Travis Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 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/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).

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.

Travis Elementary School

Mr. Brian Howard, Principal

Principal, Travis Elementary

About Our School

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

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

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

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

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

Likewise we have a student recognition program, the Falcon Talons and Falcon Referral program that are designed to celebrate students when they demonstrate the best program characteristics of being Safe, Respectful and Responsible among many of the characteristics we teach our students to help them become successful students and citizens.

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

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

Thank you for your continued support!

Brian Howard, Principal
Travis Elementary School

Contact

Travis Elementary
100 Fairfield Ave.
Travis AFB, CA 94535-1000

Phone: 707-437-2070
Email: bhoward@travisusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Travis Unified
Phone Number	(707) 437-4604
Superintendent	Pam Conklin
Email Address	pconklin@travisusd.org
Website	www.travisusd.org

School Contact Information (School Year 2019—20)	
School Name	Travis Elementary
Street	100 Fairfield Ave.
City, State, Zip	Travis AFB, Ca, 94535-1000
Phone Number	707-437-2070
Principal	Mr. Brian Howard, Principal
Email Address	bhoward@travisusd.org
Website	www.travisusd.org/domain/12
County-District-School (CDS) Code	48705656051270

Last updated: 1/12/2020

School Description and Mission Statement (School Year 2019—20)

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

Encourage

Inspire

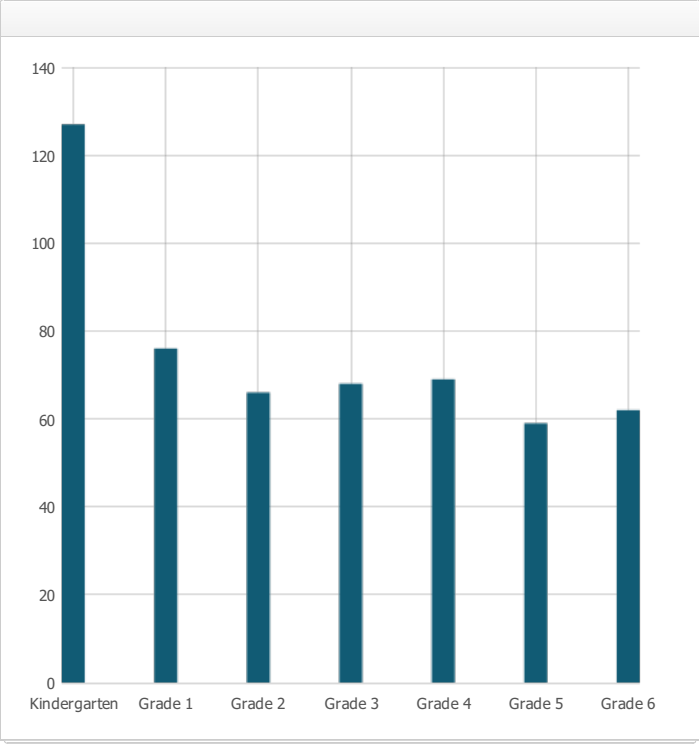
Educate

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

Last updated: 1/12/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	127
Grade 1	76
Grade 2	66
Grade 3	68
Grade 4	69
Grade 5	59
Grade 6	62
Total Enrollment	527



Last updated: 1/12/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	8.30 %
American Indian or Alaska Native	0.20 %
Asian	1.90 %
Filipino	6.60 %
Hispanic or Latino	20.30 %
Native Hawaiian or Pacific Islander	1.10 %
White	46.70 %
Two or More Races	13.70 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	28.10 %
English Learners	0.80 %
Students with Disabilities	11.60 %
Foster Youth	%
Homeless	0.20 %

