

Golden West Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Golden West Middle School
Street	2651 DeRonde Drive
City, State, Zip	Fairfield, CA 94533
Phone Number	707-437-8240
Principal	Brian Howard
Email Address	bhoward@travisusd.org
School Website	www.travisusd.org/domain/13
County-District-School (CDS) Code	48-70565-6051262

2023-24 District Contact Information

District Name	Travis Unified School District
Phone Number	(707) 437-4604
Superintendent	Conklin, Pam
Email Address	pconklin@travisusd.org
District Website	www.travisusd.org

2023-24 School Description and Mission Statement

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:

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

PLEASE NOTE: During the 2023-2024 school year, we will be updating this school website location to <http://goldenwest.travisusd.org/>

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	356
Grade 8	367
Total Enrollment	723

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.3%
American Indian or Alaska Native	0.6%
Asian	4.1%
Black or African American	12.6%
Filipino	13.4%
Hispanic or Latino	25.4%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	13.6%
White	26.7%
English Learners	1.8%
Foster Youth	0.4%
Homeless	0.1%
Migrant	0.1%
Socioeconomically Disadvantaged	41.1%
Students with Disabilities	12.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.60	84.61	224.80	88.90	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.95	1.90	0.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	2.07	9.60	3.80	12115.80	4.41
Unknown	3.80	11.31	13.40	5.32	18854.30	6.86
Total Teaching Positions	33.80	100.00	252.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.70	88.75	227.40	90.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.85	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.98	3.00	1.22	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.48	6.40	2.56	11953.10	4.28
Unknown	2.60	7.76	12.30	4.91	15831.90	5.67
Total Teaching Positions	33.50	100.00	251.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	0.60	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	0.10
Total Out-of-Field Teachers	0.70	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	2.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Travis Unified School District held a public hearing on September 26, 2023 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.

Year and month in which the data were collected	January 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The College Board: SpringBoard, English Language Arts Board Adopted: 2016	Yes	0
Mathematics	McGraw-Hill: Glencoe California Math; Your Common Core Edition, Course 2 and Course 3 ©2015 Board Adopted: 2014 Pearson: California Algebra 1 ©2015 Board Adopted: 2014	Yes	0
Science	Amplify Education: Amplify Life Science ©2019 Board Adopted: 2019 Amplify Education: Amplify Physical Science ©2019 Board Adopted: 2019	Yes	0
History-Social Science	Pearson: World History (CA): MyWorld Interactive Medieval and Early Modern Times ©2019 Board Adopted: 2019 Pearson: American History to 1914 (CA): MyWorld Interactive Growth and Conflict ©2019 Board Adopted: 2019	Yes	0
Foreign Language	Vista Higher Learning: Senderos 1 ©2018 Board Adopted: 2020	Yes	0
Health	Holt Rinehart & Winston: Holt Decisions for Health ©2004 Board Adopted: 2006	Yes	0
Visual and Performing Arts	McGraw-Hill / Glencoe, Stage and the School, 9th Edition ©2005 Board Adopted: 2017	Yes	0

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 2023. pending the results of the most recent FIT report.

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 is a facilities master plan to repair the roof in the A Building in the future. 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 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 followed COVID-19 protocols for ventilating. Custodians continue to clean high-touch areas of the school as defined by district policies and public health guidelines.

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.

Year and month of the most recent FIT report

January, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A Boys Restroom East: 4: (D) Evidence of water damage (Stains on the ceiling and paint peeling) (Replacement of ceiling tiles and addressing the paint peeling scheduled for February Break) A1: 4: (D) Evidence of water damage (stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) A2: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) 4: (D) Evidence of water damage (Wall by outside door has dry rot) (Work order created. Awaiting repair) A7: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) A10: 4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break) A15:

School Facility Conditions and Planned Improvements

4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

A16:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B1:
4: (D) Evidence of water damage (Stained and warped ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B2:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B9:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B10:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B12:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B15:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

B16:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

D Wood Shop:
4: (D) Evidence of water damage (Stains above windows) (Addressing staining scheduled for February Break)

F Girls Restroom:
4: (D) Floor surfacing starting to lift in ADA stall (Work order created. Awaiting repair)

MPR:
4: (D) Ceiling tiles are missing (Replacement of ceiling tiles scheduled for February Break)
4: (D) Hole in wall above exit on boys locker room side. (Work order created. Awaiting repair)
4: (D) Hole in the wall on stage ramp. (Work order created. Awaiting repair)

MPR Boys Restroom:
4: (D) Evidence of water damage (ceiling staining and paint peeling) (Addressing staining and peeling scheduled for February Break)

P1:
4: (D) Evidence of water damage (Stained ceiling tiles) (Replacement of ceiling tiles scheduled for February Break)

P2:
4: (D) Ceiling tiles have holes or stains (Replacement of ceiling tiles scheduled for February Break)

