

Travis Community Day School

2006-2007 School Accountability Report Card

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Vacaville, CA 95687
707-437-8185

Tom Newsom,
Principal

**Travis Unified
School District**

Kate Wren Gavlak,
Superintendent

Governing Board Members

Harry Axhelm,
President

Mary Jo Dickerson,
Vice President

Wanona Ireland,
Clerk

Edwin Sanderson,
Member

Ivery Hood,
Member

Bryanna Maty,
Student Member

Vision and Mission Statement

Mission Statement

We are dedicated to the academic, personal, and social growth of all students while recognizing their unique abilities and needs. Our mission is to:

- Create and facilitate educational opportunities for students to be successful in an alternative setting.
- Address the diverse academic, personal, and social needs of students
- Inspire all students to become lifelong learners and productive, responsible citizens

Vision Statement

The Alternative Education Programs provide seamless transitions through a variety of programs designed to support the success of all students.

- All students meet high standards (State, District, SCANS, Personal)
- Students are connected to their learning as they achieve academic goals
- All stakeholders *want* to come to school because they take pride in their learning and teaching
- Students and community eagerly interact and reciprocate for mutual benefit.
- Students can access a variety of flexible programs to meet their changing needs

Community & School Profile

Travis Community Day School is located in Fairfield, situated midway between San Francisco and Sacramento in northern Solano County. Formally incorporated in 1903, Fairfield is a growing community eager to service the business needs of the 21st century. As the County Seat since 1858, Fairfield represents a diverse, bustling economy in the heart of California's fastest growing county.

Travis Community Day School is the only community day school at Travis Unified School District, which also includes five elementary schools, one middle school, one comprehensive high school and one continuation high school. Travis Community Day School is designed to provide educational opportunities for referred students whose behavior prevents them from being successful in a regular school setting. The school maintains a low student-teacher ratio, individualized instruction, and ongoing student assessment and program evaluation.

Travis Community Day School serves students in grades seven through twelve based on enrollment. During the 2006-07 school year, Travis Community Day School enrolled 14 students in grades ten through twelve. The table illustrates the student demographics.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	28.6%
Caucasian	14.3%
Hispanic	50.0%
Multiple or No Response	7.1%

Discipline & Climate for Learning

Students at Travis Community Day School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and demonstrates that good discipline is a solid foundation on which to build an effective school. Travis Community Day School utilizes Steven Covey's "Seven Habits of Highly Effective Teens" in daily guidance classes. Parents and students are informed of discipline policies at the beginning of each school year through the District Discipline Policy and the School Handbook.

The Suspensions and Expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	63	89	78	441	646	501
Suspension Rate	393.75%	404.55%	557.14%	8.29%	12.11%	9.45%
Expulsions	2	2	0	14	6	5
Expulsion Rate	12.50%	9.09%	0.00%	0.26%	0.11%	0.09%

Homework

Travis Community Day School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned to students on an individual basis by their teachers. The assignments may be nightly, weekly, or for an extended period of time. Nightly homework will never be new work to be learned, but will be reinforcement of work presented in the classroom. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

All students have study hall as one of their periods during the school day. During study hall students may complete assignments from other classes and receive assistance from the teacher.

Curriculum Development & Staff Development

All curriculum development at Travis Community Day School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Travis Community Day School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Staff members are offered a variety of opportunities for professional improvement. The district dedicates three full days annually to professional development.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Travis Community Day School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. If a parent fails to call in advance, the counselor, assistant principal or secretary calls the parent in the morning, when their student is absent or tardy. Letters are sent home to parents to discuss their student's attendance.

Students with excessive absences are referred to the School Attendance and Review Board (SARB).

The chart illustrates the enrollment trend for the past three years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
9th	2	-	-
10th	6	7	2
11th	7	10	5
12th	1	5	7

Dropout & Graduation Rates

To help discourage dropouts, Travis Community Day School offers an individual academic plan that includes options for a timely graduation. The table shows the number of graduates and dropouts for the past three years, for which data is available.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	13.33%	12.50%	4.55%
Graduation Rate	98.80%	98.80%	98.10%

School Facilities & Safety

Travis Community Day School's campus was originally built in 2003 and contains two classrooms and an outdoor area. At the time of publication, 100% of all restrooms are in working order. Recent remodeling included adding one portable. Facilities information is current as of April 2008.

The School Site Safety plan is evaluated and revised annually in the spring by the staff, students and the School Resource Officer. 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. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held twice a year and earthquake and intruder drills are conducted annually.

