

Golden West Middle School

2006-2007 School Accountability Report Card



2651 DeRonde Drive
Fairfield, CA 94533
707-437-8240

Jim Bryan,
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

Principal's Message

Welcome to Golden West Middle School! This School Accountability Report Card provides you with an annual informational overview of our specific middle school programs, services, and statistical data regarding our students and staff. Golden West is dedicated to furthering and supporting the ongoing academic, personal, and social growth of our students. We work each year to build upon our successes as well as in adapting to the changing needs of our students and school community. You may be reviewing this document to be introduced to our school for the first time or you may have a child already attending or getting ready to attend here at Golden West. Either way, we appreciate your interest in our school. We believe and hope you find this School Accountability Report Card helpful and useful for your needs.



Thank You,
Jim Bryan, Principal

Community & School Profile

Golden West Middle 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 the State's fastest growing county.

Golden West Middle School is the only middle school in Travis Unified School District, which also includes five elementary schools, one high school, a community day school, and an education center. During the 2006-07 school year, Golden West Middle School had 835 students enrolled in grades seven and eight.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	18.8%
American Indian	0.7%
Asian	3.5%
Caucasian	46.2%
Filipino	9.1%
Hispanic	14.3%
Pacific Islander	1.1%
Multiple or No Response	6.3%

Discipline & Climate for Learning

Students at Golden West Middle 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, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

Golden West Middle School participates in the Character Counts! program and models its six very important pillars; Caring, Citizenship, Trustworthiness, Respect, Responsibility, and Fairness. Golden West Middle School also utilizes Conflict Management and Best Practices-Building Positive Behavioral Support in Schools. Parents and students are informed of discipline policies at the beginning of each school year through the Student Handbook, new student orientation and small group assemblies.

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	20	49	33	441	646	501
Suspension Rate	2.31%	5.79%	3.95%	8.29%	12.11%	9.45%
Expulsions	1	0	1	14	6	5
Expulsion Rate	0.12%	0.00%	0.12%	0.26%	0.11%	0.09%

Homework

Golden West Middle 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 is not new work to be learned, but is 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.

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Programs promoting a positive learning environment include:

- Honor Roll
- National Honor Society
- Perfect Attendance (each semester and annually)
- Classroom Awards
- Academic Improvement

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, sports, and programs include:

- Band
- Gardening Club
- Student Council
- Golf Club
- Honor Society
- Primetime After School Program
- Art Club
- Flag Football
- Soccer
- Wrestling
- Cross Country
- Book Club
- Track
- Basketball
- Volleyball
- Friends of Rachel

Class Size

Golden West Middle School maintained a schoolwide average class size of 28.3 students and a pupil-to-teacher ratio of 20.8:1 for the 2006-07 school year. The following table shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

	Class Size By Subject											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
English	23	25	29	6	6	8	29	27	44	0	0	8
Math	27	27	27	3	5	2	27	25	28	0	0	0
Science	26	27	28	3	2	1	27	28	29	0	0	0
Social Science	28	28	28	2	1	1	28	29	29	0	0	0

Curriculum Development & Staff Development

All curriculum development at Golden West Middle 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 Golden West Middle 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. Golden West Middle School has a certified teacher to specifically teach and oversee the English Language development of the students.

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 Golden West Middle 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. Golden West Middle School has an auto-dialer that calls parents daily to notify them of their students' absences. Letters are also sent home and meetings with students and parents are scheduled when absences become excessive. Students with continuing 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
7th	443	421	407
8th	424	426	428

Counseling & Support Staff

It is the goal of Golden West Middle 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: 418. Golden West Middle School contracts with the City of Vacaville Youth Services for a Social Worker. The table illustrates the services offered at Golden West Middle School.

	Number of Staff	Full Time Equivalent
Counselors	2	2.0
Health Aide	1	1.0
Language Development Specialist	1	1.0
Library Technician	2	2.0
Psychologist	1	1.0
Resource Program (RSP) Teachers	3	3.0
SDC & RSP Aide	4	2.5
Social Worker	1	0.5
Special Day Class Teacher	1	1.0
Speech and Language Specialist	1	1.0

Students who need additional academic assistance and support have one or two periods per day in the Resource Specialist Program. The Special Day Class is self-enclosed, and students are mainstreamed whenever possible. Golden West Middle School also houses a special education program for severely handicapped students. This program is staffed and run by one Solano County teacher and three full-time aides.