A. Conditions of Learning

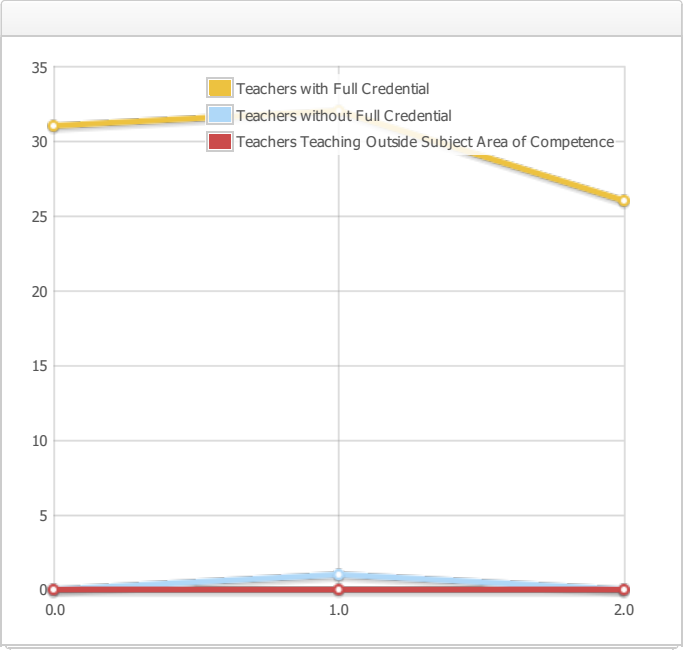
State Priority: Basic

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

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

Teacher Credentials

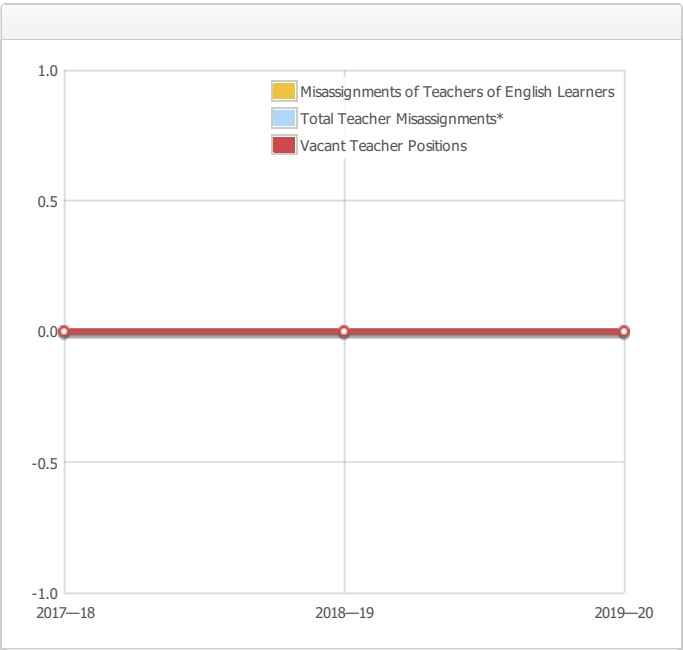
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	31	32	26	267
Without Full Credential	0	1	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/18/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other 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	0.00 %
Mathematics	Kindergarten - 5th Grade: HMH: Math in Focus ©2015 6th Grade: Glencoe California Math; Your Common Core Edition, Course 1 ©2015	Yes	0.00 %
Science	Kindergarten - 5th Grade: TWIG Science ©2020 6th Grade: Amplify Science ©2020	Yes	0.00 %
History-Social Science	Harcourt School Publishers 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 Sixth Grade: Ancient Civilizations: My World Interactive © 2019	Yes	0.00 %
Foreign Language			0.00 %
Health	Harcourt Health and Fitness © 2006	No	0.00 %
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: 1/20/2020

School Facility Conditions and Planned Improvements

Travis Elementary School's campus was originally built in 1958 and remodeled in 1995. The school contains 30 classrooms, one library, a gym/multipurpose room, one staff room, and three playgrounds. At the time of publication, 100% of restrooms were in working condition. Facilities information is current as of January 2020

Cleaning Process
The principal coordinates with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Director of Maintenance and Operations coordinates in-service training for the custodial staff. Outside maintenance is done on a regular basis or as needed. Currently the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. There are no major deficiencies at this site. The items noted in the table have been corrected or are in the process of remediation. The TK playground was remodeled during the 2019-20 school year with a track for students to ride their tricycles and the playgrounds have been slurried. There are plans to stripe the TK and Kinder playgrounds. The upper grade playground was striped during the 2019-20 school year.

Last updated: 1/12/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Kinder playground - Water pressure too high or low: both fountains have low pressure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Kinder playgroud, Playground lower, Grounds - Significant cracks, trip hazards, holes or deterioration.

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Exemplary

Last updated: 1/20/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	65.0%	57.0%	56.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	56.0%	55.0%	42.0%	42.0%	38.0%	39.0%

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: 1/12/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	254	250	98.43%	1.57%	64.80%
Male	136	134	98.53%	1.47%	58.21%
Female	118	116	98.31%	1.69%	72.41%
Black or African American	22	22	100.00%	0.00%	72.73%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	16	16	100.00%	0.00%	87.50%
Hispanic or Latino	45	45	100.00%	0.00%	60.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	121	117	96.69%	3.31%	66.67%
Two or More Races	39	39	100.00%	0.00%	58.97%
Socioeconomically Disadvantaged	64	63	98.44%	1.56%	63.49%
English Learners	--	--	--	--	
Students with Disabilities	38	38	100.00%	0.00%	13.16%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/20/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	254	249	98.03%	1.97%	54.62%
Male	136	133	97.79%	2.21%	50.38%
Female	118	116	98.31%	1.69%	59.48%
Black or African American	22	22	100.00%	0.00%	45.45%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	16	16	100.00%	0.00%	75.00%
Hispanic or Latino	45	45	100.00%	0.00%	48.89%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	121	116	95.87%	4.13%	60.34%
Two or More Races	39	39	100.00%	0.00%	46.15%
Socioeconomically Disadvantaged	64	63	98.44%	1.56%	46.03%
English Learners	--	--	--	--	
Students with Disabilities	38	38	100.00%	0.00%	13.16%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/20/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/20/2020

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 2018—19)

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	9.30%	40.70%	44.40%

Note: 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.