Students are supervised throughout the day by teachers, the assistant principal and a campus monitor. All visitors to the school must sign in and out at the main office where they receive a name tag, which must be worn at all times while on campus. No student visitors are allowed.

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.

School Facility Conditions				
Date of Last Inspection: November 1, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

The principal works daily with the part-time custodian 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. Each classroom is cleaned daily, and 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 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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program (EC17591), which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year the district allocated \$458,322 for deferred maintenance program. This represents 0.1% of the district's general fund budget. During the 2007-08 school year, the district's governing board did not approve any deferred maintenance projects for the school.

Counseling & Support Staff

It is the goal of Travis Community Day School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems. Qualified personnel provide counseling and support services to students on an as-needed basis. Support Staff are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor to pupil ratio is 1:14.

Travis Community Day School has a Speech and Language Specialist on an "as-needed basis" and a nurse that is on-call from a neighboring school. The table illustrates additional services offered at Travis Community Day School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Psychologist	1	0.2
Resource Program (RSP) Teacher	1	1.0

English Language Learners are placed into classes with teachers who are CLAD (Crosscultural Language Acquisition Development) and BCLAD (Bilingual Crosscultural Language Acquisition Development) certified. If ELL students need additional assistance, they can attend Golden West Middle School's English Language Development (ELD) class for the first period of the day.

Students who participate in the Resource Specialist Program (RSP) spend one period of the day receiving assistance from the RSP teacher.

Contact Information

Parents who wish to participate in Travis Community Day School leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-8166.

School Leadership

For the past two years, leadership duties were assumed by Tom Newsom. Leadership at Travis Community Day School is a responsibility shared among administration, instructional staff, students, and parents. The entire staff participates in making decisions regarding the priorities and direction of the educational plan and ensures instructional programs are consistent with students' needs and comply with district goals.

College Entrance Info

California high school students have two options for attending public universities in the state: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Travis Community Day School. These measure students' actual progress as well as the effectiveness of the instructional program. Students also are administered the Gate-McGinnitie Reading Assessment and Persogenics Personality Inventory.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	94%	99%	*

* Statewide data was not available at the time of publication.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject									
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	*	68.3	49.0	*	71.1	51.1	*	62.1	48.6
Mathematics	*	59.3	45.2	*	56.5	46.8	*	63.4	49.9

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	*	*	*	
Similar Schools Rank	*	*	*	
All Students				
Actual Growth	*	*	*	*

* This school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Social Science for the most recent three-year period, is shown. Summative scores are not shown for Math (grades 10-11) and Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10		11			
	05	06	07	05	06	07	05	06	07	05	06	07			
All Students															
School	*	0	0	*	0	0	*	0	0	18	0	0	*	0	0
District	60	63	67	52	50	49	49	45	46	39	38	28	55	43	38
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Instructional Materials

Travis Unified School District held a Public Hearing on September 11, 2007, and determined that each school within the district has 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Textbook adoptions are uniform throughout the Travis Unified School District. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. The most recent textbook adoptions (as of April 2008) in core curriculum areas are shown.

Library Information

Travis Community Day School does not have a school library, but students may utilize the local library. Classrooms, however, contain reading and research materials that relate to specific subjects.

Additional Internet Access/ Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the numerous public libraries located in Solano County which contain numerous computer workstations. For more information please visit <http://www.solanolibrary.com>.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. All classrooms have one computer with Internet access. Travis Community Day School has two computer labs with 12 computers each. Students receive training in word processing and COIN, a career education program.

Parent Involvement

Parents play an important role at Travis Community Day School. Parents attend monthly Parent Perspectives, attend school orientations, and participate on the WASC (Western Accreditation of Schools and Colleges) Committee.

