

Golden West High 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	Golden West High School
Street	1717 N. McAuliff Avenue
City, State, Zip	Visalia
Phone Number	(559) 730-7801
Principal	Michel Lambert
Email Address	mlambert@vusd.org
School Website	https://www.vusd.org/goldenwest
Grade Span	9-12
County-District-School (CDS) Code	California

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>Golden West High School served approximately 1996 students in grades 9-12. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school maintains high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups.</p>

2024-25 School Description and Mission Statement

School Vision Statement
Golden West High School will develop college and career ready graduate change agents that exemplify the tenants of Teamwork, Respect, Achievement, Integrity, and Leadership (TRAIL-Teamwork, Respect, Achievement, Integrity, Leadership) that serve their community in a civic minded capacity using critical thought, open communication, collaborative work, and use creative expression to traverse through the current reality of economic depression and generational poverty as well as lack of opportunity within the Central Valley. Golden West High School will engage students in rigorous standards based academic and social emotional teaching and learning that provides the life saving station adjusting tools to journey through the trail of their future. Golden West High School will not allow students to waiver or fail silently, but serve as an educational base camp that will continue to provide educational and behavioral resources to create conditions for student opportunity both on campus and in the community.

School Mission Statement
“GWHS is the Base Camp for College and Career Readiness”
Golden West will prepare future ready students by building skills in critical thinking, creativity, collaboration, communication, and civic-mindedness.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	571
Grade 10	511
Grade 11	474
Grade 12	440
Total Enrollment	1,996

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.5
Asian	3.8
Black or African American	0.9
Filipino	0.8
Hispanic or Latino	76.7
Two or More Races	2.5
White	13.3
English Learners	12
Foster Youth	0.9
Homeless	2.4
Migrant	0
Socioeconomically Disadvantaged	68
Students with Disabilities	11.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.50	83.04	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	4.50	5.61	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	3.79	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	3.41	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	3.30	4.12	25.30	1.86	18854.30	6.86
Total Teaching Positions	80.10	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)	70.80	86.02	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	4.10	5.00	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	2.18	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.69	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	4.10	5.08	31.90	2.29	15831.90	5.67
Total Teaching Positions	82.40	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)	75.30	80.01	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	4.50	4.81	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.80	7.22	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	2.50	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	5.10	5.44	45.50	3.33	14303.80	5.15
Total Teaching Positions	94.10	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	2.70	1.00	4.8
Misassignments	0.20	0.80	1.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	1.80	6.8

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	1.10	0.40	0
Local Assignment Options	1.50	1.00	2.3
Total Out-of-Field Teachers	2.70	1.30	2.3

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	1.1	2.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.50	0.4	0.2

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	Core Program 6-11: Pearson (2016) My Perspectives ELD Companion CSU Expository Reading & Writing Grade 12 (CSU Task Force) Newcomer Academy: Read 180 & HMH English 3D ELD: 9-12 HMH English ED Strategic/Supplement/Support: AP English Language Composition, Perfection Learning (2023)	Yes	0%
Mathematics	9-12 McGraw Hill/Glencoe Integrated Math 1,2,&3 11-12 Adv. Classes* - see course outline (*Math Adoption 2015)	Yes	0%
Science	9th G-W Publisher Essential Health (2021) Positive Prevention Plus (2018) 9-12 Biology: HMH Dimensions Biology (2022) Chemistry: HMH Dimensions Chemistry (2022) Earth Science: HMH Dimensions Earth & Space (2022) Physics: Holt Physics Conceptual Physics: Addison Wesley Publisher AP: see course outline	Yes	0%
History-Social Science	Grade 10: McGraw Hill World History, Culture, & Geography: The Modern World (2019)	Yes	0%

	Grade 11: McGraw Hill Impact! US History & Geography (2019)		
	Grade 12: Pearson Civics: Magruder's American Government (2016)		
	Grade 12: McGraw Hill Understanding Economics		
	Grade 10-12 AP: see course outline		
	Supplemental: DBQ/TCI Digital Resources		
Foreign Language	9-12 Spanish: Vista Higher Learning Senderos Level 1, 2, 3 (2022)	Yes	0%
	9-12 Spanish for Spanish Speakers: Cengage		
	9-12 French: Carnegie Learning T'es braché (2022)		
	9-12 ASL: Sign Media Master ASL! (2021)		
	AP: see course outline		
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%

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

School Facility Conditions and Planned Improvements

Golden West High 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 by classrooms, common areas, 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 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. The overall facility rating is 'good'.

