

Golden West Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Jackie Tretten, Principal

Principal, Golden West Middle

About Our School

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.

Contact

Golden West Middle
2651 De Ronde Dr.
Fairfield, CA 94533-9709

Phone: 707-437-8240
E-mail: jtretten@travisusd.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Travis Unified	School Name	Golden West Middle
Phone Number	(707) 437-4604	Street	2651 De Ronde Dr.
Superintendent	Pam Conklin	City, State, Zip	Fairfield, Ca, 94533-9709
E-mail Address	pconklin@travisusd.org	Phone Number	707-437-8240
Web Site	www.travisusd.org	Principal	Jackie Tretten, Principal
		E-mail Address	jtretten@travisusd.org
		Web Site	www.travisusd.org/domain/13
		County-District-School (CDS) Code	48705656051262

Last updated: 11/27/2017

School Description and Mission Statement (School Year 2017-18)

Mission Statement:

The Golden West Community is dedicated to the ongoing personal, social, and academic growth of our diverse student population. We inspire our students to become life-long learners as well as productive and responsible members of society.

Vision Statement:

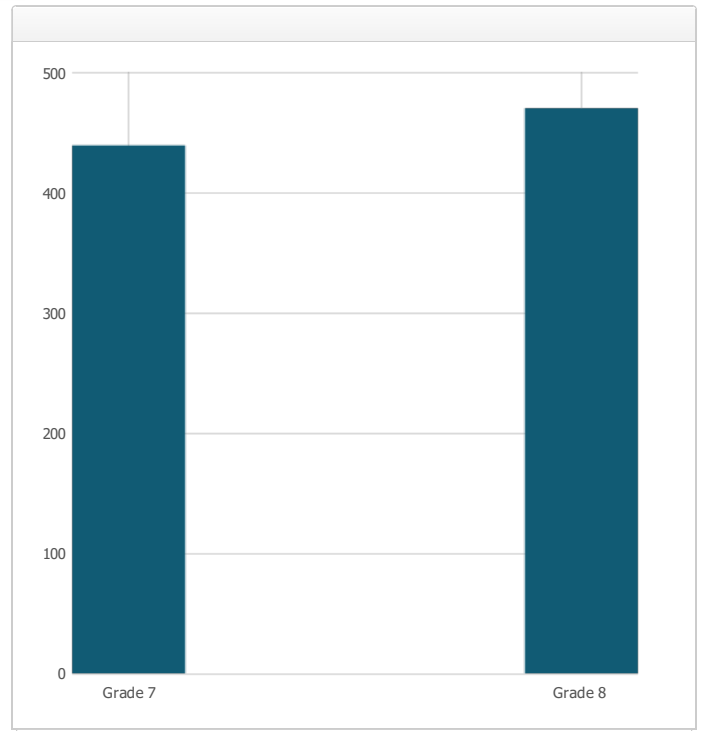
To ensure the success of all students, the Golden West Community will:

- 1) Sustain a safe physical and emotional school environment
- 2) Promote character development: Trustworthiness, responsibility, respect, fairness, caring and citizenship
- 3) Provide a comprehensive student intervention program by offering a variety of enrichment, exploratory, and extra-curricular activities to our diverse population
- 4) Present curriculum and instruction based on rigorous academic and performance standards, accurate assessment and accountability of all stakeholders
- 5) Continue appropriate professional development
- 6) Encourage parent and community partnerships

Last updated: 11/13/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	439
Grade 8	470
Total Enrollment	909



Last updated: 11/27/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.7 %
American Indian or Alaska Native	1.1 %
Asian	4.1 %
Filipino	11.6 %
Hispanic or Latino	25.0 %
Native Hawaiian or Pacific Islander	1.0 %
White	37.5 %
Two or More Races	7.8 %
Other	0.2 %
Student Group (Other)	
Socioeconomically Disadvantaged	27.0 %
English Learners	2.9 %
Students with Disabilities	11.3 %
Foster Youth	0.1 %