The Language Development Specialist works with students who are designated English Language Learners (ELL) during assigned periods each day.

Golden West Middle School offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students are clustered into the same classrooms and receive differentiated instruction. GATE students may also participate in enrichment activities that are offered before or after school.

School Facilities & Safety

Golden West Middle School's campus was originally built in 1964. The school currently contains 40 classrooms, one library/media center, a gym/multipurpose room, one staff room, blacktop area for tennis, wall soccerball, basketball courts, soccer fields, and baseball fields. The school recently added LCD ceiling projections in 11 classrooms. During the 2006-07 school year, 100% of the restrooms were in working condition. Facilities information is current as of April 2008

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			

Safety of students and staff is a primary concern of Golden West Middle School. The School Site Safety plan is evaluated and revised annually in the spring by the administrators and the Safe School Committee; the revisions are then shared with the entire staff. 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 and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by 2.5 campus monitors and two administrators. During lunches, three additional noon duty supervisors assist in monitoring students.

All visitors to the school must sign in and out at the main office and receive a name tag, which must be worn at all times while on campus.

Cleaning Process

The principal works daily with the custodial staff of four 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 has trash removed daily and is fully cleaned on a scheduled rotation. 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 the 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 approved the following deferred maintenance projects for the school: carpet replacement and asphalt paving.

Contact Information

Parents who wish to participate in Golden West Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-8240.

School Leadership

Leadership at Golden West Middle School has been managed by Principal Jim Bryan for the past five years. Mr. Bryan has 26 years of educational experience, including positions as a teacher, vice principal, and principal.

Leadership at Golden West Middle School is a responsibility shared among administration, instructional staff, students, and parents. Staff members participate on the School Site Council, Safe School Committee, and Parent Teacher Student Association (PTSA), as well as serve as Department Chairs. These teams make decisions regarding the priorities and direction of the educational plan and ensure instructional programs are consistent with students' needs and comply with district goals.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Golden West Middle School. These measure students' actual progress as well as the effectiveness of the instructional program.

Physical Fitness

In the spring of each year, Golden West Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. During the 2006-07 school year, 49.5% of seventh grade students met all six fitness standards.

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, Math, Social Science (grade 8), and Science (grade 8), for the most recent three-year period, is shown. Summative scores are not shown for Math (grade 8). For results on course specific tests, please see <http://star.cde.ca.gov>.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	7			7		
	05	06	07	05	06	07
All Students						
School	66	65	70	61	65	73
District	66	65	70	61	65	73
State	46	46	47	49	50	51
Males						
School	60	61	67	61	66	74
Females						
School	73	70	73	61	65	73
Socioeconomically Disadvantaged						
School	49	52	59	36	52	63
African American						
School	59	55	61	41	49	62
Asian						
School	73	92	92	81	92	92
Filipino						
School	72	76	73	74	76	91
Hispanic						
School	60	47	53	52	50	58
Caucasian						
School	70	71	75	67	72	77
Students with Disabilities						
School	36	27	42	37	29	40

