

Goshen Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information	
School Name	Goshen Elementary School
Street	6505 Avenue 308
City, State, Zip	Goshen, California 93227
Phone Number	(559) 730-7847
Principal	Angelina Gonzales-Thomas
Email Address	agonzales-thomas@vusd.org
School Website	https://www.vusd.org/goshen
Grade Span	P-6
County-District-School (CDS) Code	54-72256-6054597

2024-25 District Contact Information	
District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement
<p>Description of School</p> <p>Goshen Elementary School serves approximately 590 students in grades Pre K through 6 in 2024-2025. Our administrators, teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in growth and mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups. We work collaboratively with parents, community members and numerous service agencies to promote family engagement, connectedness and</p>

2024-25 School Description and Mission Statement

partnership in educating students.

School Mission Statement

Goshen Elementary will create the conditions to overcome the impact of generational gaps, systemic inequities and instructional inconsistencies by ensuring rigorous, engaging instruction in every classroom every day. We will be driven by detailed data-analysis, introspection and correction by collaborative teams that are informed, equipped, supported and committed to our students' academic success. Together, we will provide an education to ALL students that meets them where they are and relentlessly works to get them where they need to be to successfully navigate and THRIVE in a world that is equally accessed through the empowerment instilled by educational equity.

#everychildeveryclassroomeveryday #empowered #equipped #educationalequity #BERELENTLESS

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	73
Grade 2	61
Grade 3	81
Grade 4	78
Grade 5	89
Grade 6	86
Total Enrollment	584

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.3
Asian	7.4
Filipino	1
Hispanic or Latino	82.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.9
White	3.8
English Learners	30.1
Foster Youth	1.5
Homeless	6.5
Migrant	0.5
Socioeconomically Disadvantaged	89.7
Students with Disabilities	11.5

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)	24.70	100.00	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	25.30	1.86	18854.30	6.86
Total Teaching Positions	24.70	100.00	1366.30	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)	25.80	97.00	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	3.00	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	31.90	2.29	15831.90	5.67
Total Teaching Positions	26.60	100.00	1393.80	100.00	279044.80	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.

2022-23 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)	20.50	89.53	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	8.73	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.87	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.87	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	45.50	3.33	14303.80	5.15
Total Teaching Positions	22.90	100.00	1365.30	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.2
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts: McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Heggerty Phonetic Awareness (2022) Foundations, Wilson Language, K-2 (2023) Supplemental: Leveled Guided Reading Books Leveled Literacy Intervention (2015)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: McGraw Hill Inspire Science (2019)	Yes	0%
History-Social Science	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music Grade 4-6) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

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

School Facility Conditions and Planned Improvements

Goshen Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided in the form of classrooms, playgrounds, and staff workrooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey

School Facility Conditions and Planned Improvements

are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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 that emergency repairs are given the highest priority.

During the 2023-2024 school year, there was general maintenance and upkeep of school facilities. No other emergency facilities need exist at this school.

Cleaning Process and Schedule
In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements
Goshen Elementary School facilities were improved with the removal of old buildings and installation of delineators to improve traffic flow in Summer 2023.

Year and month of the most recent FIT report	August 2024
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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		301: 4. CEILING TILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK (WET CEILING TILE). 502: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 503: 4. CEILING TILE HAS A HOLE. 704: 4. CEILING TILE HAS A HOLE (TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. CAFETERIA: 4. CEILING TILE HAS A WATER STAIN. NURSE: 4. CEILING TILE HAS A WATER STAIN. (MENSTRUAL NOTICE NOT POSTED IN RR) PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN. UNISEX REST ROOM: 4. FLOORING IS LOOSE ALONG COVE BASE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. HALF OF LIGHTS WILL NOT STAY ON (ONE SWITCH). 9. EXTERIOR SPIGOT HAS A DRIP CREATING A SLIP HAZARD. 10. EMERGENCY EXIT IS BLOCKED.

