

# Golden West Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Golden West Middle School
<b>Street</b>	2651 DeRonde Drive
<b>City, State, Zip</b>	Fairfield, CA 94533
<b>Phone Number</b>	707-437-8240
<b>Principal</b>	Sarah Portugal
<b>Email Address</b>	sportugal@travisusd.org
<b>School Website</b>	<a href="https://goldenwest.travisusd.org/">https://goldenwest.travisusd.org/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	48-70565-6051262

## 2025-26 District Contact Information

<b>District Name</b>	Travis Unified School District
<b>Phone Number</b>	(707) 437-4604
<b>Superintendent</b>	Tiffany Benson
<b>Email Address</b>	tbenson@travisusd.org
<b>District Website</b>	<a href="http://www.travisusd.org">www.travisusd.org</a>

## 2025-26 School Description and Mission Statement

Golden West strives to be student centered in all aspects of middle school life and we recognize that middle school is a pivotal but brief period in students' lives, where they build independence, gain a sense of self, and develop skills that they will take with them to high school and into adulthood. During these years, students engage in more rigorous academics supported by teachers with single subject credentials who foster critical thinking and curiosity. As students grow socially, they learn the value of collaboration, teamwork, and respect. Opportunities such as clubs, athletics, and enrichment activities allow students to explore their interests and discover their passions. When these experiences interlock, they prepare students to transition successfully to high school as motivated, capable, and productive learners.

## 2025-26 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 our community.

### 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 through our Mustang Traits: Be Safe, Be Kind, Be Responsible, and Be Respectful.

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 for all school personnel

Encourage parent and community partnerships.

The Golden West Middle School website was updated during the 2025-2026 school year, and additions are added each year thereafter.

The school website can be access at <http://goldenwest.travisusd.org>

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	368
Grade 8	378
<b>Total Enrollment</b>	<b>746</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.1
Asian	4.8
Black or African American	14.7
Filipino	11.8
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	14.2
White	22
English Learners	2.7
Homeless	1.1
Socioeconomically Disadvantaged	46.9
Students with Disabilities	11.8

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.7	88.75	227.4	90.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	2.1	0.85	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	2.98	3	1.22	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.1	0.48	6.4	2.56	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2.6	7.76	12.3	4.91	15831.9	5.67
<b>Total Teaching Positions</b>	33.5	100	251.4	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.9	90.23	227.8	90.7	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.8	2.75	1.8	0.74	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.28	3.6	1.44	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.4	1.76	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1.2	3.75	13.4	5.35	14303.8	5.15
<b>Total Teaching Positions</b>	32	100	251.2	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.1	96.6	227.3	88.69	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	5	1.95	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	5.3	2.09	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	0.57	10.4	4.07	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	2.83	8.2	3.2	13705.8	4.91
<b>Total Teaching Positions</b>	35.3	100	256.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.80	0	0
<b>Misassignments</b>	0.10	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.10	0	0.2
<b>Total Out-of-Field Teachers</b>	0.10	0	0.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.8	6.8	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.4	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Travis Unified School District held a public hearing on September 5, 2025 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. Elective courses and new core courses were presented to the Curriculum Committee and the TUSD board for approval for the incoming 6th grade class 2025-2026. The curriculum used on the courses is the adopted curriculum already in place. All courses were approved as presented and revised.

Year and month in which the data were collected

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	The College Board: SpringBoard, English Language Arts Board Adopted: 2016  6th Grade The College Board: Spring Board English Language Arts ©2017 Board Adopted 2016	0
<b>Mathematics</b>	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  6th Grade: McGraw-Hill: Glencoe California Math Courses 1, 2, 3; ©2015 CA Accelerated Math CA Algebra 1 Board Adopted: 2014	0

<b>Science</b>	Amplify Education: Amplify Life Science ©2019 Board Adopted: 2019  Amplify Education: Amplify Physical Science ©2019 Board Adopted: 2019  6th Grade Amplify Education: Amplify Earth Science and Weather ©2020 Board Adopted 2019	0
<b>History-Social Science</b>	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  6th Grade Pearson: Ancient History (CA): MyWorld Interactive Ancient Civilizations: © 2019 Board Adopted 2019	0
<b>Foreign Language</b>	Vista Higher Learning: Senderos 1 ©2018 Board Adopted: 2020	0
<b>Health</b>	Holt Rinehart & Winston: Holt Decisions for Health ©2004 Board Adopted: 2006	0
<b>Visual and Performing Arts</b>	McGraw-Hill / Glencoe, Stage and the School, 9th Edition ©2005 Board Adopted: 2017	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0

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

## School Facility Conditions and Planned Improvements

Golden West Middle School's campus was originally built in 1964. The school currently contains 55 classrooms, one library, two computer labs, a gym/multipurpose room, two staff rooms, blacktop area for tennis, basketball courts, soccer fields, and an outdoor walking lap.

Facilities information is current as of January 2026 as per 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.