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math			Science		Social Science					
	7			8			7		8		8			
	05	06	07	05	06	07	05	06	07	06	07	05	06	07
All Students														
School	59	64	75	52	59	63	44	48	52	50	60	45	50	52
District	58	64	75	52	59	62	44	48	52	50	60	45	50	52
State	43	43	46	39	41	41	37	41	39	38	42	31	34	35
Males														
School	50	58	70	44	50	58	43	50	54	50	63	45	48	50
District	50	58	69	45	51	58	43	50	53	50	63	45	48	49
State	38	38	42	34	37	37	37	41	39	41	45	33	36	36
Females														
School	68	73	81	61	68	67	44	47	50	48	58	44	51	54
District	68	72	81	61	68	67	45	47	50	48	57	44	51	55
State	49	48	51	43	45	46	37	41	38	34	41	30	31	33
Socioeconomically Disadvantaged														
School	41	48	60	33	51	40	24	31	38	34	41	34	35	30
District	41	47	60	33	52	40	25	32	38	34	40	33	35	30
State	28	28	31	22	25	26	23	27	27	23	29	17	19	20
African American														
School	47	46	67	39	40	55	19	30	43	33	58	38	36	43
District	48	46	66	39	39	54	21	31	43	33	58	38	36	43
State	29	29	32	24	27	27	19	22	22	21	25	17	19	20
Asian														
School	73	92	92	52	80	87	69	92	82	72	80	48	68	80
District	73	92	92	52	80	87	69	92	82	72	80	48	68	80
State	66	67	71	58	62	64	69	72	69	65	70	54	58	62
Filipino														
School	72	74	83	59	68	64	69	63	68	56	64	46	56	55
District	72	73	83	59	69	64	70	63	68	56	64	47	56	55
State	61	60	66	51	54	56	52	58	57	52	58	42	46	49
Hispanic														
School	52	47	63	44	45	43	31	28	34	36	44	28	37	35
District	52	47	63	45	44	43	31	28	34	36	44	28	37	36
State	28	28	32	23	25	26	23	28	27	23	28	17	20	21
Caucasian														
School	61	74	78	59	68	70	49	57	55	57	64	49	57	59
District	61	74	78	59	68	70	49	57	55	57	64	49	57	58
State	61	63	66	58	62	62	52	58	54	55	60	47	51	52
Students with Disabilities														
School	27	24	50	4	24	19	23	20	22	29	23	8	20	19
District	27	24	50	4	25	19	23	20	23	29	23	8	20	19
State	10	11	12	8	9	10	8	10	9	11	13	9	10	10



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%

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	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		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 as follows.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
7th-8th	English/ Language Arts	Prentice Hall	2005	Yes
7th-8th	Foreign Language	Holt, Rinehart & Winston	2007	Yes
7th-8th	Health	Holt, Rinehart, & Winston	2006	Yes
7th-8th	Mathematics	Prentice Hall	2003	Yes
7th-8th	Science	Pearson/Prentice Hall	2007	Yes
7th-8th	Social Science/ History	Holt, Rinehart & Winston	2006	Yes

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. All classrooms have a minimum of one computer with Internet access. Students and classes have access to the Media Center for activities including, word processing, PowerPoint, and Internet based lessons.

Computer Resources			
	04-05	05-06	06-07
Computers	57	44	96
Students per computer	15.2	19.3	8.7
Classrooms connected to Internet	40	42	39

Library Information

The school's library/media center is run by two full-time classified staff technicians who support students and teachers in accessing and using library books and the media center computers. The library is stocked with thousands of books and reference materials and these are inventoried and updated yearly. Students visit the library and media center with their classes or on their own before school, after school, and at lunch times. The media center is set up to accommodate up to 30 computer systems providing student and staff access to educational and research based programs and appropriate internet sites.

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>.

Parent & Community Involvement

Parents play an important role at Golden West Middle School through active participation and involvement in the Parent Teacher Student Association (PTSA). Golden West Middle School also benefits from donations and partnerships with local businesses and services, including Target, Macy's, Wal-Mart, and Wells Fargo Bank.

Teacher Assignment

Travis Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Golden West Middle School had 40 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.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	40	40	40	274
Without Full Credentials	1	2	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
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	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.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.20%	4.80%
District	96.00%	4.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.00%	4.00%

Substitute Teachers

The district maintains an adequate pool of qualified substitute 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 occasions when a substitute teacher is not available for an absent teacher, an administrator or teacher on a preparation period 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 and vice principal, who have 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.

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	\$60,290
District	\$61,281
Percentage of Variation	1.62%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	2.58%

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	\$5,467
From Restricted Sources	\$4,776
From Unrestricted Sources	\$691
District	
From Unrestricted Sources	\$901
Percentage of Variation between School & District	23.31%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	86.02%

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