Last updated: 11/27/2017

A. Conditions of Learning

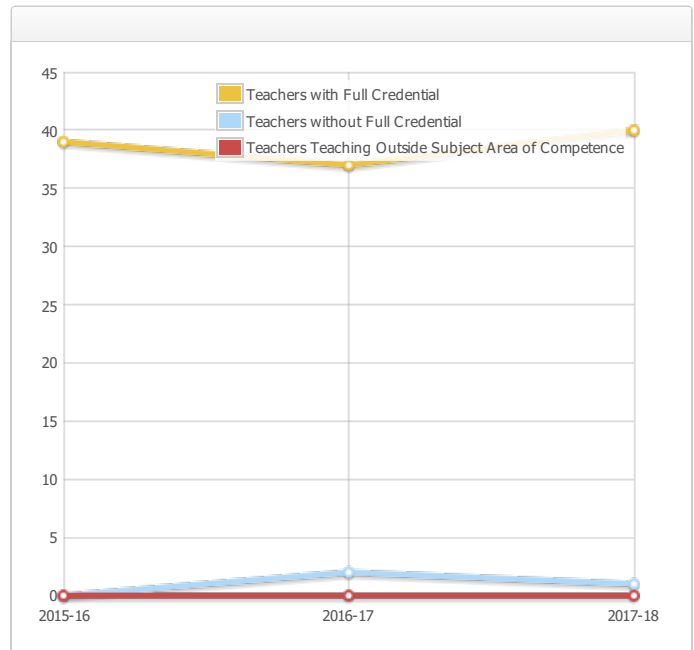
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

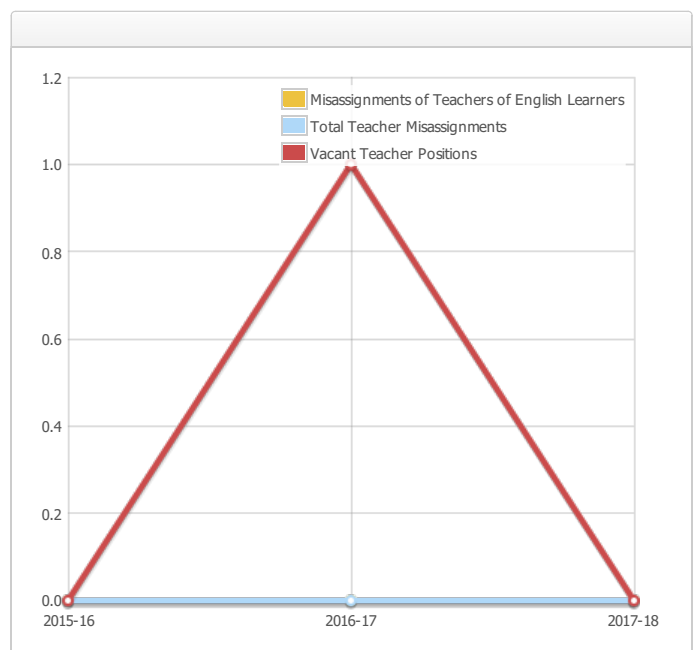
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	39	37	40	283
Without Full Credential	0	2	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 11/9/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



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.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 11/9/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CollegeBoard • Sixth Grade-Eighth Grade California ELA Edition – Program 1	Yes	0.0 %
Mathematics	Pearson • Eighth California Algebra 1 © 2015 McGraw-Hill • Seventh Glencoe California Math Your Common Core Edition, Course 2, © 2015 • Eighth Glencoe California Math Your Common Core Edition, Course 3, © 2015	Yes	0.0 %
Science	Amplify Education • Amplify Life Science • Amplify Physical Science	Yes	0.0 %
History-Social Science	Seventh Grade World History – Medieval to Early Modern Times © 2006	No	0.0 %
Foreign Language	Glencoe/McGraw-Hill Board Adopted: June 14, 2011 • Seventh Grade Invitation to Languages • Eighth Grade Invitation to Languages Holt, Rinehart, and Winston Board Adopted: October 9, 2007 Expresate! I 2006	No	0.0 %
Health	Holt Rinehart & Winston • Seventh – Eighth Grade Holt Decisions for Health © 2004	No	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/19/2018

School Facility Conditions and Planned Improvements

Golden West Middle School's campus was originally built in 1964. The school currently contains 40 classrooms, one library, two computer labs, 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 January 2017.

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.

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.