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.

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

Starting in the Fall of 2019, Golden West Facilities underwent of a multi-phase modernization project that completed in the spring of 2021. Facility improvements include HVAC, Intercom, technology updates as well as multiple ADA compliance upgrades (path of travel, doors, lighting).

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				1/2/2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		AG6: 4. RUBBER MOULDING IS MISSING. 7. ELECTRICAL COVERS ARE MISSING.(ONE ENTRANCE IS LABELED AG3) B8: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. CAFETERIA: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. COMPUTER LAB: 4. CEILING TILE HAS A WATER STAIN. CONFERENCE ROOM: 4. CEILING TILE HAS A WATER STAIN. DANCE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. MULTIPLE LIGHT BULBS ARE OUT. E1: 4. CEILING TILE HAS A WATER STAIN. FS4: 4. CEILING TILE HAS A WATER STAIN. IE1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. LAB ROOM: 4. CEILING TILES HAVE WATER STAINS. LIBRARY: 4. CEILING TILE IS MISSING. M4: 4. WALL PAPER IS TORN. OFFICE: 4. CEILING TILES HAVE WATER STAINS. P10: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS MISSING. 11. PESTICIDES ARE PRESENT. 15. WINDOW SCREEN IS MISSING. P11: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT. P12: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. P13: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. P14: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. P15: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT DIFFUSERS ARE BROKEN. P16: 4. WALL PAPER IS TORN. CEILING TILES ARE TORN. CARPET IS TORN AND WORN. RUBBER MOULDING IS MISSING. 7. ONE LIGHT SWITCH IS LOOSE. P18: 4. WALL PAPER IS TORN. P2 & P1: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY P20: 4. CEILING TILES HAVE WATER STAINS.

School Facility Conditions and Planned Improvements

			<p>P23: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P24: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING.</p> <p>P3: 4. WALL PAPER IS TORN. WINDOW TRIM IS MISSING.</p> <p>P-36: 4. CEILING TILES HAVE HOLES. CEILING TILE IS TORN. 7. OUTLET COVER IS MISSING. ELECTRICAL COVER IS MISSING IN CEILING.</p> <p>P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN.</p> <p>P5: 4. CEILING TILE IS TORN. 7. EXTERIOR ELECTRICAL COVER IS MISSING (BACKSIDE). 15. WINDOW BLINDS ARE BROKEN.</p> <p>P6: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. WALLPAPER IS TORN. RUBBER MOULDING IS MISSING.</p> <p>P7: 4. CEILING TILES HAVE HOLES.</p> <p>P8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN.</p> <p>P9: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAPS ARE BROKEN/MISSING.</p> <p>PRINTING: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. FAUCET HAS A LOW FLOW.</p> <p>STAFF LOUNGE (K-6): 4. RUBBER MOLDING IS MISSING/TORN. FLOOR TILES ARE BROKEN.</p> <p>STAFF ROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>A2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. COUNTERTOP IS CLUTTERED.</p> <p>A9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>ADMIN: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. AEROSOL AIR FRESHENERS.</p> <p>B5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. MULTIPLE PLUG IN AIR FRESHENERS.</p>

School Facility Conditions and Planned Improvements

			<p>B8: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. BAND M5: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>DANCE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>DRESSING: 5. UNSECURED ITEMS ARE STORED TOO HIGH.(NO ACCESS STUDENTS PRESENT)</p> <p>P14: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET BOX IS BROKEN.</p> <p>P8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN.</p> <p>S1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IN PROJECT ROOM.</p> <p>S4: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN PROJECT ROOM. 14. DRAIN COVER IS MISSING CREATING A TRIP HAZARD ON WALKWAY.</p> <p>S8: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN PROJECT ROOM.</p> <p>STAFF ROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF ROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF WORKROOM: 4. CEILLING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.</p>
Electrical		X	<p>A1: 7. CORDS ARE CREATING TRIP HAZARDS. A11: 7. ELECTRICAL COVERS ARE MISSING IN CEILING (STORAGE)</p> <p>A9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>AG6: 4. RUBBER MOULDING IS MISSING. 7. ELECTRICAL COVERS ARE MISSING.(ONE ENTRANCE IS LABELED AG3)</p> <p>ATTENDANCE OFFICE: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>B3: 7. CORDS ARE CREATING TRIP HAZARDS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B4: 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD.</p>