Last updated: 1/21/2020

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 2019—20)

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

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

State Priority: Pupil Engagement

Last updated: 1/12/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.70%	2.00%	1.90%	4.20%	3.90%	4.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/12/2020

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Travis Elementary School. The School Site Safety plan is evaluated and revised annually by Travis staff members and School Site Council. Key elements of the Safety Plan are the school's physical and social/emotional environments, as well as the Emergency Response Team. Included within the School Site Safety Plan is a disaster preparedness plan which lays out steps that are to be taken to ensure student and staff safety during a disaster. In 2008-09 all classrooms were supplied with a Safety Kit, in case of a disaster. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year. Travis Elementary coordinates with the TAFB Fire Department, and Security Forces in regards to student safety and disaster preparedness. Students are supervised throughout the day by teachers and noon duty supervisors. All visitors to the school must sign in at the school office and receive a visitor's badge.

Last updated: 1/20/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	4	2	
1	27.00		3	
2	26.00		3	
3	23.00		3	
4	33.00		1	1
5	30.00		2	
6	33.00			2
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	17.00	3	3	
1	23.00		3	
2	23.00		3	
3	25.00		3	
4	33.00		1	1
5	34.00			2
6	31.00		2	
Other**	8.00	1		

* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	2	5	
1	25.00		3	
2	22.00		3	
3	22.00		3	
4	34.00			2
5	29.00		2	
6	22.00	1	2	
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.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.50
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	2.00

*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: 1/20/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8359.96	$2766.22	$5593.73	$70189.45
District	N/A	N/A	$6883.10	$71905.00
Percent Difference – School Site and District	N/A	N/A	81.27%	97.61%
State	N/A	N/A	$7506.64	$78059.00
Percent Difference – School Site and State	N/A	N/A	74.52%	89.92%

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

Last updated: 1/20/2020

Types of Services Funded (Fiscal Year 2018—19)

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.

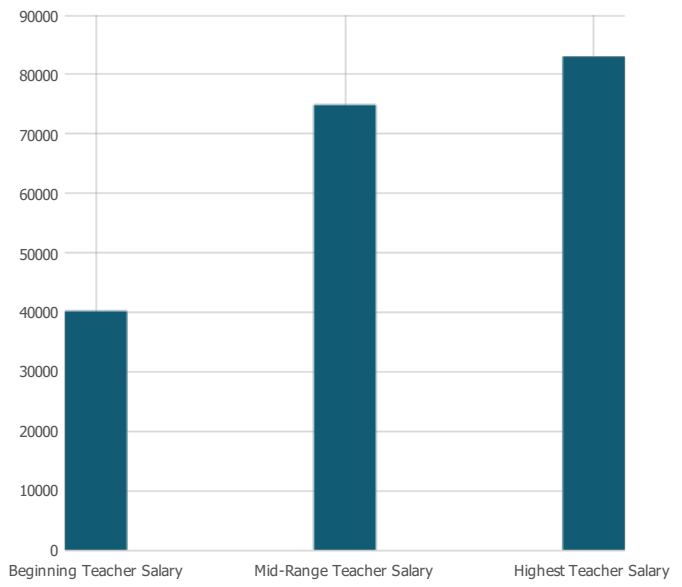
Last updated: 1/20/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

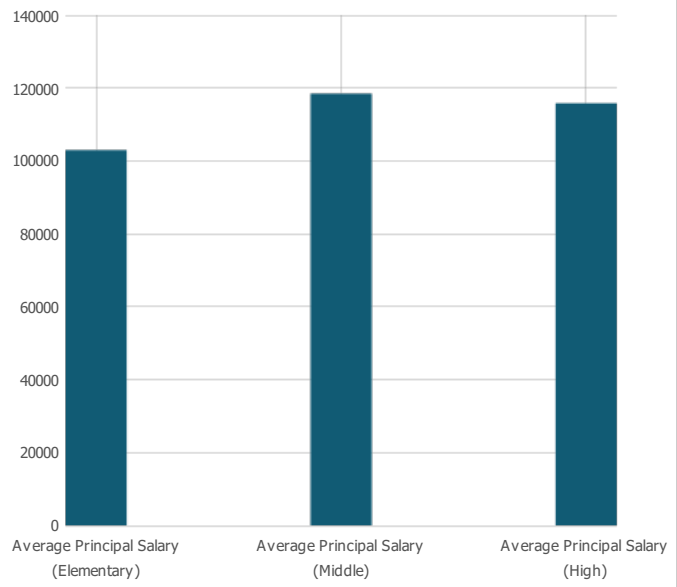
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,206	$49,084
Mid-Range Teacher Salary	$74,909	$76,091
Highest Teacher Salary	$83,038	$95,728
Average Principal Salary (Elementary)	$102,972	$118,990
Average Principal Salary (Middle)	$118,479	$125,674
Average Principal Salary (High)	$115,817	$137,589
Superintendent Salary	$203,250	$230,096
Percent of Budget for Teacher Salaries	38.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/20/2020

Professional Development

All totals include 1 full district day and a combination of partial and full days.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	2