ago© 2007 • First Grade A Child's View © 2007 • Second Grade People W e Know © 2007 • Third Grade Our Communities © 2007 • Fourth Grade A Changing State © 2007 • Fifth Grade Making a New Nation © 2007 Pearson <ul style="list-style-type: none"> • Sixth Grade: Ancient Civilizations: My World Interactive © 2019 | Yes | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | Harcourt Health and Fitness © 2006 | No | 0.0 % |
| Visual and Performing Arts | Silver Burdett Making Music, California Edition © 2008 | No | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/8/2019

School Facility Conditions and Planned Improvements

Cambridge Elementary School campus was originally built in 1982 and contains 28 classrooms, one library, a gym/multipurpose room, one staff room, two computer labs, a school garden, and two playgrounds. At the time of publication (January 2017) 100% of the restrooms were in good working order. Two of these restrooms were remodeled in the summer of 2015.

Cleaning Process

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Supervisor of Maintenance and Operations coordinates in-service training for the custodial staff. The district has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment as a guideline for our cleaning policy.

Maintenance and Repair

The district maintenance staff ensure that all necessary repairs to keep the school in good working order are completed in a timely manner. A work order process is utilized to maintain efficient service and 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 Cambridge Elementary School. The items noted in the table have been corrected or are in the process of remediation.

Last updated: 1/11/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Ceiling tiles loose: <ul style="list-style-type: none"> • quadrant near the rear exit door Ceiling tiles missing, damaged, or loose: <ul style="list-style-type: none"> • B Work Room • B03 Ceiling tile missing: <ul style="list-style-type: none"> • Main office, Speech Office |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: September 2018

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/8/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 48.0% | 48.0% | 56.0% | 57.0% | 48.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 35.0% | 39.0% | 41.0% | 42.0% | 37.0% | 38.0% |

Note: 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.

Note: 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.

Last updated: 1/5/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 322 | 320 | 99.38% | 47.81% |
| Male | 172 | 171 | 99.42% | 42.69% |
| Female | 150 | 149 | 99.33% | 53.69% |
| Black or African American | 29 | 29 | 100.00% | 27.59% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | 17 | 17 | 100.00% | 82.35% |
| Hispanic or Latino | 103 | 103 | 100.00% | 48.54% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 109 | 107 | 98.17% | 45.79% |
| Two or More Races | 46 | 46 | 100.00% | 52.17% |
| Socioeconomically Disadvantaged | 129 | 129 | 100.00% | 36.43% |
| English Learners | 39 | 39 | 100.00% | 43.59% |
| Students with Disabilities | 34 | 33 | 97.06% | 12.12% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

Note: 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.

Note: 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.

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.

Last updated: 1/5/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 322 | 320 | 99.38% | 39.38% |
| Male | 172 | 171 | 99.42% | 39.77% |
| Female | 150 | 149 | 99.33% | 38.93% |
| Black or African American | 29 | 29 | 100.00% | 24.14% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | 17 | 17 | 100.00% | 58.82% |
| Hispanic or Latino | 103 | 103 | 100.00% | 33.01% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 109 | 107 | 98.17% | 40.19% |
| Two or More Races | 46 | 46 | 100.00% | 47.83% |
| Socioeconomically Disadvantaged | 129 | 129 | 100.00% | 24.03% |
| English Learners | 39 | 39 | 100.00% | 28.21% |
| Students with Disabilities | 34 | 33 | 97.06% | 12.12% |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

Note: 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.

Note: 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.

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.

Last updated: 1/5/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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| Subject | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/5/2019

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

California Physical Fitness Test Results (School Year 2017–18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 14.6% | 16.9% | 38.2% |

Note: 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.

Last updated: 1/5/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

We have a high level of parent engagement and involvement at Cambridge Elementary School. There are numerous opportunities for parent involvement. Parents can volunteer in the classroom, as Watch Dogs, 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 includes parent representatives from Cambridge. Our school also benefits from partnerships with local businesses and services, including The Officers' Wives Club, Boudin Bakery, Round Table Pizza, The Travis Spouse's Club, Winco, Firehouse Subs, Vacaville Police Center, Target, Walmart, and The Tuskegee Airmen.