The administration works daily with the custodial staff to ensure that the cleaning and aesthetics of the school is maintained, clean, and safe for all individuals on our campus. The Director of Maintenance and Operations coordinates in-service trainings 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.

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

## School Facility Conditions and Planned Improvements

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, 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		A Boys Restroom East: 4: (D) Evidence of water damage (Stains on ceiling) (Roof repair/replacement project planned for summer 2026) A1: 4: (D) Evidence of water damage (stained ceiling tiles) ((Roof repair/replacement project planned for summer 2026) 4: (D) Ceiling tiles are missing (Work order created. Awaiting repair) A2: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement project planned for summer 2026) A4: 4: (D) Ceiling tiles are missing (Work order created. Awaiting repair) A7: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement project planned for summer 2026) A8: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement project planned for summer 2026) A10: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement project planned for summer 2026) A15: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement project planned for summer 2026) A16: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement project planned for summer 2026) B1: 4: (D) Ceiling tiles are missing (Work order created. Awaiting repair) B12: 4: (D) Evidence of water damage (Stained ceiling tiles) (Roof repair/replacement project planned for summer 2026) B13: 4: (D) Carpet is torn (Deferred maintenance. Awaiting replacement. time TBD) F Girls Restroom:

## School Facility Conditions and Planned Improvements

				<p>4: (D) Flooring lifting in spots creating a trip hazard (Work order created. Awaiting repair) MPR: 4: (D) Ceiling tiles are missing (Work order created. Awaiting repair) 4: (D) Hole in the wall on stage ramp. (Work order created. Awaiting repair) MPR Boys Locker Room: 4: (D) Evidence of water damage (Stains on ceiling)(Roof repair/replacement project planned for summer 2026) MPR Boys Restroom: 4: (D) Evidence of water damage (Stains on ceiling)(Roof repair/replacement project planned for summer 2026)</p>
<p><b>Cleanliness:</b> 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><b>Electrical</b></p>	X			
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X			
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X			
<p><b>Structural:</b> Structural Damage, Roofs</p>	X			
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X			<p>A8: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found(Deferred maintenance, awaiting contractor repair. Time TBD) B7: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found(Deferred maintenance, awaiting contractor repair. Time TBD) B15: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD) B18 Office: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD) P4: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found (Deferred maintenance, awaiting contractor repair. Time TBD) 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	50	47	47	47	48
<b>Mathematics</b> (grades 3-8 and 11)	34	36	34	35	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	748	736	98.40	1.60	50.41
Female	378	372	98.41	1.59	55.11
Male	369	363	98.37	1.63	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	64.71
Black or African American	107	106	99.07	0.93	33.96
Filipino	89	89	100.00	0.00	66.29
Hispanic or Latino	226	222	98.23	1.77	40.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	119	116	97.48	2.52	59.48
White	168	165	98.21	1.79	57.58
English Learners	19	19	100.00	0.00	15.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	360	351	97.50	2.50	41.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	77	95.06	4.94	15.58

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	748	737	98.53	1.47	36.28
<b>Female</b>	378	372	98.41	1.59	31.45
<b>Male</b>	369	364	98.64	1.36	41.05
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	34	34	100.00	0.00	64.71
<b>Black or African American</b>	107	106	99.07	0.93	19.81
<b>Filipino</b>	89	89	100.00	0.00	53.93
<b>Hispanic or Latino</b>	226	222	98.23	1.77	25.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	119	117	98.32	1.68	37.93
<b>White</b>	168	165	98.21	1.79	44.85
<b>English Learners</b>	19	19	100.00	0.00	5.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	360	351	97.50	2.50	27.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	81	77	95.06	4.94	9.09

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	28.15	27.61	33.41	34.38	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	378	373	98.68	1.32	27.61
<b>Female</b>	197	193	97.97	2.03	25.91
<b>Male</b>	180	179	99.44	0.56	29.05
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	14	100.00	0.00	57.14
<b>Black or African American</b>	55	55	100.00	0.00	7.27
<b>Filipino</b>	48	48	100.00	0.00	31.25
<b>Hispanic or Latino</b>	117	114	97.44	2.56	23.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	60	100.00	0.00	26.67
<b>White</b>	80	79	98.75	1.25	39.24
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	185	182	98.38	1.62	24.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	39	97.50	2.50	7.69

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 5	NA	NA	NA	NA	NA
Grade 7	97.5	97.5	97.3	97.3	96.2
Grade 9	NA	NA	NA	NA	NA

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents play a critical role at Golden West Middle School through active participation and involvement in groups such as School Site Council (SSC), Music Booster Club, Parent-Principal Meetings, and Parent Teacher Student Association (PTSA). Parents are also active participants in our 504, IEP, and SST meetings as well as in our progressive discipline procedures and decisions. In addition, parents participate in district committees such as the Budget, Equity, and Parent Advisory Groups. Golden West prioritizes communication with our families and guardians through orientations, Back to School Night, and parent teacher conferences. Sports events, Concerts, the Day of Awesomeness Fundraiser, Dances, Field Day, Promotion, or other special events are held on and off campus and are events where parents can volunteer and be active in the school at large. Parents can access volunteer information at <https://www.travisusd.org/departments/humanresources/volunteer>. Parents can also reach out to the front office for information about school and district organizations such as Site Council or PTSA. .

