

Golden West Middle School

2010-2011 School Accountability Report Card



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Fairfield, CA 94533
707-437-8240

**Jackie Tretten,
Principal**

**Travis Unified
School District**

**Kate Wren Gavlak,
Superintendent**

Governing Board Members

**Donna Bishop,
President**

**Gary R. Craig,
Vice President**

**Ivery Hood,
Clerk**

**Dawn W. Kirby,
Member**

**Angela Weinzinger,
Member**

**Ekemini Ikpe,
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 2010-11 school year, Golden West Middle School had 817 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.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	16.4%
American Indian	0.9%
Asian	5.4%
Filipino	10.4%
Hispanic or Latino	18.7%
Pacific Islander	1.3%
White	42.0%
Two or More	4.9%
None Reported	-

Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	58	42	74	467	405	568
Suspension Rate	6.6%	5.1%	9.1%	8.8%	7.9%	10.6%
Expulsions	0	1	0	11	8	0
Expulsion Rate	0.0%	0.1%	0.0%	0.2%	0.2%	0.0%

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:

- Band
- Art Club
- Gardening Club
- Flag Football
- Track
- Student Council
- Soccer
- Basketball
- Volleyball
- Honor Society
- Cross Country

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.

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			
	2008-09	2009-10	2010-11
7th	455	393	427
8th	428	430	390

Class Size

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			
09	10	11	09	10	11	09	10	11	09	10	11	
By Grade Level												
4-8	13	-	-	1	-	-	-	-	-	-	-	-
By Subject Area												
English	31	34	35	1	-	-	54	14	8	-	30	36
Mathematics	28	32	33	4	-	2	28	10	6	-	14	15
Science	26	25	26	2	3	1	31	28	29	-	-	-
Social Science	29	34	36	1	-	-	29	7	4	-	16	16

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 1:409. 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
Counselor	2	2.0
Health Care Specialist	1	0.8
Library Media Technician	1	1.0
Psychologist	1	0.8
Resource Specialist Program (RSP) Teacher	2	2.0
SDC & RSP Aide	4	2.5
Social Worker	1	0.5
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.4

Students who need additional academic assistance and support have one to four 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 receive differentiated instruction.

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, basketball courts, soccer fields, and softball fields. At the time of publication, 100% of the restrooms were in working condition. Facilities information is current as of October 2011.

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: 10/06/2011				
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	A1 - Repair ceiling tile; repair baseboard; floor tile chipped. A2 - Repair ceiling tile; repair baseboard; paint wall. A3 - Repair ceiling tile; paint door and walls. A4 - Repair ceiling tile; repair baseboards; repair wall damage. A5 - Repair ceiling tiles. A6 - Repair ceiling tile. A7 - Stained ceiling tile; repair counter edge. A8 - Repair ceiling tile. A9 - Repair ceiling tile; paint door; repair floor tile. A10 - Paint door; repair ceiling tiles; laminate windows. A11 - Repair ceiling tile. A12 - Repair ceiling tiles; paint door. A13 - Repair ceiling tile. A14 - Repair ceiling tile; paint door; caulk at door. A15 - Repair ceiling tile; replace laminate counter; needs paint. A16 - Tile cracked near door; repair hole in floor; repair cabinet laminate. Library - Repair carpet. A Lab - Repair strip at bottom of door. Media Center - Repair floor tile. Copy Room - Floor tile missing; repair ceiling tiles; repair wall. Red Room - Repair ceiling tile; fix angle of air vents. B1 - Repair ceiling tile; replace baseboard; repair/paint wall; repair wallpaper. B2 - Repair ceiling tile; patch hole in wall; paint wall and door; replace baseboard. B3 - Repair ceiling tile; replace tile by door; remove door stop on door. B4 - Repair ceiling tile; repair floor tile; replace plexi-glass windows. B5 - Repair ceiling tile; repair baseboard. B6 - Repair ceiling tile; repair baseboard; repair roof leak; repair raised tiles by outside door; repair/paint wall. B7 - Repair ceiling tiles. B8 - Repair ceiling tiles; paint door. B9 - Repair ceiling tiles; replace baseboard. B10 - Repair ceiling tile; repair baseboard; replace supply air vent; repair wallpaper. B11 - Repair ceiling tile; replace supply air vent; repair broken cabinet; remove curtains - install blinds. B12 - Repair ceiling tile; replace baseboard; remove curtains - install blinds. B13 - Repair tile floor; paint wall to floor; patch holes in wall in storage room. B14 - Repair ceiling tile; replace supply air vent; paint walls; repair wall behind door. B15 - Repair ceiling tile; repair floor tile. B16 - Repair ceiling tile; replace sink cabinets. B17 - Repair ceiling tile; patch hole in wall; needs paint. P3 - Repair hole in wall; tighten light cover; tighten fire alarm box. P4 - Repair ceiling tiles; repair counter laminate. Principals Office - Patch ceiling tiles around light; paint. Office Storage Room - Paint door. Counselors Office - Repair carpet; repair ceiling tiles; clean carpet stains. Staff Room - Repair ceiling tile; clean carpet stains. Boys Locker Room - Replace ADA stall handle; mirror scratched. MPR - Paint walls and ceiling. Kitchen - Paint inside door. Shop - Repair ceiling tile; repair light fixture.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		A14 - Lights out. B1 - Lights out. B3 - Lights out. B6 - Lights out. B17 - Move light switch. Kitchen - Light out in storage room.
Restrooms/Fountains	X			A15 - Repair loose faucets. Library - Replace sink in work room. A Lab - Repair laminate around sink. Media Center - Replace sinks. Girls Locker Room - Repair hand dryer; replace ADA latch on door. A Wing Restrooms - Boys NE - rubber stop missing; hand dryer broken; handle needed for faucet; boys SW - hand dryer broken; girls SW - two faucets not working. B Wing Restrooms - Boys south - repair faucet; girls south - floor discolored; boys north - repair floor; repair stall latch; girls north - repair faucet.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			P1 - Resurface outside ramp.
External (Grounds, Windows, Doors, Gates, Fences)	X			B Quad - Paint outside wall at north end. Outside MPR - Repair uneven pavement. B12 - Repair door closure. B15 - Repair door closure. P1 - Replace window screens. Secretarys Office - Fix gap in outside door.