School Facility Conditions and Planned Improvements

			<p>305: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>306: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>406: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>502: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>504: 5. LADDER IS UNSECURED. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>602: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>702: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ELECTRICAL PANEL IS OBSCURED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>704: 4. CEILING TILE HAS A HOLE (TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>GIRLS RESTROOM: 5. DEAD BIRD ON FLOOR AT ENTRY. 9. ONE FAUCET HANDLE IS MISSING. (MENSTRUAL PRODUCTS ARE IN A COIN OPERATED DUSPENSER AND NOT FREE OF COST)</p>
Electrical		X	<p>303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. HALF OF LIGHTS WILL NOT STAY ON (ONE SWITCH). 9. EXTERIOR SPIGOT HAS A DRIP CREATING A SLIP HAZARD. 10. EMERGENCY EXIT IS BLOCKED.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>504: 5. LADDER IS UNSECURED. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>701: 7. ELECTRICAL PANEL IS BLOCKED/OBSCURED FROM VIEW.</p> <p>702: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ELECTRICAL PANEL IS OBSCURED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>I.T./ ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>P3: 7. MULTIPLE LIGHT BULBS ARE OUT. WATER IN LIGHT DIFFUSER.</p> <p>P4: 7. MULTIPLE LIGHT BULBS ARE OUT. EXTENSION CORDS ARE BEING PERMANENTLY USED.</p> <p>P5: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>STAFF ROOM: 7. ONE LIGHT PANEL IS OUT.</p>

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>302/ PRESCHOOL: 8. ONE TOILET LEAKS AT FITTING.</p> <p>303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. HALF OF LIGHTS WILL NOT STAY ON (ONE SWITCH). 9. EXTERIOR SPIGOT HAS A DRIP CREATING A SLIP HAZARD. 10. EMERGENCY EXIT IS BLOCKED.</p> <p>304: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.</p> <p>305: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>403: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.</p> <p>405: 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A LOW FLOW.</p> <p>505: 9. DRINKING FOUNTAIN HANDLE IS MISSING.</p> <p>507: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>605: 9. FAUCET HAS A DRIP AND LEAKS AT HANDLE. 15. DOOR DOES NOT SHUT PROPERLY (WHISTLES WHEN CLOSED). DOOR PANIC BAR STICKS.</p> <p>606: 9. FAUCET LEAKS AT HANDLE. 13. HOLE IN GUTTER. 15. DOOR DOES NOT SHUT PROPERLY (WHISTLES WHEN CLOSED). DOOR PANIC BAR STICKS.</p> <p>702: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ELECTRICAL PANEL IS OBSCURED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER.</p> <p>BOYS RESTROOM: 9. ONE FAUCET IS LOOSE AT BASE. (MENSTRUAL PRODUCTS ARE IN A COIN OPERATED DUSPENSER AND NOT FREE OF COST)</p> <p>BOYS RESTROOM: 9. ONE FAUCET IS LOOSE AT BASE.</p> <p>GIRLS RESTROOM (CAFETERIA): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS RESTROOM: 5. DEAD BIRD ON FLOOR AT ENTRY. 9. ONE FAUCET HANDLE IS MISSING. (MENSTRUAL PRODUCTS ARE IN A COIN OPERATED DUSPENSER AND NOT FREE OF COST)</p> <p>GIRLS RESTROOM: 9. ONE FAUCET HANDLE IS MISSING. (MENSTRUAL PRODUCTS ARE IN A COIN OPERATED DUSPENSER AND NOT FREE OF COST)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM: 4. FLOORING IS LOOSE ALONG COVE BASE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
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School Facility Conditions and Planned Improvements

				UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Safety: Fire Safety, Hazardous Materials	X			303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. HALF OF LIGHTS WILL NOT STAY ON (ONE SWITCH). 9. EXTERIOR SPIGOT HAS A DRIP CREATING A SLIP HAZARD. 10. EMERGENCY EXIT IS BLOCKED. 702: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ELECTRICAL PANEL IS OBSCURED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN CANDLE WARMER. PORTABLE/ CHOIR: 10. NO ROOM ID. 14. TRIP HAZARD ON WALKWAY.
Structural: Structural Damage, Roofs	X			301: 4. CEILING TILES HAVE WATER STAINS. 13. ACTIVE ROOF LEAK (WET CEILING TILE). 402: 12. CRACK IN COVERED WALKWAY. 601: 13. VEGETATION GROWING IN GUTTER. 606: 9. FAUCET LEAKS AT HANDLE. 13. HOLE IN GUTTER. 15. DOOR DOES NOT SHUT PROPERLY (WHISTLES WHEN CLOSED). DOOR PANIC BAR STICKS. GIRLS RESTROOM: 12. CRACKS ON INTERIOR WALLS. (MENSTRUAL PRODUCTS ARE IN A COIN OPERATED DISPENSER AND NOT FREE OF COST) LIBRARY: 13. GUTTER IS FILLED WITH VEGETATION DEBRIS. P2: 13. HOLE IN GUTTER. 14. RAMP IS RUSTED. 15. WINDOW SCREEN IS MISSING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			304: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. 403: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. 603: 15. DOOR DOES NOT SHUT PROPERLY. 605: 9. FAUCET HAS A DRIP AND LEAKS AT HANDLE. 15. DOOR DOES NOT SHUT PROPERLY (WHISTLES WHEN CLOSED). DOOR PANIC BAR STICKS. 606: 9. FAUCET LEAKS AT HANDLE. 13. HOLE IN GUTTER. 15. DOOR DOES NOT SHUT PROPERLY (WHISTLES WHEN CLOSED). DOOR PANIC BAR STICKS. P2: 13. HOLE IN GUTTER. 14. RAMP IS RUSTED. 15. WINDOW SCREEN IS MISSING. PARKING LOTS: 14. TRIP HAZARDS. PLAYGROUNDS (4): 14. VINYL IS PEELING ON ACCESS STAIRWAY. PORTABLE/ CHOIR: 10. NO ROOM ID. 14. TRIP HAZARD ON WALKWAY.

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	27	31	42	43	46	47
Mathematics (grades 3-8 and 11)	25	27	26	28	34	35

2023-24 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	330	326	98.79	1.21	31.29
Female	159	158	99.37	0.63	35.44
Male	171	168	98.25	1.75	27.38
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	42.86
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	266	262	98.50	1.50	30.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	17	17	100.00	0.00	23.53
English Learners	97	96	98.97	1.03	7.29
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	301	297	98.67	1.33	28.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	2.27

2023-24 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
All Students	330	326	98.79	1.21	26.69
Female	159	158	99.37	0.63	27.85
Male	171	168	98.25	1.75	25.60
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	50.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	266	262	98.50	1.50	22.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	46.15
White	17	17	100.00	0.00	23.53
English Learners	97	96	98.97	1.03	9.38
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	301	297	98.67	1.33	25.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	12.35	11.24	26.54	25.54	30.29	30.73

2023-24 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	89	89	100.00	0.00	11.24
Female	44	44	100.00	0.00	4.55
Male	45	45	100.00	0.00	17.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	71	71	100.00	0.00	9.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	81	100.00	0.00	12.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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 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	86%	93%	92%	97%	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.

2024-25 Opportunities for Parental Involvement
<p>Parent involvement and communication are essential to our school success. Goshen Elementary School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.</p> <p>There are numerous and varied opportunities for parent involvement, including but not limited to attending school functions such as family engagement nights (Family Literacy Night, Family STEAM Nights); student recognition assemblies; participating in parent-teacher conferences; volunteering in classrooms; partaking in parent education classes such as Adult School ESL classes offered on campus, and chaperoning field trips. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the Parent Teacher Association (PTA), the English Learners Advisory Committee (ELAC), and School Site Council (SSC). Parents are also encouraged to participate in different types of activities based on family or community needs. Other parent involvement opportunities include a variety of schoolwide functions such as Back to School Night, student performances, Annual Family Dance, Resource Fairs, family game nights, movie nights, pastries with the principal, as well as Open House.</p> <p>Parents who would like more information on how to become involved may contact the Principal - Angelina Gonzales-Thomas at (559) 730-7847.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	623	613	163	26.6
Female	303	297	91	30.6
Male	320	316	72	22.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	43	43	7	16.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	519	509	144	28.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	3	17.6
White	23	23	5	21.7
English Learners	223	217	47	21.7
Foster Youth	11	11	0	0.0
Homeless	55	54	18	33.3
Socioeconomically Disadvantaged	565	558	156	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	77	24	31.2