School Facility Conditions and Planned Improvements

			<p>B7: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER. COUNSELOR: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>DANCE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>E5: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>IDF: 7. ELECTRICAL COVER IS MISSING.</p> <p>KITCHEN: 7. LIGHT DIFFUSER HAS A WATER STAIN. THREE LIGHT PANELS ARE OUT.</p> <p>L20: 7. ELECTRICAL COVER IS MISSING.</p> <p>MA9: 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>OFFICE: 7. ONE LIGHT PANEL IS OUT.</p> <p>P10: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS MISSING. 11. PESTICIDES ARE PRESENT. 15. WINDOW SCREEN IS MISSING.</p> <p>P11: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>P15: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT DIFFUSERS ARE BROKEN.</p> <p>P16: 4. WALL PAPER IS TORN. CEILING TILES ARE TORN. CARPET IS TORN AND WORN. RUBBER MOLDING IS MISSING. 7. ONE LIGHT SWITCH IS LOOSE.</p> <p>P17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET BOX IS BROKEN.</p> <p>P19: 7. ONE LIGHT DIFFUSER IS BROKEN. CORDS ARE CREATING TRIP HAZARDS.</p> <p>P2 & P1: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY</p> <p>P23: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P-30: 7. ELECTRICAL COVER IS MISSING IN CEILING. ELECTRICAL PANEL IS COVERED/HIDDEN BY A POSTER. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P-31: 7. ELECTRICAL COVER IS MISSING IN CEILING. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P-32: 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P-33: 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P-34: 7. ELECTRICAL COVER IS MISSING IN CEILING. OUTLET COVER IS BROKEN. ETHERNET BOX IS LOOSE FROM WALL. 11. PAINT IS PEELING ON RAMP RAILING.</p>
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School Facility Conditions and Planned Improvements

				<p>P-35: 7. ELECTRICAL COVER IS MISSING IN CEILING.</p> <p>P-36: 4. CEILING TILES HAVE HOLES. CEILING TILE IS TORN. 7. OUTLET COVER IS MISSING. ELECTRICAL COVER IS MISSING IN CEILING.</p> <p>P-37: 7. ELECTRICAL COVER IS MISSING IN CEILING.</p> <p>P5: 4. CEILING TILE IS TORN. 7. EXTERIOR ELECTRICAL COVER IS MISSING (BACKSIDE). 15. WINDOW BLINDS ARE BROKEN.</p> <p>P8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN.</p> <p>P9: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAPS ARE BROKEN/MISSING.</p> <p>S3: 7. ONE LIGHT PANEL IS OUT.</p> <p>STAFF WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.</p> <p>STORAGE: 7. ELECTRICAL COVER IS MISSING IN CEILING.</p> <p>STUDENT STORE: 7. ELECTRICAL COVERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>TRAINING ROOM: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 15. WINDOW SCREENS ARE MISSING.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>AG1: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. FAUCET HAS A LOW FLOW.</p> <p>AG3: 9. ONE DRINKING FOUNTAIN HAS NO FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p> <p>MENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)(RR IS SINGLE USE)</p> <p>PRINTING: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. FAUCET HAS A LOW FLOW.</p> <p>RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p> <p>UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)(RR IS SINGLE USE)</p>
Safety: Fire Safety, Hazardous Materials	X			<p>A12: 10. PLUG IN CANDLE WARMERS. MULTIPLE PLUG IN AIR FRESHENERS.</p>

