

# Golden West Middle School

## 2011-2012 School Accountability Report Card



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

**Jackie Tretten,  
Principal**

**Travis Unified  
School District**

**Kate Wren Gavlak,  
Superintendent**

### Governing Board Members

**Angela Weinzinger  
President**

**Dawn W. Kirby,  
Vice President**

**Donna Bishop,  
Clerk**

**Gary R. Craig,  
Member**

**Ivery Hood,  
Member**

**Logan Villanueva,  
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 2011-12 school year, Golden West Middle School had 873 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

2011-12

	Percentage
African American	15.8%
American Indian	0.3%
Asian	6.9%
Filipino	11.3%
Hispanic or Latino	18.7%
Pacific Islander	0.7%
White	39.2%
Two or More	7.0%
None Reported	0.1%

### Suspensions & Expulsions

	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	42	74	61	405	568	478
Suspension Rate	5.1%	9.1%	7.0%	7.9%	10.6%	8.9%
Expulsions	1	0	0	8	0	0
Expulsion Rate	0.1%	0.0%	0.0%	0.2%	0.0%	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			
	2009-10	2010-11	2011-12
7th	393	427	425
8th	430	390	448

## 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.

## 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					
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	34	35	31	-	-	5	14	8	16	30	36	32
Mathematics	32	33	32	-	2	1	10	6	10	14	15	15
Science	25	26	26	3	1	2	28	29	31	-	-	-
Social Science	34	36	33	-	-	1	7	4	6	16	16	19

## Counseling & Support Staff (School Year 2011-12)

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 1:437. 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 December 2012.

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.

<b>School Facility Conditions</b>				
Date of Last Inspection: 10/03/2012				
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			A5, A6, B10, B11- Repair air conditioning. B10, B11- Replace supply air vent.
Interior			X	A1-A6, A8-A15, Library, Copy Room, Red Room, B1-B12, B14-17, P4, Counselor's Office, Kitchen, SAS Room, E2, P6- Repair ceiling tiles. A1, A2, A4, B5, B6, B10, SAS Room- Repair baseboards. A1- Floor tile chipped. A3, A9, A10, A12, A14, B2, B8, Kitchen- Paint door. A2, A3, B2, B13, B14, MPR- Paint wall. A4, B14, B15- Repair Wall damage. A7- Repair counter edge. A9, Library, Media Center, B4, B15, SAS Room- Repair floor tile. A16, B1, B2, B9, B12- Replace baseboards. A14- Caulk at door. SAS Room- Secure telephone cord. A15- Replace laminate counter. A15- Outside wall needs paint. A16- Repair cabinet laminate. A16- Tile cracked near door. A16- Gap at door. Library, B14- Repair carpet. A Lab- Repair strip at bottom of door. Copy Room- Floor tile missing. B3- Replace tile by door & remove broken door stop on door. B12- replace air vent. B1, B3, B6- Repair/paint wall. B1, B10- Repair wallpaper. B2- Patch hole in wall. B6, B17- Repair raised tiles by outside door. B10, B11, B12- Remove Curtains/install blinds. B13- Repair holes and ceiling tiles in storage room. B16- Replace/paint sink cabinets. B17- Needs paint, repair damaged cabinet. P2- Repair hole in wall outside. P3- Replace vent outside. P4- Replace missing exit sign. Principal's Office Patch ceiling tiles around light, paint. Counselor's Office- Replace carpet. MPR- Paint ceilings. Shop- Stained ceiling tile.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			B1, B3, B6- Lights out. B5- Broken electrical outlet. B17- Move light switch.
Restrooms/Fountains	X			Boys Locker Room Restroom- Scratched mirror; repair faucet - doesn't shut off; replace missing faucet; repair hand dryer. B-Wing Restrooms- Boys South - repair urinal leak; Girls South - floor discolored; Boys North - repair floor; repair stall latch; Girls North - repair faucet. A Wing Restrooms- Boys NE - hand dryer broken; handle needed for faucet; Boys SW - hand dryer broken; Girls SW - 2 faucets not working. A15- Repair loose faucets. Staff Restroom- Replace access water valve. Library Replace sink in workroom. A Lab- Repair laminate around sink. Media Center-Replace sinks, faucet leaks. Secretary's Office- Replace sink. Shop- Low water pressure in drinking fountain.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			B Quad- Repair raised cement and paint outside wall at north end. Outside MPR- Repair uneven pavement. B4, B8- Replace plexi-glass windows. B12- Repair door closure. B15- Repair gap around door. Stage- Repair outside door (stage left).