Last updated: 1/18/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	A Girl's Restroom West - Crack in ceiling under skylight B Boy's Restroom Northside - Roof needs repair B Girl's Restroom Northside - Roof needs repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	E2 Drafting - Electrical conduit coming down the wall not secure
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Library - Boy's Restroom - Damage to exterior paint, plaster, or finish. All around skylight, evidence of leakage B Boy's Restroom Northside, B Girl's Restroom Northside, B7, B15, B16, G Band Building, P4 - Roof needs repair Library - Boy's Restroom - Leakage

around skylight		
Library - Staff Restroom - Stained ceiling tiles inside the classroom indicating roof leak above classroom as well as staff bathroom		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	MPR - Cracks in asphalt all around MPR

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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Last updated: 1/18/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	58%	54%	54%	56%	48%	48%
Mathematics (grades 3-8 and 11)	42%	40%	43%	41%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	898	870	96.88%	53.86%
Male	449	433	96.44%	45.83%
Female	449	437	97.33%	61.78%
Black or African American	108	107	99.07%	37.38%
American Indian or Alaska Native	--	--	--	
Asian	36	36	100.00%	77.78%
Filipino	104	100	96.15%	68.00%
Hispanic or Latino	221	214	96.83%	46.26%
Native Hawaiian or Pacific Islander	--	--	--	
White	339	325	95.87%	56.79%
Two or More Races	71	70	98.59%	55.71%
Socioeconomically Disadvantaged	242	236	97.52%	39.57%
English Learners	59	59	100.00%	35.59%
Students with Disabilities	105	102	97.14%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	898	871	96.99%	39.84%
Male	449	434	96.66%	40.09%
Female	449	437	97.33%	39.59%
Black or African American	108	107	99.07%	18.69%
American Indian or Alaska Native	--	--	--	
Asian	36	36	100.00%	72.22%
Filipino	104	100	96.15%	52.00%
Hispanic or Latino	221	214	96.83%	31.31%
Native Hawaiian or Pacific Islander	--	--	--	
White	339	326	96.17%	44.17%
Two or More Races	71	70	98.59%	41.43%
Socioeconomically Disadvantaged	242	236	97.52%	31.36%
English Learners	59	59	100.00%	22.03%
Students with Disabilities	105	102	97.14%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71.0%	76.0%	70.0%	69.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/9/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	18.7%	29.0%	27.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents play an important role at Golden West Middle School through active participation and involvement in the Parent Teacher Student Association (PTSA), School Site Council (SSC), Safety Committee, Safe School Ambassadors, Watch D.O.G.S. (Dads of Great Students), Music Booster Club and the English Learner Advisory Council (ELAC). Golden West Middle School also benefits from donations and partnerships with local businesses and services, including Target, Macy's, Wal-Mart, Wells Fargo Bank and the Travis Spouses Club.

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.

State Priority: Pupil Engagement

Last updated: 11/27/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

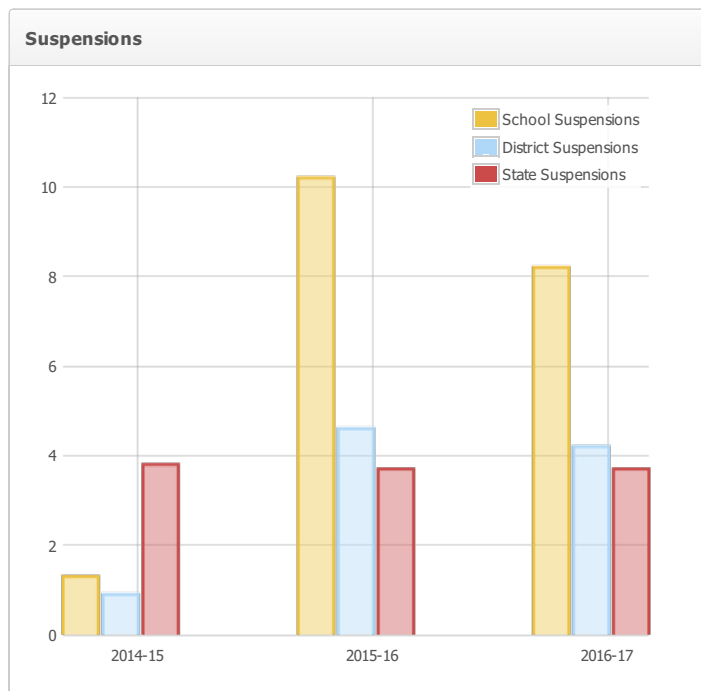
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.3%	10.2%	8.2%	0.9%	4.6%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.2%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

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, outlining steps 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, two part-time 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.

Last updated: 11/27/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 1/17/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	7	36	12	29.0	5	30	20	29.0	5	32	20
Mathematics	27.0	8	14	9	26.0	8	26	2	23.0	20	20	1
Science	24.0	7	27	0	26.0	1	32	0	26.0	2	32	0
Social Science	31.0	1	9	16	32.0	1	9	17	33.0	1	6	20

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	427.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.6	N/A
Social Worker	0.6	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6286.3	\$1110.1	\$5176.2	\$74640.9
District	N/A	N/A	\$5406.4	\$70451.8
Percent Difference – School Site and District	N/A	N/A	-4.4%	5.8%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-23.8%	0.2%

Note: Cells with N/A values do not require data.