School Facility Conditions and Planned Improvements

				<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. AEROSOL AIR FRESHENERS.</p> <p>B3: 7. CORDS ARE CREATING TRIP HAZARDS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. MULTIPLE PLUG IN AIR FRESHENERS.</p> <p>B7: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER.</p> <p>E10: 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>E6: 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>FS5: 10. EVACUATION MAP IS NOT POSTED.</p> <p>FS9: 10. PLUG IN CANDLE WARMER.</p> <p>MA2: 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>MA6: 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>P10: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS MISSING. 11. PESTICIDES ARE PRESENT. 15. WINDOW SCREEN IS MISSING.</p> <p>P11: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>P23: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P-30: 7. ELECTRICAL COVER IS MISSING IN CEILING. ELECTRICAL PANEL IS COVERED/HIDDEN BY A POSTER. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P-31: 7. ELECTRICAL COVER IS MISSING IN CEILING. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P-32: 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P-33: 7. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P-34: 7. ELECTRICAL COVER IS MISSING IN CEILING. OUTLET COVER IS BROKEN. ETHERNET BOX IS LOOSE FROM WALL. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P38N: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>REGISTRAR: 10. PLUG IN CANDLE WARMER. 11. AEROSOL AIR FRESHENER IS PRESENT.</p> <p>S1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IN PROJECT ROOM.</p> <p>STUDENT STORE: 7. ELECTRICAL COVERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS. 15. DOOR CLOSER COVER IS MISSING. K8 WEIGHT ROOM: 15. DOOR CLOSER COVER IS MISSING. MAIN GYM: 15. DOOR CLOSER COVERS ARE MISSING. P10: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS MISSING. 11. PESTICIDES ARE PRESENT. 15. WINDOW SCREEN IS MISSING. P2 & P1: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY P38N: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. P39N: 14. RAMP IS RUSTED. P5: 4. CEILING TILE IS TORN. 7. EXTERIOR ELECTRICAL COVER IS MISSING (BACKSIDE). 15. WINDOW BLINDS ARE BROKEN. PARKING LOTS: 14. TRIP HAZARDS. S10: 15. DOOR CLOSER COVER IS MISSING. S4: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN PROJECT ROOM. 14. DRAIN COVER IS MISSING CREATING A TRIP HAZARD ON WALKWAY. SCRAMBLE ROOM: 15. DOOR CLOSER IS BROKEN AND COVER IS MISSING. TRAINING ROOM: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 15. WINDOW SCREENS ARE MISSING.
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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)	58	46	42	43	46	47
Mathematics (grades 3-8 and 11)	12	10	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	455	438	96.26	3.74	45.62
Female	210	201	95.71	4.29	51.24
Male	245	237	96.73	3.27	40.77
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	47.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	352	338	96.02	3.98	45.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	28.57
White	54	52	96.30	3.70	44.23
English Learners	42	36	85.71	14.29	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	299	285	95.32	4.68	45.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	43	91.49	8.51	7.14

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	451	431	95.57	4.43	9.86
Female	208	200	96.15	3.85	9.09
Male	243	231	95.06	4.94	10.53
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	17.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	348	334	95.98	4.02	9.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	18	85.71	14.29	0.00
White	54	52	96.30	3.70	10.00
English Learners	41	37	90.24	9.76	2.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	297	284	95.62	4.38	9.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	41	89.13	10.87	2.50

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)	21.77	20.63	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	879	828	94.20	5.80	20.63
Female	429	404	94.17	5.83	18.86
Male	450	424	94.22	5.78	22.33
American Indian or Alaska Native	--	--	--	--	--
Asian	32	30	93.75	6.25	33.33
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	674	634	94.07	5.93	18.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	28	96.55	3.45	17.86
White	121	114	94.21	5.79	27.19
English Learners	79	65	82.28	17.72	0.00
Foster Youth	--	--	--	--	--
Homeless	16	11	68.75	31.25	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	593	551	92.92	7.08	19.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	68	82.93	17.07	1.49

2023-24 Career Technical Education Programs

Golden West High School offers multiple CTE pathways and academies for students. These include pathways in Animal/Veterinary Science, Plant Science, Ag Mechanics, Automotive, Building Trades, and Video Production. Golden West also offers three Linked Learning academies in Engineering & Ag Manufacturing, First Responders, and Business & Finance. All of these programs focus on the CTE Model Core Standards, as well as the Standards for Career Ready Practice. Teachers are currently using IMAGO, Career Readiness software, and lessons for some of their courses.

The GWHS Linked Learning academy students are in cohorts. The cohort includes two academic courses and one career-themed class. Students experience an integrated curriculum in all three and participate in an integrated project each year. The CTE pathways are aligned to the CTE Model Core Standards as well as the State Standards for ELA and Math. CTE courses also support academic subjects with the Literacy Standards for History, Science, and Technical Subjects. Career Preparation is addressed with every student in the College and Career Courses in the 9th-grade year. Students also participate in Career Fairs and Career Readiness workshops prior to high school.