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			
	2009	2010	2011
Statewide	8	8	7
Similar Schools	9	8	4
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	6	-21	10
Black or African American			
Actual API Change	30	-22	9
Hispanic or Latino			
Actual API Change	23	-36	10
White			
Actual API Change	-3	-23	4
Socioeconomically Disadvantaged			
Actual API Change	24	-25	-3

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	812	828	3,905	834	4,664,264	788
Black or African American	130	792	565	793	313,201	710
Asian	54	869	218	872	404,670	905
Filipino	97	869	414	874	124,824	869
Hispanic or Latino	155	787	795	806	2,425,230	740
White	311	832	1,609	843	1,221,860	853
Two or More Races	56	873	230	860	88,428	849
Socioeconomically Disadvantaged	238	771	1,034	793	2,779,680	737
English Learners	17	623	167	732	1,530,297	716
Students with Disabilities	95	562	528	677	530,935	607

### Adequate Yearly Progress (School Year 2011-12)

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

## Physical Fitness (School Year 2011-12)

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

2011-12

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.7%	26.0%	38.9%

\*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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	73	70	68	61	64	66	52	54	56
Mathematics	56	47	62	52	52	58	48	50	51
Science	74	69	69	66	68	71	54	57	60
History/Social Science	65	64	66	56	60	61	44	48	49

\*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	66	58	71	61
School	68	62	69	66
African American/ Black	63	52	60	62
American Indian	*	*	*	*
Asian	75	73	77	73
Filipino	79	75	73	71
Hispanic or Latino	62	52	63	63
Pacific Islander	*	*	*	*
White	66	63	73	66
Males	61	63	69	68
Females	74	61	70	64
Socioeconomically Disadvantaged	57	53	60	56
English Learners	18	45	*	*
Students with Disabilities	25	24	29	24
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 (School Year 2012-13)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2011-2012	-
Year in PI (2012-13)	Year 2	-
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	40.0%

## Library & Computer Resources

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 (School Year 2012-13)

Travis Unified School District held a public hearing on October 9, 2012, 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 2012 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 26 years of experience in education and Mr. Braxton has over 11 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 2011-12 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.

## Teacher Assignment

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

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.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	39	37	39	236
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

### Misassignments/Vacancies

	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

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.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.4%	0.6%
District	97.0%	3.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	94.7%	5.3%

## 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. Since the 2009-10 school year, no full days were dedicated to professional development.

## District Expenditures (Fiscal Year 2010-11)

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.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$5,265
From Supplemental/Restricted Sources	\$938
From Basic/Unrestricted Sources	\$4,327
District	
From Basic/Unrestricted Sources	\$6,186
Percentage of Variation between School & District	-30.0%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-20.7%

## District Revenue Sources (Fiscal Year 2011-12)

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

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

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](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$35,964	\$40,656
Mid-Range Teachers	\$67,004	\$64,181
Highest Teachers	\$75,250	\$82,486
Elementary School Principals	\$96,469	\$102,165
Middle School Principals	\$105,098	\$108,480
High School Principals	\$110,084	\$117,845
Superintendent	\$155,736	\$181,081
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.1%	40.0%
Administrative Salaries	5.4%	5.8%

## School Site Teacher Salaries (Fiscal Year 2010-11)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$71,694
District	\$68,920
Percentage of Variation	4.0%
School & State	
All Unified School Districts	\$66,336
Percentage of Variation	8.1%