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	799	782	126	16.1
Female	405	396	57	14.4
Male	393	385	69	17.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	3	7.9
Black or African American	117	115	18	15.7
Filipino	89	89	8	9.0
Hispanic or Latino	243	237	42	17.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	112	112	21	18.8
White	183	174	26	14.9
English Learners	27	26	6	23.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	398	386	87	22.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	93	28	30.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.87	7.84	5.51	3.95	3.77	2.55	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.13	0.13	0	0.04	0.03	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.51	0.13
Female	3.95	0.00
Male	7.12	0.25
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.84	0.00
Filipino	2.25	0.00
Hispanic or Latino	6.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.04	0.89
White	4.92	0.00
English Learners	3.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.54	0.25
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.38	1.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 Site Safety Committee. Safe school plans are reviewed with staff regularly. 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.

Our vision is a school community where every student, staff member, and visitor feels physically secure, emotionally supported, and empowered to thrive when at Golden West and beyond our classrooms. Our team strives to cultivate an environment in which safety is not just a set of procedures, but a shared commitment built on trust, vigilance, and care. We envision a school where the following principals are taught, developed, and practiced by all staff and students:

1. Safety Is Proactive
2. Every Student Feels Seen, Valued, and Connected
3. Physical Security Measures Are Strong but Welcoming
4. Emergency Preparedness is Comprehensive
5. Families and Community Partners Are Active Collaborators
6. Safety Practices Evolve with Changing Needs

Through continuous improvement, data analysis, and community feedback, the school adapts policies and procedures to emerging challenges, ensuring long-term resilience. When teams practice procedures and work together to create fluidity within those same systems, safety is achieved because it becomes part of the fibers of everyone who comprise the culture and climate of our school. Our vision is grounded on individual fluency within all safety protocols to ensure confidence in execution.

Students are supervised throughout the day by two Student Support Specialists, two administrators, and three campus supervisors. 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. All classroom doors remain locked during the school day as well as perimeter gates.

The plan is submitted to Site Council each year during the fall semester and then to our district office and board January and February respectively.. The current Safe School Plan was reviewed by the Golden West Safety Committee on December 16, 2025, and board approved on February 10, 2026.

## 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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	3	22	3
Mathematics	25	9	20	1
Science	23	11	21	
Social Science	27	3	23	2

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	30	3	14	9
Mathematics	29	1	16	8
Science	24	4	27	
Social Science	30	2	13	10

## 2024-25 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	371

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9860	1626	8234	99813
District	N/A	N/A	8068	\$96,250
Percent Difference - School Site and District	N/A	N/A	2.0	3.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-30.1	-0.3

## Fiscal Year 2024-25 Types of Services Funded

Travis Unified School District receives funding from a variety of state and federal sources to provide a comprehensive educational program that meets the needs of all students.

### State Funding & Local Control

The primary source of funding is the Local Control Funding Formula (LCFF), which includes Base Grants for general operations and Supplemental and Concentration Grants specifically targeted to support high-needs student populations. These populations include English learners, foster youth, and students from low-income households. These funds are utilized to implement the district’s Local Control and Accountability Plan (LCAP), focusing on state priorities such as student achievement, school climate, and parent engagement. Specific services at our site include [Example: intervention teachers, counseling services, or after-school programs].

### Federal Funding & Targeted Support

In addition to state funds, the school receives federal categorical funding to support specific student outcomes:

## Fiscal Year 2024-25 Types of Services Funded

Title I, Part A: These funds are used to provide supplemental services to help students meet state academic standards, including [Example: reading specialists or instructional aides].

Title II: Allocated for professional development to improve teacher and principal quality.

Title III: Designated to support English Learners in gaining English proficiency and meeting academic standards.

Special Education: Funding is also provided to support the unique needs of students with disabilities, ensuring access to a Free Appropriate Public Education (FAPE).

Federal Impact Aid Funding

As a military-connected district, Travis Unified School District receives Federal Impact Aid to support its general operations.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,119	\$62,145
Mid-Range Teacher Salary	\$95,880	\$97,088
Highest Teacher Salary	\$119,070	\$120,436
Average Principal Salary (Elementary)	\$155,546	\$151,343
Average Principal Salary (Middle)	\$167,987	\$159,514
Average Principal Salary (High)	\$177,860	\$177,261
Superintendent Salary	\$315,600	\$294,805
Percent of Budget for Teacher Salaries	34.62%	29.95%
Percent of Budget for Administrative Salaries	6.38%	5.4%

## Professional Development

12.3 days = 2 full days + 10.3 (sum of partial days)

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	0	12.3	30.5