

Golden West Middle School

2007-2008 School Accountability Report Card



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Principal

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School District**

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Edwin Sanderson,
Member

Ivery Hood,
Member

Renee Kanoran,
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.



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 2007-08 school year, Golden West Middle School had 849 students enrolled in grades seven and eight.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	16.6%
American Indian	0.8%
Asian	5.2%
Caucasian	43.6%
Filipino	10.6%
Hispanic or Latino	15.4%
Pacific Islander	0.7%
Multiple or No Response	7.1%

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	49	33	37	646	501	505
Suspension Rate	5.8%	4.0%	4.4%	12.1%	9.5%	9.5%
Expulsions	0	1	2	6	5	12
Expulsion Rate	0.0%	0.1%	0.2%	0.1%	0.1%	0.2%

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 27.3 students and a pupil-to-teacher ratio of 21.8:1 for the 2007-08 school year. The table shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
4-8	-	-	9	-	-	1	-	-	-	-	-	-
By Subject Area												
English	25	29	28	6	8	8	27	44	52	-	8	-
Mathematics	27	27	27	5	2	5	25	28	25	-	-	-
Science	27	28	28	2	1	-	28	29	30	-	-	-
Social Science	28	28	28	1	1	1	29	29	29	-	-	-

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 one full day 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).

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
7th	421	407	427
8th	426	428	422

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 1:424. 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.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselors	2	2.0
Health Aide	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-contained, 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.

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. At the time of publication, 100% of the restrooms were in working condition. Facilities information is current as of December 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: 10/29/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Room D1 - HVAC.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		Main Office - Wall needs addressing. . Counseling Office - Ceiling tiles ripped. Staff Lounge - Carpet stained. Ceiling tiles ripped and damaged. . D Bldg Restroom - Stain on floor. Library - Flooring missing at door. Room A1 - Ceiling tiles and baseboards. Room A2 - Ceiling tiles. Room A3 - Ceiling tiles and baseboards. Room A4 - Ceiling tiles. Door does not close properly. Room A5 - Ceiling tiles stained. Room A6 - Ceiling tiles stained. A Quad - Towel dispenser dirty. Room A7 - Missing counter edge. Room A8 - Ceiling tiles stained. Room A15 - Missing counter edge. Ceiling tiles stained. Media Center - Floor tile missing. Ceiling tiles. Carpet missing transition pieces. Room A9 - Ceiling tiles need replacing. (Hallway door). Room A10 - One ceiling tile falling. Ceiling not finished. Cracks in wall in storeroom. Room A11 - Ceiling tiles falling and damaged. Room A12 - Ceiling tile. Room P1 - Ceiling tiles stained. Red Room - Ceiling tiles. Room B1 - Ceiling tiles lifting. Room B2 - Ceiling tiles. Room B3 - Ceiling tiles. Piece next to vent. Room B6 - Ceiling tiles. Missing baseboards. Door does not close properly. Room B4 - Ceiling tiles. Missing baseboard and floor tiles. Room B5 - One ceiling tile missing in corner. Baseboards cracked and missing. Room B17 - Ceiling tiles lifting. Room B7 - Cracked ceiling tiles. Room B16 - Ceiling tiles lifting and damaged. Floor tiles broken. Room B15 - Baseboards need replacing under w/b. Ceiling tiles. Floor tiles cracked and missing. Door closer not working. . Room B18 - Ceiling tiles. Room B9 - Vent bent up needs replacing. Hole in wall. Room B10 - Vent missing part of grill. Closer missing. Ceiling tiles stained. Room B11 - Piece of door missing at bottom. Ceiling tiles have duct tape. Vent needs replacing. Room B12 - Piece of door missing at bottom. Ceiling tiles have duct tape. Vent needs replacing. Room B13 - Ceiling tiles stained and missing chunks. Room B14 - No grill cover on vent. Carpets frayed. Hole in bottom of door. Room P2 - Carpet frayed. Ceiling tiles stained. Room P3 - Carpet frayed. Wall damaged. Ceiling tiles stained. Room G1 - Ceiling tiles bowing. Missing grill on vent. Room P6 - Busted tile floor. Baseboards cracked and missing. Room P7 - Missing tile floor. Room P5 - Wall pieces missing in three areas. Missing tile floor. Baseboard west-end. Ceiling tiles cracked and split. Storage - Carpet needs to be replaced.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			Main Office - Lower foundation cracking. Gym - Ext. Asphalt trip hazard. Cracks need painting. Missing caps for five holes. Concrete missing around back of building.
Fire Safety	X			Staff Lounge - Outdated fire extinguisher. Media Center - Old smoke detector.
Electrical (Interior and Exterior)	X			Room P3 - No outlet cover.
Pest/Vermin Infestation	X			Staff Lounge - Ants on and around sink area.
Drinking Fountains (Inside and Outside)	X			A Quad - Standing water. Media Center - Drinking fountain remove and replace. B Quad - Fountains dirty and ants.
Restrooms	X			A Quad - Boy's - faucet not working. Hand dryer not working. D Bldg - Girls - faucet does not shut off.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			D Bldg Restroom - Faucet does not shut off.
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 2008-09 school year the district allocated \$491,000 for the deferred maintenance program. This represents 1.1% of the district's general fund budget. During the 2008-09 school year, the district's governing board approved the following deferred maintenance projects for the school: 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.

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.

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

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 2007-08 school year, 36.7% of seventh grade students met all six fitness standards.

