

Golden West Middle School

2008-2009 School Accountability Report Card



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Principal**

**Travis Unified
School District**

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Governing Board Members

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Vice President**

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Clerk**

**Edwin Sanderson,
Member**

**Harry Axhelm,
Member**

**Renee Kanoran,
Student Board 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 2008-09 school year, Golden West Middle School had 883 students enrolled in grades seven and eight.

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.

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 Enrollment by Ethnic Group

2008-09

	Percentage
African American	16.4%
American Indian	0.7%
Asian	6.0%
Caucasian	41.2%
Filipino	11.2%
Hispanic or Latino	15.1%
Pacific Islander	1.5%
Multiple or No Response	7.9%

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	33	37	58	501	505	467
Suspension Rate	4.0%	4.4%	6.6%	9.5%	9.5%	8.8%
Expulsions	1	2	0	5	12	11
Expulsion Rate	0.1%	0.2%	0.0%	0.1%	0.2%	0.2%

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
- 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:

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

Class Size

Golden West Middle School maintained a schoolwide average class size of 28.9 students and a pupil-to-teacher ratio of 23.2:1 for the 2008-09 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					
07	08	09	07	08	09	07	08	09	07	08	09	
By Grade Level												
4-8	-	9	13	-	1	1	-	-	-	-	-	-
By Subject Area												
English	29	28	31	8	8	1	44	52	54	8	-	-
Mathematics	27	27	28	2	5	4	28	25	28	-	-	-
Science	28	28	26	1	-	2	29	30	31	-	-	-
Social Science	28	28	29	1	1	1	29	29	29	-	-	-

Curriculum 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.

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 table illustrates the enrollment trend for the past three years.

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
7th	407	427	455
8th	428	422	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 1:441.5. 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	1	1.0
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 October 2009.

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.

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: 09/16/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	<p>B1 - Ceiling tiles scratched/damaged. B2 - Baseboards missing and have holes; floor tile missing; ceiling tiles bowed and scratched; molding separated on side of pedestal; broken outlets. B3 - Baseboard missing and chipped; ceiling tiles scratched, damaged and missing. B4 - Ceilings scratched and damaged; baseboard chipped; floor tile chipped. B5 - Ceiling tiles scratched and damaged; baseboards chipped; floor tile chipped at door. B6 - Baseboard missing and chipped; ceiling tiles scratched and damaged; floor tile chipped; spider crack in window pane. Red Room - Frayed carpet on seam; ceiling tiles scratched and damaged. B17-2 - Ceiling tiles scratched and damaged. B17-1, B8, & B18 - Ceiling tiles scratched and damaged. B7 - Ceiling tiles scratched and damaged. B15 - Ceiling tiles scratched and damaged; baseboards chipped and missing; curtains need to be replaced with blinds; tile floor chipped; window sill dusty and cob webs. B16 - Ceiling tiles scratched and damaged; baseboards missing; floor tiles missing and chipped; curtain rod needs to be removed. B9 - Ceiling tiles with holes and scratched and damaged; floor tiles chipped. B10 - Ceiling tiles bowed and some are wrong size; floor tiles chipped; vent missing in center of air vent, needs to be replaced. B12 - Cracks in center beam; baseboards missing; ceiling tiles damaged, water stained and have holes; removal of partition if possible; vent missing, needs to be replaced. B11 - Ceiling tiles damaged and duct taped; vent missing in center of air vent, needs to be replaced. B13 - Carpet missing; baseboards chipped and missing; ceiling tiles water damaged. B14 - Carpet loose and cabinets not secured in workroom; vent missing; frayed carpet. P2 - Kitchen - roll cabinet needs to be mounted. P4 - Ceiling tiles water stained. Band Room - Missing ceiling vent cover; ceiling tiles bowed. Gym - Carpet frayed on ramp to stage; boys locker room - wall board not secured at the bottom; girls locker room - 4th vent from the left to right has minimal air flow, no hot water. E2 - Hole in wall below microwave; ceiling tiles scratched and damaged. Counseling Office - Carpet is bubbling, needs to be restretched; ceiling tiles scratched and damaged. A1 - Ceiling tiles scratched and damaged; screen needs to be replaced; baseboards chipped; floor tile missing. A2 - Ceiling tiles scratched and damaged. Library - Carpet needs repair; floor tiles missing and holes in tile; store room - hole in wall. A3 - Ceiling tiles scratched and damaged. A4 - Baseboards missing; floor tile chipped; ceiling tiles scratched and damaged. A5 - Ceiling tiles water stained and have holes. A6 - Ceiling tiles water stained; floor tiles chipped around steel floor plate. A7 - Store room - ceiling tiles water stained and missing, rusted vent. A8 - Curtain cords hanging too low; paper towel dispenser not working; ceiling tiles water stained, cracked and have holes. Media Center - Floor tiles chipped, broken and have holes; carpet needs repair. A9 - Ceiling tiles scratched and damaged; baseboards missing. A10 - Ceiling tiles scratched and damaged; floor tiles chipped at exterior door. A11 - Ceiling tiles scratched, damaged and have holes; floor tiles chipped; baseboards chipped. A13 - Ceiling tiles scratched and damaged, one is not on correctly, needs to be fixed. A14 - Ceiling tiles scratched and damaged; baseboards chipped and missing; holes in wall; interior door needs painting. A15 - Ceiling tiles scratched and damaged; wall needs paint; countertop edges missing; holes in wall. A16 - Ceiling tiles scratched and damaged; hole in corner of door; water stains inside from exterior door. Secretary's Office - Cabinets hard to open. Main Office - Electrical room/storage room needs paint on door.</p>
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			B16 - No guard on paper cutter. P2 - Kitchen - counters are dirty. Gym - Dirty behind bleachers. Counseling Office - Dusty on window sills.
Electrical			X	B7 - Broken outlet. B15 - Broken outlet. B16 - Broken outlets. B9 - Broken outlets. B10 - Broken outlet. B12 - Disconnect 3 of the 4 electrical poles. B13 - Remove old smoke detector; electrical outlet cover missing. P4 - Bronze outlet missing cover. Gym - Broken outlets. Shop - Broken outlet. A2 - Broken outlets. A4 - Broken outlets. A5 - Light out and broken outlets. A6 - Broken outlet. A Wing Restrooms - Boys restroom - electric hand dryer inoperable. A10 - Broken outlets. A11 - Broken outlets. A13 - Broken outlets. Assistant Principal Office - Broken outlet.
Restrooms/Fountains	X			B Wing Restrooms - Girls restroom - faucets stay on too long. Gym Restrooms - Boys restroom - faucet on the left inoperable, tile missing in ADA stall, ADA stall door latch missing handle, ADA stall needs a new rubber foot; girls restroom - 1st faucet shuts off too soon, damaged toiletry dispenser. Shop - 2 of 3 sink nonoperable. A Wing Restrooms - Girls restroom - 2 faucets don't work; boys restroom - left hand faucet inoperable.
Safety (Fire Safety, Hazardous Materials)	X			B17-2 - Needs fire extinguisher.
Structural (Structural Damage, Roofs)	X			P4 - Countertop edging missing from sides and countertop chipped. Library - Door closure not attached.
External (Grounds, Windows, Doors, Gates, Fences)	X			