Safety of students and staff is a primary concern of Golden West Middle School. The School Site Safety plan is evaluated and revised annually 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 two full-time campus monitors, one part-time campus monitor, 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 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.

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.

Academic Performance Index (API)

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 achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	9	8	8
Similar Schools	9	9	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-4	6	-21
Black or African American			
Actual API Change	3	30	-22
Filipino			
Actual API Change	-32	-	-
Hispanic or Latino			
Actual API Change	6	23	-36
White			
Actual API Change	4	-3	-23
Socioeconomically Disadvantaged			
Actual API Change	3	24	-25

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	778	818	3,901	824	4,683,676	778
Black or African American	126	783	608	784	317,856	696
Asian	42	886	226	862	398,869	898
Filipino	85	854	420	866	123,245	859
Hispanic or Latino	143	777	760	784	2,406,749	729
Native Hawaiian/Pacific Islander	11	824	44	844	26,953	764
White	327	827	1,628	838	1,258,831	845
Two or More Races	38	830	189	849	76,766	836
Socioeconomically Disadvantaged	208	774	1,030	784	2,731,843	726
English Learners	41	694	252	727	1,521,844	707
Students with Disabilities	91	562	488	667	521,815	595

Adequate Yearly Progress (AYP)

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 (ELA) 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 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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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.

Percentage of Students in Healthy Fitness Zone

2010-11

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.6%	24.0%	32.6%

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

California Standards Test (CST)

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)

Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	73	73	70	64	61	65	49	52	54
Mathematics	56	56	47	53	52	52	46	48	50
Science	74	74	69	65	66	68	50	54	57
History/Social Science	57	65	64	53	56	60	41	44	48

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

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	65	52	68	60
School	70	47	69	64
African American/ Black	64	39	58	53
American Indian	*	*	*	*
Asian	80	59	78	89
Filipino	74	55	88	85
Hispanic or Latino	63	37	68	51
Pacific Islander	82	36	*	*
White	71	51	69	66
Males	65	49	71	65
Females	75	45	67	62
Socioeconomically Disadvantaged	61	37	55	48
English Learners	10	29	*	*
Students with Disabilities	34	16	31	36
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*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	In PI	Not in PI
First Year in PI	2011-2012	-
Year in PI (2011-12)	Year 1	-
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	30.00%

Library & Computer Resource

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 40 computer systems providing student and staff access to educational and research based programs and appropriate internet sites.

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.

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>.

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.

Instructional Materials

Travis Unified School District held a public hearing on October 11, 2011, and determined that each school within the district had 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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	History/Social Science	Holt, Rinehart & 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%

School Leadership

Golden West Middle School is managed by Principal Jackie Tretten and Assistant Principal Gerald Braxton. Mrs. Tretten has over 25 years of experience in education and Mr. Braxton has over 10 years of experience in education as a school administrator.

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.

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.

Data Sources

Data within the SARC was provided by Travis Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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 may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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.

Teacher Assignment

Travis Unified School District recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	37	39	37	244
Without Full Credentials	1	0	0	1
Working Outside Subject	0	0	0	1

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		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.0%	0.0%
District	98.4%	1.6%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.9%	1.1%

Staff Development

Staff members are offered a variety of opportunities for professional development and improvement. Based on current governing board adopted goals, efforts to meet local, state and federal standards, as well as in supporting approved key site specific goals and priorities, available site and district funds are allocated to support staff development for district staff members.

Previous to the 2009-10 school year, the district included within the collective bargaining agreement one full day dedicated to districtwide staff development activities.



Expenditures & Services Funded

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.

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
- 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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,329
From Restricted Sources	\$752
From Unrestricted Sources	\$4,577
District	
From Unrestricted Sources	\$4,074
Percentage of Variation between School & District	12.36%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-16.09%

Teacher & Administrative Salaries

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		
2009-10		
	District	State
Beginning Teachers	\$35,964	\$41,284
Mid-Range Teachers	\$67,004	\$65,173
Highest Teachers	\$75,250	\$83,460
Elementary School Principals	\$96,469	\$102,834
Middle School Principals	\$105,098	\$108,953
High School Principals	\$110,084	\$118,384
Superintendent	\$155,736	\$179,397
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.6%	40.8%
Administrative Salaries	5.6%	6.0%

School Site Teacher Salaries

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,081
District	\$69,214
Percentage of Variation	-1.64%
School & State	
All Unified School Districts	\$66,511
Percentage of Variation	2.36%