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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	8	9	
Similar Schools Rank	8	10	10	
All Students				
Actual Growth	26	21	16	841
Socioeconomically Disadvantaged				
Actual Growth	44	12	28	776
African American				
Actual Growth	-4	62	3	787
Hispanic or Latino				
Actual Growth	17	19	25	785
Caucasian				
Actual Growth	39	10	9	853

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math			Science			Social Science					
	7			8			7			8					
	06	07	08	06	07	08	06	07	08	06	07	08			
All Students															
School	64	75	71	59	63	74	48	52	50	50	60	77	50	52	58
District	64	75	71	59	62	73	48	52	50	50	60	75	50	52	57
State	43	46	49	41	41	45	41	39	41	38	42	52	34	35	36
Males															
School	58	70	64	50	58	68	50	54	50	50	63	78	48	50	59
District	58	69	64	51	58	67	50	53	50	50	63	77	48	49	59
State	38	42	44	37	37	41	41	39	42	41	45	54	36	36	39
Females															
School	73	81	78	68	67	81	47	50	48	48	58	74	51	54	56
District	72	81	78	68	67	81	47	50	48	48	57	74	51	55	55
State	48	51	54	45	46	50	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged															
School	48	60	64	51	40	57	31	38	38	34	41	63	35	30	42
District	47	60	64	52	40	55	32	38	38	34	40	60	35	30	41
State	28	31	34	25	26	30	27	27	30	23	29	39	19	20	22
African American															
School	46	67	64	40	55	66	30	43	35	33	58	70	36	43	51
District	46	66	64	39	54	65	31	43	35	33	58	69	36	43	51
State	29	32	35	27	27	31	22	22	24	21	25	35	19	20	22
Asian															
School	92	92	83	80	87	92	92	82	53	72	80	96	68	80	92
District	92	92	84	80	87	92	92	82	53	72	80	96	68	80	92
State	67	71	73	62	64	69	72	69	71	65	70	78	58	62	64
Filipino															
School	74	83	81	68	64	88	63	68	65	56	64	88	56	55	72
District	73	83	82	69	64	88	63	68	65	56	64	88	56	55	72
State	60	66	67	54	56	63	58	57	59	52	58	70	46	49	53
Hispanic or Latino															
School	47	63	58	45	43	63	28	34	39	36	44	61	37	35	41
District	47	63	58	44	43	60	28	34	39	36	44	59	37	36	40
State	28	32	34	25	26	31	28	27	30	23	28	38	20	21	23
Caucasian															
School	74	78	75	68	70	76	57	55	57	57	64	78	57	59	57
District	74	78	75	68	70	76	57	55	56	57	64	78	57	58	56
State	63	66	68	62	62	63	58	54	57	55	60	70	51	52	53
Students with Disabilities															
School	24	50	22	24	19	36	20	22	21	29	23	40	20	19	27
District	24	50	22	25	19	34	20	23	21	29	23	39	20	19	25
State	11	12	12	9	10	11	10	9	12	11	13	17	10	10	11

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

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 (2008-09)	-	-
# 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		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Instructional Materials

Travis Unified School District held a Public Hearing on September 9, 2008, 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 December 2008) in core curriculum areas are as follows.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	English Language Development	Hampton Brown	2004	Yes	0.0%
7th-8th	English Language Development	Heinle & Heinle	2001	Yes	0.0%
7th-8th	English/Language Arts	Prentice Hall	2005	Yes	0.0%
7th-8th	Foreign Language	Holt, Rinehart & Winston	2007	Yes	0.0%
7th-8th	Health	Holt, Rinehart, and Winston	2006	Yes	0.0%
7th-8th	Mathematics	Pearson/Prentice Hall	2008	Yes	0.0%
7th-8th	Science	Pearson/Prentice Hall	2007	Yes	0.0%
7th-8th	Social Science/History	Holt, Rinehart & Winston	2006	Yes	0.0%

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.

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			
	05-06	06-07	07-08
Computers	44	96	96
Students per computer	19.3	8.7	8.8
Classrooms connected to Internet	42	39	39

Additional Internet Access/Public Libraries

Students are encouraged to visit the numerous public libraries located in Solano County which contain numerous computer workstations for additional research materials and Internet availability. 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 2007-08 school year, Golden West Middle School had 38 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.

Misassignments/Vacancies			
	06-07	07-08	08-09
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	1	0	0



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 Leadership

Beginning in 2008-09 school year leadership at Golden West Middle School will be managed by Principal Jackie Tretten. Ms. Tretten has 24 years of experience in education.

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.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	40	40	38	268
Without Full Credentials	2	0	1	7
Working Outside Subject	0	0	0	2

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	94.5%	5.5%
District	96.4%	3.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.4%	3.6%

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,481
District	\$66,773
Percentage of Variation	2.55%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	10.17%

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		
2006-07		
	District	State
Beginning Teachers	\$36,698	\$39,692
Mid-Range Teachers	\$68,371	\$62,830
Highest Teachers	\$76,766	\$80,472
Elementary School Principals	\$101,369	\$98,460
Middle School Principals	\$107,804	\$104,522
High School Principals	\$117,965	\$114,549
Superintendent	\$144,200	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.0%	40.2%
Administrative Salaries	5.8%	5.8%

Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2007-08 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 \$7,951 to educate each student, based on 2006-07 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	\$5,795
From Restricted Sources	\$758
From Unrestricted Sources	\$5,038
District	
From Unrestricted Sources	\$4,881
Percentage of Variation between School & District	3.22%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	4.95%

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

- 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