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

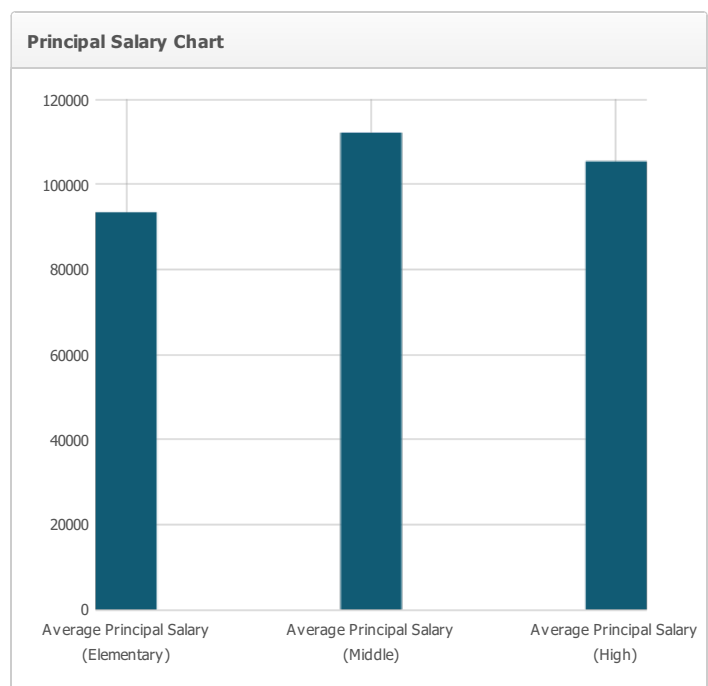
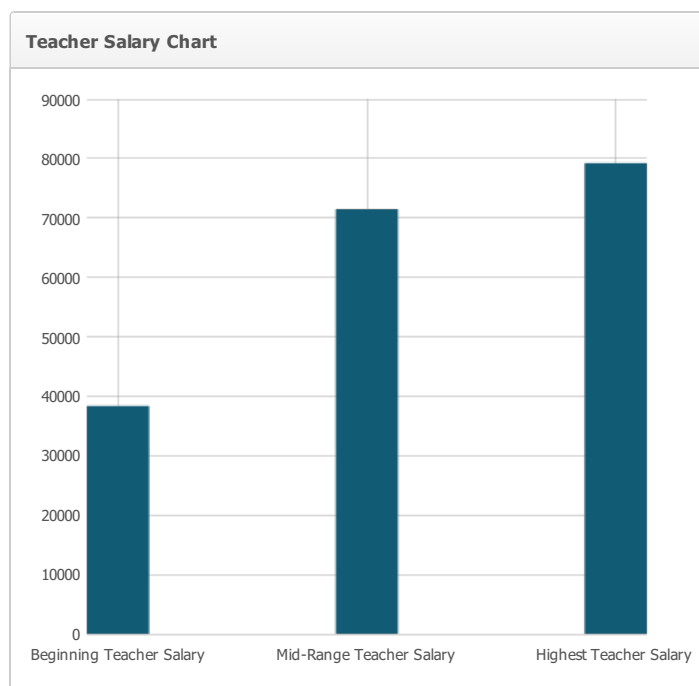
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups. The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

Last updated: 1/19/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,365	\$46,511
Mid-Range Teacher Salary	\$71,479	\$73,293
Highest Teacher Salary	\$79,235	\$92,082
Average Principal Salary (Elementary)	\$93,422	\$113,263
Average Principal Salary (Middle)	\$112,100	\$120,172
Average Principal Salary (High)	\$105,367	\$131,203
Superintendent Salary	\$180,000	\$213,732
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/17/2018

Professional Development

Staff members have a variety of opportunities for professional development. We have a full day of professional development in October, plus a variety of workshops throughout the year. Teachers received training in technology (including website development), English Language Arts / Math strategies, Multi-Tiered Systems of Support, and Special Education processes. Teachers worked in PLCs (teacher work teams) and curriculum development groups to develop pacing guides, align curriculum to standards, and to develop assessments. Secondary administrators and teachers attended Positive Behavior Interventions and Support training throughout the school year.

Last updated: 1/19/2018