Contact Information

Parents who wish to participate in Cambridge Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 446-9494.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

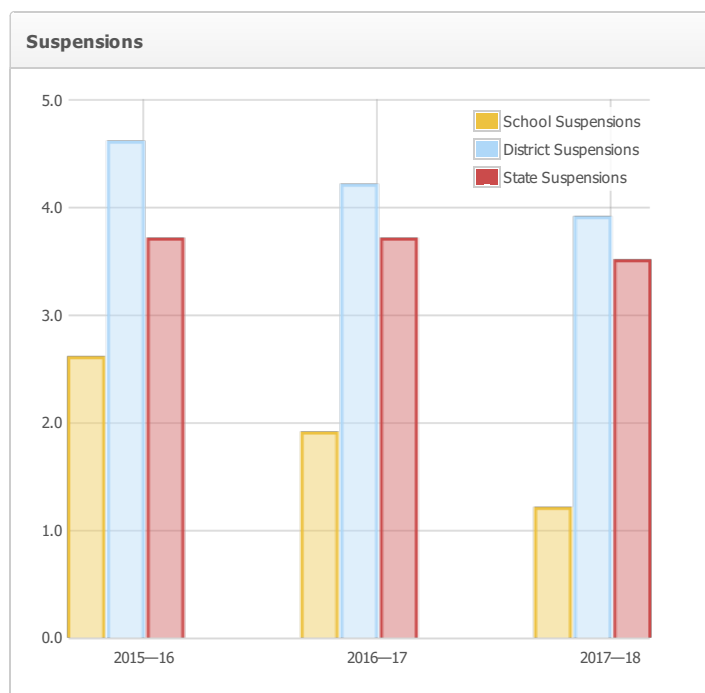
State Priority: School Climate

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

| | School | School | School | District | District | District | State | State | State |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 2.6% | 1.9% | 1.2% | 4.6% | 4.2% | 3.9% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |



Last updated: 1/5/2019

School Safety Plan (School Year 2018—19)

The safety of everyone at Cambridge is one of our highest priorities. The School Site Safety plan is evaluated and revised annually each spring by the principal, members of the School Site Council and the Safety Committee. Each year the revisions are shared and reviewed with the entire staff. The School Site Safety Plan is a disaster preparedness plan which lays out steps that are taken to ensure student and staff safety during an emergency. 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 regular basis throughout the school year. Students are supervised before and after school and during recess by teachers. During lunch, noon duty supervisors monitor students. All visitors to the school must sign in first at the school office and receive a visitor's badge.

Last updated: 1/11/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 22.0 | | 4 | |
| 1 | 26.0 | | 3 | |
| 2 | 20.0 | 2 | 1 | |
| 3 | 26.0 | | 3 | |
| 4 | 30.0 | | 3 | |
| 5 | 29.0 | | 3 | |
| 6 | 30.0 | | 3 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 20.0 | 1 | 4 | |
| 1 | 21.0 | 1 | 2 | |
| 2 | 21.0 | 1 | 3 | |
| 3 | 19.0 | 3 | | |
| 4 | 27.0 | | 3 | |
| 5 | 32.0 | | 2 | 1 |
| 6 | 28.0 | | 3 | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 18.0 | 2 | 3 | |
| 1 | 25.0 | | 3 | |
| 2 | 20.0 | 2 | 1 | |
| 3 | 20.0 | 1 | 3 | |
| 4 | 30.0 | | 2 | |
| 5 | 28.0 | | 3 | |
| 6 | 31.0 | | 2 | 1 |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/5/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 0.0 | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.0 | N/A |
| Psychologist | 0.8 | N/A |
| Social Worker | 0.5 | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 0.8 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 3.0 | N/A |

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

*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.

Last updated: 1/8/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$6824.0 | \$1126.0 | \$5698.0 | \$70817.0 |
| District | N/A | N/A | \$6798.0 | \$70311.0 |
| Percent Difference – School Site and District | N/A | N/A | -16.0% | 0.0% |
| State | N/A | N/A | \$6574.0 | \$76522.0 |
| Percent Difference – School Site and State | N/A | N/A | -20.0% | -7.0% |

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017–18)

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 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.