School Facility Conditions and Planned Improvements

			<p>P5 SAS: 4: (D) Walls have evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (Work order created. Awaiting repair)</p> <p>P6: 4: (D) Walls have evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (Work order created. Awaiting repair)</p> <p>P7: 4: (D) Walls have evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (Work order created. Awaiting repair)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Grounds: 6: (D) There are holes caused by gophers and ground squirrels. (Grounds will continue to monitor, fill holes, and treat for pest)</p>
<p>Electrical</p>	X		<p>A Library: 7: (D) Light section out. (Work order created. Awaiting repair)</p> <p>MPR Boys Restroom: 7: (D) 1 of 3 Lights not working. (Work order created. Awaiting repair)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>A Girls Restroom East: 8: (D) Restrooms are NOT fully operational (1 of 4 toilets not working) (Work order created. Awaiting repair)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		
<p>Structural: Structural Damage, Roofs</p>	X		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>B7: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found(Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>B15: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>B18 Office: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)</p> <p>Grounds: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD)</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	52	52	48	47	46
Mathematics (grades 3-8 and 11)	35	37	35	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	722	716	99.17	0.83	52.09
Female	341	338	99.12	0.88	60.06
Male	379	376	99.21	0.79	44.95
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	71.88
Black or African American	90	88	97.78	2.22	32.95
Filipino	98	98	100.00	0.00	71.43
Hispanic or Latino	188	186	98.94	1.06	39.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	114	113	99.12	0.88	63.72
White	189	188	99.47	0.53	53.19
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	59	59	100.00	0.00	55.93
Socioeconomically Disadvantaged	308	306	99.35	0.65	44.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	88	97.78	2.22	12.50

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	722	716	99.17	0.83	36.73
Female	341	338	99.12	0.88	37.28
Male	379	376	99.21	0.79	36.44
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	62.50
Black or African American	90	88	97.78	2.22	21.59
Filipino	98	98	100.00	0.00	64.29
Hispanic or Latino	188	186	98.94	1.06	23.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	114	113	99.12	0.88	38.05
White	189	188	99.47	0.53	37.77
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	59	59	100.00	0.00	37.29
Socioeconomically Disadvantaged	308	306	99.35	0.65	26.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	88	97.78	2.22	4.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.76	41.00	33.62	36.19	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	363	99.18	0.82	40.77
Female	169	167	98.82	1.18	37.13
Male	195	194	99.49	0.51	44.33
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	57.14
Black or African American	49	49	100.00	0.00	10.20
Filipino	43	43	100.00	0.00	74.42
Hispanic or Latino	83	81	97.59	2.41	28.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	62	100.00	0.00	50.00
White	103	102	99.03	0.97	42.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	59	59	100.00	0.00	54.24
Socioeconomically Disadvantaged	157	155	98.73	1.27	30.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	16.67

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	95%	96%	95%	98%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play an important role at Golden West Middle School through active participation and involvement in groups such as School Site Council (SSC), Music Booster Club, and the District English Learner Advisory Council (DELAC) and providing input for the Safe School plan. Golden West Middle School also benefits from donations from local businesses and services, including Target, Macy's, Wal-Mart, Wells Fargo Bank, and the Travis Spouses Club.

In addition, parents also participate in District committees such as the Budget, Equity, and Parent Advisory Group. Moreover, they participate in Orientations, Back to School Night, Sports events, Concerts, Dances, Field Day, Promotion, or other special events held on and off campus.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	771	759	140	18.4
Female	366	361	67	18.6
Male	402	395	71	18.0
Non-Binary	3	3	2	66.7
American Indian or Alaska Native	4	4	1	25.0
Asian	33	32	2	6.3
Black or African American	97	96	15	15.6
Filipino	99	99	6	6.1
Hispanic or Latino	198	195	50	25.6
Native Hawaiian or Pacific Islander	9	9	2	22.2
Two or More Races	103	102	16	15.7
White	210	204	42	20.6
English Learners	19	17	5	29.4
Foster Youth	3	3	1	33.3
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	339	335	79	23.6
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	100	98	27	27.6

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.53	6.87	0.02	2.41	3.95	0.20	3.17	3.60
Expulsions	0.00	0.39	0.00	0.00	0.05	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.87	0
Female	4.37	0
Male	9.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	12.37	0
Filipino	2.02	0
Hispanic or Latino	6.06	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.71	0
White	5.71	0
English Learners	5.26	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11	0

2023-24 School Safety Plan

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. Safe school plans are shared with the 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 Student Support Specialists, two administrators, and three campus supervisors.

There is one additional instructional who will help monitor lunchtime activities. 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. The plan is submitted to Site Council each year in October. It was approved October 24, 2023 by Site Council and then sent the TUSD Board for approval.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	119		
Mathematics	7	89		
Science	7	88		
Social Science	8	71		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	37	3	16	19
Mathematics	29	11	11	10
Science	23	16	16	
Social Science	29	2	18	5

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	9	10
Mathematics	30	2	13	9
Science	25	4	25	0
Social Science	27	7	11	9

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	602.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7978	1351	6627	83254
District	N/A	N/A	6460	\$80,025
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

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 and other support 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) and LCFF Budget Overview for Parents. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,303	\$50,875
Mid-Range Teacher Salary	\$82,273	\$79,761
Highest Teacher Salary	\$91,199	\$103,045
Average Principal Salary (Elementary)	\$122,244	\$128,154
Average Principal Salary (Middle)	\$136,158	\$131,774
Average Principal Salary (High)	\$142,537	\$142,676
Superintendent Salary	\$255,258	\$211,462
Percent of Budget for Teacher Salaries	35.07%	30.11%
Percent of Budget for Administrative Salaries	5.68%	5.49%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1	0	0