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

Golden West Middle School is managed by Principal Jackie Tretten and Assistant Principal Sankaren Iyer. Ms. Tretten has 25 years of experience in education and Mr. Iyer has twenty-one 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.

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, and Science, for the most recent three-year period, is shown. For further information, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	68	73	73	60	62	64	43	46	50
Mathematics	52	53	56	51	53	53	40	43	46
Science	60	76	73	53	63	64	38	46	50
History/Social Science	52	57	57	38	44	53	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	65	48	57	48
American Indian	*	*	*	*
Asian	81	66	89	75
Filipino	81	63	85	76
Hispanic or Latino	65	49	65	44
Pacific Islander	78	59	*	*
Caucasian	75	59	78	59
Males	70	57	74	59
Females	76	55	73	55
Socioeconomically Disadvantaged	65	47	65	43
English Learners	*	*	*	*
Students with Disabilities	22	22	31	26
Migrant Education	*	*	*	*

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

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 2008-09 school year, 39.0% of seventh grade students met all six fitness standards.

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 (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	10.00%

Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2008-09 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.

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.

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.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History. Student scores for Reading and Mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	9	9	
Similar Schools Rank	10	10	9	
All Students				
Actual Growth	21	16	-4	835
Socioeconomically Disadvantaged				
Actual Growth	12	28	3	777
African American				
Actual Growth	62	3	3	789
Filipino				
Actual Growth	-	-	-32	871
Hispanic or Latino				
Actual Growth	19	25	6	789
Caucasian				
Actual Growth	10	9	4	855

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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	

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Instructional Materials

Travis Unified School District held a public hearing on October 13, 2009, 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*. Core subject textbooks and instructional materials are provided for each student, including English learners. Standards-aligned texts and materials are reserved both 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 October 2009) in core curriculum areas are illustrated in the chart.

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>.

Library Information

The school's library/media center is run by one full-time classified staff technician 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			
	06-07	07-08	08-09
Computers	96	96	104
Students per computer	8.7	8.8	8.5
Classrooms connected to Internet	39	39	39

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 2008-09 school year, Golden West Middle School had 37 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			
	07-08	08-09	09-10
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

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	40	38	37	264
Without Full Credentials	0	1	1	5
Working Outside Subject	0	0	0	3



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	97.6%	2.4%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.8%	1.2%

Staff Development

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

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.

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 2007-08		
	District	State
Beginning Teachers	\$36,698	\$40,917
Mid-Range Teachers	\$68,371	\$64,688
Highest Teachers	\$76,766	\$82,849
Elementary School Principals	\$104,472	\$102,130
Middle School Principals	\$108,789	\$108,050
High School Principals	\$116,951	\$117,805
Superintendent	\$155,736	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	46.3%	40.3%
Administrative Salaries	5.8%	5.9%

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,170
District	\$66,933
Percentage of Variation	4.13%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	0.12%

Expenditures & Services Funded

Travis Unified School District spent an average of \$8,188 to educate each student, based on 2007-08 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	\$5,722
From Restricted Sources	\$651
From Unrestricted Sources	\$5,071
District	
From Unrestricted Sources	\$4,961
Percentage of Variation between School & District	2.22%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	8.00%

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