

Traver Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Traver Elementary School
Street	36736 Canal Dr.
City, State, Zip	Traver, CA 93673-0069
Phone Number	(559) 897-0236
Principal	Steve Ramirez
Email Address	sramirez@traversd.com
Website	www.travermustangs.com
County-District-School (CDS) Code	54722236054449

Entity	Contact Information
District Name	Traver Elementary School District
Phone Number	(559) 897-2755
Superintendent	Steve Ramirez
Email Address	sramirez@traversd.com
Website	www.tcoe.org/districts/traver.shtm

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

It is the mission of the board, administration, teachers, support staff and classified personnel, to work as a team committed to guiding our students toward the goal of academic excellence. Stimulating and challenging learning experiences are provided to maximize each student's potential and enhance self-esteem. We are committed to insuring that our students are in an environment that is clean, safe, and conducive to learning, based on the district's high academic and behavioral expectations of students and staff. Traver provides instructional materials that are State-adopted with each student having access to the core curriculum through provision of all texts in all subject areas for school and home use. Traver School is dedicated to building an effective team of educators, parents, and community, providing exemplary programs that empower students to realize their full potential, becoming life-long learners who are prepared to be productive citizens of a changing world.

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	24
Grade 2	19
Grade 3	17
Grade 4	26
Grade 5	15
Grade 6	25
Grade 7	27
Grade 8	33
Total Enrollment	232

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	2.2
Hispanic or Latino	96.6
White	1.3
Socioeconomically Disadvantaged	91.4
English Learners	60.8
Students with Disabilities	5.6
Homeless	

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	10	10	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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.

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

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(K-5th)-Treasures – McMillan/McGraw Hill, 2010 (6th-8th)-CA Literature-McGraw Hill/Glencoe, 2010	Yes	0%
Mathematics	(K-6th)-McGraw-Hill School Division, 2009 (7th)-Holt, PreAlgebra, 2008 (8th)-Holt, Algebra, 2008	Yes	0%
Science	(K-5th)-Houghton Mifflin, 2007 (6th-8th)-Science Fusion, Houghton Mifflin Harcourt, 2016	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	(K-6th)-Harcourt, 2006 (7th-8th)-Holt Rinehart & Winston, 2007	Yes	0%
Foreign Language	Not taught at this time.	Yes	0%
Health	Taught in Science and PE using supplemental materials	Yes	
Visual and Performing Arts	Music is done K-4, 4th-8th play in band.	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

Traver Joint Elementary School District provides a safe, clean environment for students, staff and volunteers. The school facilities are all up-to-date and provide adequate space for students and staff. Buildings and grounds are well maintained and that sets a stage for a good learning environment. The maintenance staff cares about the condition of the facilities, taking time to perform regular maintenance and to repair in a timely fashion items in need of attention. A deferred maintenance program is regularly funded and allows for the necessary maintenance and improvement of the district facilities. As buildings meet modernization age requirements the district actively gets involved in upgrades.

- School facilities include:
- Administrative offices
- 12 classrooms
- Cafeteria/kitchen
- Nurse's office
- Preschool
- RSP, speech and language
- Band room
- Tutor room
- Staff lounge/staff workroom
- Gym

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/2020

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 Rating	Exemplary	

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)	29	39	29	39	50	50
Mathematics (grades 3-8 and 11)	15	23	15	23	38	39

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.

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	144	136	94.44	5.56	38.97
Male	61	60	98.36	1.64	31.67
Female	83	76	91.57	8.43	44.74
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	139	131	94.24	5.76	39.69
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	140	132	94.29	5.71	38.64
English Learners	112	107	95.54	4.46	36.45
Students with Disabilities	14	12	85.71	14.29	16.67
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.

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	145	137	94.48	5.52	23.36
Male	61	61	100.00	0.00	22.95
Female	84	76	90.48	9.52	23.68

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	140	132	94.29	5.71	23.48
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	141	133	94.33	5.67	23.31
English Learners	113	109	96.46	3.54	21.10
Students with Disabilities	14	12	85.71	14.29	0.00
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

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.

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 areas 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	25.0	12.5	12.5
7	24.2	30.3	21.2

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.

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)

Traver parents are encouraged to become involved in program and classroom activities at Traver Joint Elementary School District. Some of the activities that parents can participate in include: Volunteering in the classroom, attending or serving on various committees such as; School Site Council, ELAC, Migrant, School Advisory Committee, Parent and Teacher Club; chaperoning field trips; attending school programs and activities; Christmas Program, Back to School Night, Open House, Parent Teacher Conferences; helping with PAT activities; Jog-a-thon, Family Fun Night, Candy Sale, Literacy, Math and Science Nights and Red Ribbon activities. Parents are also kept informed of all the school's activities through the weekly calendar, student handbook and school Marquee. Parents may also participate in the Parenting Partners in-service program. If you are interested in volunteering or helping at an event please contact Mrs. Navarro at 559-897-2755.

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	0.4	3.4	3.2	0.4	3.4	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of all students and staff are of the utmost importance and concern. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The schools disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lock-down drills are conducted on a regular basis. Before, during and after school, assigned staff monitors the campus. Cameras are in place to monitor key areas of the school grounds. All visitors must check in at the front office, wear an identification badge while on school grounds, and check out upon leaving. The Comprehensive School Safety Plan is reviewed with the school staff at the beginning of each school year.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	10	3			11	3			23		2	
1	17	1			11	2			22		1	
2	15	1	1		16	1			21		1	
3	15	1			12	2			17	1		
4	27		1		17	1			26		1	
5	29		1		23		1		15	1		
6	29		1		27		1		25		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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	

*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.

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	13,245.46	2,671.03	10,574.43	66,564.00
District	N/A	N/A	10,574.43	\$66,564.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	33.9	2.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Traver Joint Elementary School District funds the core curricular programs and staff through unrestricted State and Local monies through LCFF. For over-and-above services (Categorical Programs), the District uses designated restricted funding from State and Federal sources as mandated. The Project Director and Curriculum Specialist time is funded partly by categorical programs as well as a reading teacher in order to reduce the class size for the reading instruction. Tutors are used in the reading and math programs. After school tutoring is provided for all students below grade level. Supplemental materials are also purchased with categorical funds. Technology, such as Accelerated Reader and Lexia, is a part of the supplemental curriculum provided by program money.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,356	\$45,252
Mid-Range Teacher Salary	\$65,499	\$65,210
Highest Teacher Salary	\$83,232	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$122,456	\$124,686
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	4%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Professional development within the District addresses the individual needs of the teachers as well as broader school concerns. The District has focused on ELA the past two years and just added Math this year. The District has brought in two coaches one for ELA and one for Math to help guide teachers. The District also offers various workshops, staff development days, professional conferences and times for collaboration. These days and sessions are used to provide teacher training, to discuss standards and classroom practices, and to implement content standards and guidelines into the curriculum.