CTE Pathways and Academies utilize end-of-course exams, assessing CTE Standards-based curriculum and supported and reviewed by Industry Advisory Committees. Teachers are also implementing new industry-standard certification exams through Precision Exams. Teachers are currently piloting the exams and reviewing testing standards with industry advisory committees to establish relevancy and alignment to local needs. The primary representatives of Visalia Unified School District's CTE

2023-24 Career Technical Education Programs

advisory committee are Vicki Leoni and Theresa Polich. The industries represented on the committee are Engineering, Business, First Responders, Automotive, and Agriculture.

CTE courses include Horticulture, Ag Mechanics 1-4, Auto Diagnostics, Advanced Auto Mechanics, Introduction to Auto Tech, Introduction to Wood, Building Trades, Veterinary Science, Animal Science, Advanced Media Broadcast, Advanced Filmmaking, Virtual Enterprise, Integrated Business, and Accounting.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	995
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.31
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	29.58

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 9	93%	93%	93%	96%	96%

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.
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2024-25 Opportunities for Parental Involvement
<p>Parent involvement and communication are essential to our school success. Golden West High 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. Parents attend school functions, participate in conferences, and chaperone school events. Drama, music, and athletics provide additional opportunities for parents to participate as volunteers or visitors. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), School Safety Committee, School Site Council (SSC), Parent Teacher Association (PTA), and the Friends of Golden West Foundation. Additional opportunities for parental involvement also exist at the district level.</p> <p>We also offer the Parent Institute for Quality Education, PIQE. PIQE is a nine-week course to help parents get information on college/ universities qualifications. They learn about A-G requirements as well as how to apply for financial aid.</p> <p>Parents who would like more information on how to become involved may contact Principal Michel Lambert at (559) 730-7801.</p>

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	1.2	6.0	3.8	2.3	7.0	5.3	7.8	8.2	8.9
Graduation Rate	97.5	92.6	94.8	92.2	90.4	92.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	426	404	94.8
Female	221	215	97.3
Male	205	189	92.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	14	12	85.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	320	305	95.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	71	68	95.8
English Learners	53	50	94.3
Foster Youth	--	--	--
Homeless	30	27	90.0
Socioeconomically Disadvantaged	363	344	94.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	38	26	68.4

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2186	2109	346	16.4
Female	1065	1025	162	15.8
Male	1121	1084	184	17.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	2	15.4
Asian	80	78	4	5.1
Black or African American	25	22	4	18.2
Filipino	17	17	1	5.9
Hispanic or Latino	1679	1623	264	16.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	55	13	23.6
White	286	273	54	19.8
English Learners	308	291	58	19.9
Foster Youth	36	29	8	27.6
Homeless	74	65	21	32.3
Socioeconomically Disadvantaged	1528	1471	282	19.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	245	238	62	26.1

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 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
9.23	10.02	5.95	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
0.41	0.74	0.27	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	5.95	0.27
Female	5.35	0.09
Male	6.51	0.45
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.25	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.55	0.36
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.90	0.00
White	3.50	0.00
English Learners	10.39	0.32
Foster Youth	13.89	0.00
Homeless	8.11	0.00
Socioeconomically Disadvantaged	7.00	0.33
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.57	0.82

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. GWHS SSC reviewed the CSSP on 10/23/24 and approved on 12/9/24. It was also reviewed with staff on 12/9/24.

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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	47	14
Mathematics	26	12	46	11
Science	28	8	21	13
Social Science	27	10	21	16

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	25	33	43	16
Mathematics	23	27	47	3
Science	24	12	25	6
Social Science	23	20	32	2

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	25	31	46	13
Mathematics	23	24	46	1
Science	26	12	19	10
Social Science	21	26	24	5

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	334.83

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)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	7,722.12	806.26	6,915.86	86,796.80
District	N/A	N/A	3,972.1	\$86,565
Percent Difference - School Site and District	N/A	N/A	54.1	0.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-43.6	-8.6

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

GWHS utilizes supports in the form of EL paraprofessionals, Instructional Coaches, MTSS supports, intervention Counselor, to provide students a pathway for success.

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

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	13.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	2
Social Science	5
Total AP Courses Offered	17

Where there are student course enrollments of at least one student.

Professional Development

The following areas of professional development have been provided to staff: Professional Learning Communities (PLCs), Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), Career Technical Education (CTE) High-Quality pathway development, CTE Project-Based Learning (PBL), CTE Work-Based Learning (WBL), and 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 level 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 Assignment (TOSA) in Math, Science, Literacy, and Social Science to provide onsite 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 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 the 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 assignment 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.

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