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.16	3.72	5.94	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.94	0.00
Female	3.30	0.00
Male	8.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.65	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.70	0.00
English Learners	5.83	0.00
Foster Youth	18.18	0.00
Homeless	7.27	0.00
Socioeconomically Disadvantaged	6.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.50	0.00

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 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Goshen SSC reviewed and approved the CSSP on November 14, 2024. The plan will also be reviewed with staff in January 2025.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	22		3	
2	22		3	
3	27		3	
4	25		9	
5	23	3	6	
6	19	5	6	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	23	1	2	
2	22	1	2	
3	24		3	
4	30		9	
5	25		9	
6	21	5	6	

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		8	
1	24		8	
2	20	5	3	
3	27		9	
4	26		8	
5	30		8	1
6	26	3	6	1

2023-24 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	584

2023-24 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	6,803.94	573.39	6,230.55	93,685.72
District	N/A	N/A	4,172.81	\$86,565
Percent Difference - School Site and District	N/A	N/A	39.6	7.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-53.4	-1.0

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

Title I, Part A, School & District Discretionary Block Grants
 Title I, Part C, Migrant Education
 Title II, Part A, Improving Teacher Quality
 Title II, Part D, Enhancing Education Through Technology
 Title III, Limited English Proficient
 Title IV Part A SSAE
 ESSER I, II, & III
 IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds Child Development Programs

The students at Goshen Elementary School benefit from many research-based interventions that are designed to address the individual needs of all our students and they are:

One on-site reading intervention teacher and one instructional coach who organize and oversee the Response to Intervention, along with our education specialists, for all students performing below proficiency.

Our school library is open before school, during the school day and afterschool to welcome student check-out of books anytime.

Our Learning Centers are structured to provide instruction to students specifically identified with special needs.

Student Study Team meeting are held using BeyondSSTonline to determine best practices for students needing additional support academically, behaviorally or socially.

Full-time Behavior Intervention Technician and School Counselor hired to address MTSS intervention and support needs.

Behavior Aide to support MTSS intervention

Professional development for teachers has included PLC training, Foundations curriculum training, ALICE safety training, RAPTOR training, and Guided Reading for grades K-6

The district offers optional professional development opportunities afterschool, as well as, staff trainings on minimum days.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$60,666	\$56,573
Mid-Range Teacher Salary	\$87,672	\$87,186
Highest Teacher Salary	\$117,330	\$119,665
Average Principal Salary (Elementary)	\$158,625	\$148,486
Average Principal Salary (Middle)	\$151,260	\$154,835
Average Principal Salary (High)	\$169,694	\$170,008
Superintendent Salary	\$302,702	\$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

Professional Development

The following areas of professional development have been provided to staff: professional learning communities (PLCs), Social-Emotional Learning, effective math, and literacy instruction, and other areas as indicated by school data. Our district provides professional development based on data from both the district and school levels to ensure that areas of need are being addressed. Professional Development occurs at the district, school, and classroom level dependent on teacher goals. The district provides Teachers on Special Assignments (TOSA's) at all grade levels to provide on-site coaching and support after professional development has occurred.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth

Professional Development

opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentors at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignments are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

Professional Development is held each Monday after school to train teachers in best practices, review data on academic progress, verify alignment with the school's SPSA goals, then determine the next steps for academic instruction and intervention. Paraprofessionals are also trained once a month on instruction and student supervision. All staff members are trained in social-emotional wellness. District Content Specialists provide teachers with support in the areas of instruction, classroom management, curriculum, and assessment.

Professional Development in 2023-2024 included district-wide PLC training of core site groups, Site-based professional development with Solution Tree for our Guiding Coalition. UVA- PLE training to improve academic outcomes and site training included Teacher Clarity in unwrapping standards and data analysis using the Atlas Protocol. The principal provides feedback and coaching to teachers individually during instruction as well as in meetings. The principal also provides support and feedback by attending and supporting data analysis in grade-level PLCs. The site principal also receives coaching from the Administrator of School Leadership, as well as active participation in principal PLC's.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	12