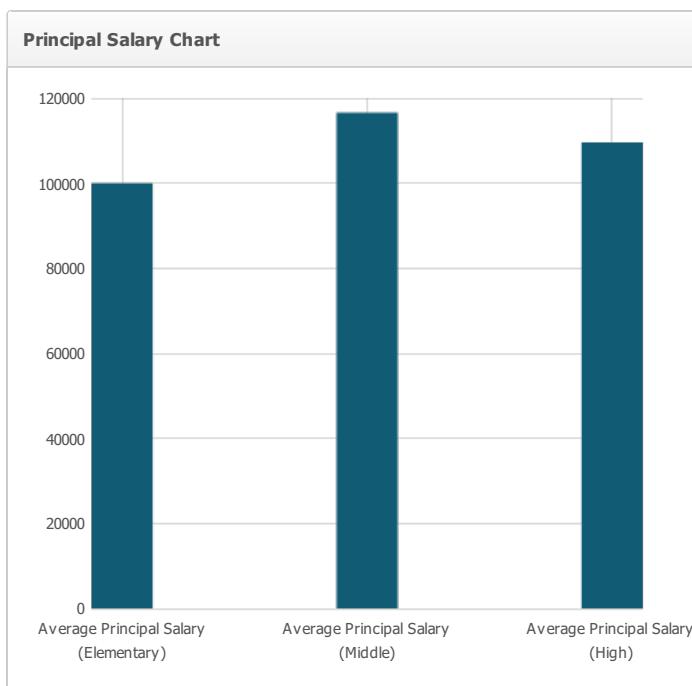
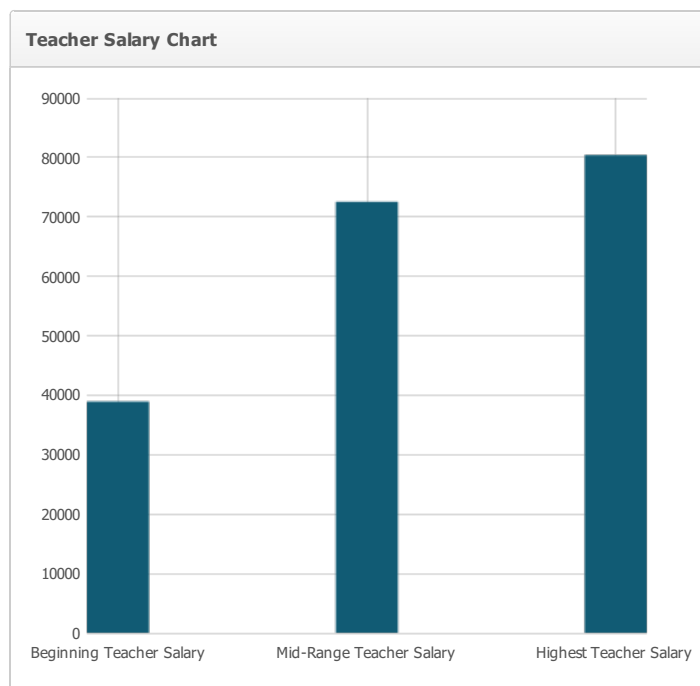
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific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

Last updated: 1/8/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,940 | \$47,547 |
| Mid-Range Teacher Salary | \$72,551 | \$74,775 |
| Highest Teacher Salary | \$80,424 | \$93,651 |
| Average Principal Salary (Elementary) | \$99,969 | \$116,377 |
| Average Principal Salary (Middle) | \$116,584 | \$122,978 |
| Average Principal Salary (High) | \$109,582 | \$135,565 |
| Superintendent Salary | \$185,170 | \$222,853 |
| Percent of Budget for Teacher Salaries | 37.0% | 35.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 6.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/5/2019

Professional Development

Staff members have a variety of opportunities for professional development. We have a full day of professional development in October, plus a variety of workshops throughout the year. Teachers received training in technology (including website development and ADA Accessibility training), English Language Arts / Math strategies, Multi-Tiered

Systems of Support, and Special Education processes. Teachers worked in PLCs (teacher work teams) and curriculum development groups to develop pacing guides, align curriculum to standards, and to develop assessments. Additionally, elementary administrators and teachers attended "No Excuses University" training.

Last updated: 1/8/2019