Teacher Assignment

Travis Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Travis Community Day School had two fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
9th-12th	English/Language Arts	Holt, Rinehart & Winston	2005	Yes
9th-12th	English/Language Arts	McDougal Littell	2005	Yes
7th-8th	English/Language Arts	Prentice Hall	2005	Yes
9th-12th	Foreign Language	EMC Publishing	2006	Yes
7th-12th	Foreign Language	Holt, Rinehart & Winston	2007	Yes
9th-12th	Foreign Language	Oxford University	2004	Yes
9th-12th	Health	Glencoe/McGraw Hill	2006	Yes
7th-8th	Health	Holt, Rinehart & Winston	2006	Yes
7th-8th	History/Social Science	Holt, Rinehart & Winston	2006	Yes
9th-12th	History/Social Science	Holt, Rinehart & Winston	2005	Yes
9th-12th	History/Social Science	Prentice Hall	2005	Yes
9th-12th	History/Social Science	Prentice Hall	2006	Yes
9th-12th	Mathematics	Houghton Mifflin	2005	Yes
9th-12th	Mathematics	McDougal Littell	2004	Yes
9th-12th	Mathematics	McDougal Littell	2005	Yes
9th-12th	Mathematics	Laidlaw	2005	Yes
9th-12th	Mathematics	Prentice Hall	2007	Yes
7th-8th	Mathematics	Prentice Hall	2003	Yes
9th-12th	Science	Addison-Wesley	2007	Yes
9th-12th	Science	McDougal	2007	Yes
7th-12th	Science	Pearson/Prentice Hall	2007	Yes
9th-12th	Science	Prentice Hall	2007	Yes
9th-12th	Science	Thompson	2007	Yes
7th-12th	Visual and Performing Arts	Davis	2003	Yes

Computer Resources

	04-05	05-06	06-07
Computers	20	23	23
Students per computer	0.8	1.0	0.6
Classrooms connected to Internet	2	23	23

Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	2	2	2	274
Without Full Credentials	0	0	0	4
Working Outside Subject	0	0	0	4

Misassignments/Vacancies

	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Substitute Teachers

The district maintains an adequate pool of qualified substitutes teachers. All substitutes have college degrees and are credentialed by the state of California. Generally, the district does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, an administrator assumes the role of the substitute.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated at least once every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluations are based on the following criteria: Pupil Progress Toward Standards of Expected Achievement, Instructional Techniques and Strategies, Adherence to Curricular Objectives, Suitable Learning Environment, and Performance of Job Responsibilities and Adjunct Duties.

Travis Unified School District participates in both the BTSA and PAR programs. The BTSA (Beginning Teacher Support and Assessment) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession. Teachers who need additional support can receive help through the Peer Assistance and Review (PAR) program, which utilizes exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

Career Technical Education (CTE) Programs

It is the goal of Travis Community Day School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students are exposed to a broad array of career opportunities, and counselors facilitate the selection of a career path based on individual interests, goals, strengths, and abilities. Travis Community Day School offers Work Experience and Independent Living classes. Students may also utilize COIN software to research a multitude of career paths. Allyson Rude is the primary contact for Travis Unified School District's Career Technical Committee.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Independent Living Skills	Travis Community Day School	Support consumer life skills for vocational and independent living.	Assessment and evaluation of job skills and working methods for career paths.	Assessment of relevancy to secondary career paths.
Internship	Travis Community Day School	Assist in developing job skills, discussing tasks with supervisor, and making sure students have the skills and training necessary to complete these tasks.	Involves all students with concrete goals with specific performance criteria established by supervisor, as well as understanding what constitutes acceptable performance.	When a student can successfully: 1) Fill Out Application 2) Interview 3) Make a Resume 4) On the Job Evaluation

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)		Response
How many of the schools pupils participate in CTE?		25
What percent of the schools pupils complete a CTE program and earn a high school diploma?		90%
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?		0%

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	96.00%	4.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.00%	4.00%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$44,656
District	\$61,281
Percentage of Variation	27.13%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	24.02%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$33,953	\$38,479
Mid-Range Teachers	\$63,257	\$60,306
Highest Teachers	\$74,856	\$74,193
Elementary School Principals	\$94,842	\$92,985
Middle School Principals	\$101,493	\$98,305
High School Principals	\$106,939	\$107,384
Superintendent	\$140,000	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.3%	40.8%
Administrative Salaries	6.1%	5.7%

Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Expenditures & Services Funded

Travis Unified School District spent an average of \$7,399 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$17,141
From Restricted Sources	\$2,119
From Unrestricted Sources	\$15,022
District	
From Unrestricted Sources	\$901
Percentage of Variation between School & District	1,567.26%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	203.90%

In addition to general state funding, Travis Unified School District receives the following categorical, special education, and support programs:

- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Instructional Materials
- 10th Grade Counseling
- Federal, ECIA/ESEA/IASA
- Federal, Maintenance & Operations
- Class Size Reduction
- Other Instructional Allowances
- Gifted and Talented Pupils
- Home-to-School Transportation
- Special Education Transportation
- Tobacco Use Prevention Education (TUPE)
- Vocational Education, Handicapped Students
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational & Applied Technology Education Act

