

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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).

### 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.



### Mr. Adam Cano, Principal

Principal, Gustine High

#### About Our School

##### Principal's Message

Gustine High School is truly a great school. It is a privilege to be part of the rich traditions of excellence that exist at Gustine in academics and co-curricular programs. I encourage all of our students to make a commitment to academic excellence, become involved with school activities, and be the difference in someone's life each and every day.

We believe all students can achieve and succeed! We, as a professional staff, are here to make it happen. Academic achievement, student success, and campus safety are our top priorities for Gustine High School. The staff is committed to setting high standards and maintaining the best educational environment for all students. As a staff, we are driven by commitment and excellence. We expect all our students to be involved in their own education, be involved in student activities, make good decisions and  
#BeTheDifference!

Gustine High is a great place! Our students, staff, parents, and community share in a special sense of honor and pride regarding the school. Students will always be encouraged to work hard, be positive, show school spirit and #BeTheDifference.

Adam Cano

Principal

#### Contact

Gustine High  
501 North Ave.  
Gustine, CA 95322-1116

Phone: 209-854-6414  
E-mail: [acano@gustineusd.org](mailto:acano@gustineusd.org)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Gustine Unified
<b>Phone Number</b>	(209) 854-3784
<b>Superintendent</b>	Bryan Ballenger
<b>E-mail Address</b>	<a href="mailto:bballenger@gustineusd.org">bballenger@gustineusd.org</a>
<b>Web Site</b>	<a href="http://www.gustineusd.org">www.gustineusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Gustine High
<b>Street</b>	501 North Ave.
<b>City, State, Zip</b>	Gustine, Ca, 95322-1116
<b>Phone Number</b>	209-854-6414
<b>Principal</b>	Mr. Adam Cano, Principal
<b>E-mail Address</b>	<a href="mailto:acano@gustineusd.org">acano@gustineusd.org</a>
<b>Web Site</b>	<a href="http://www.gustineusd.org">www.gustineusd.org</a>
<b>County-District-School (CDS) Code</b>	24736192431807

*Last updated: 1/29/2019*

### School Description and Mission Statement (School Year 2018—19)

Established in 1913, Gustine High School (GHS) is a part of the Gustine Unified School District (GUSD), and the single comprehensive high school serving students in grades 9-12. This fully WASC (Western Association of Schools and Colleges) accredited high school is located in the City of Gustine, at the northwestern portion of Merced County, approximately 35 miles from Merced, on the western side of the San Joaquin Valley. The 224 square mile district serves a high school student population as of 2016, 606 students in grades 9 through 12.

Farming and dairy-related industries are the principal agricultural activities located in one of the most fertile agricultural regions of the world. Significant walnut, almond, wheat, hay, alfalfa, bean, and tomato crops contribute to the agricultural base. Many of our student's relatives are GHS alumni. Several members of the faculty and staff are also graduates of GHS. The Santa Nella area, which is also part of the Gustine Unified School District, is a major trucking and motoring stop along US Interstate 5. Gustine area residents (population 5,611\*) pride themselves in their community. Median household income between 2007-2011 was reported at \$45,639\*. Ethnic composition in 2010 was reported at 50.2% Hispanic\*, 45.6% white non-Hispanic\*, and 4.2%\* other ethnicity. 64.0%\* of the adult population reported having a high school education or less. \*Source U.S. Census Bureau

Gustine High School parents and community provide valuable leadership by serving on our School Site Council through which we establish school-wide goals, examine student results, and provide input to the GUSD Local Control Accountability Plan (LCAP). Parents and community members also serve on various Strategic Plan committees and the GHS English Learner Advisory Committee (ELAC). The mission of GHS and the GUSD can be succinctly summed up in our District Motto: "Preparing Students for the Future....Today". It is our responsibility to provide a rich, challenging, and supportive atmosphere in which all students are motivated to learn with instruction appropriate to their needs. Our mission is best illustrated by what we desire all students to know, understand, and do upon graduation.

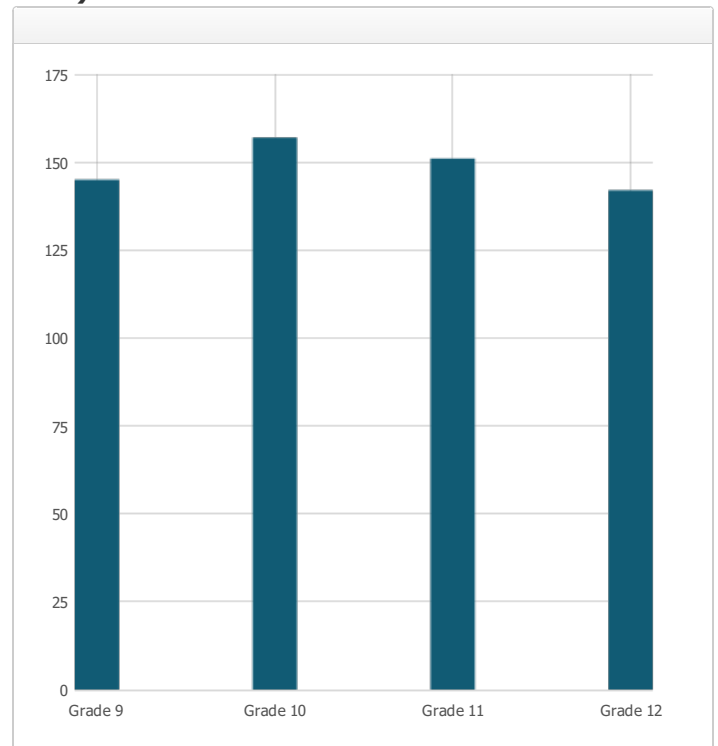
The expected school-wide learning results are:

- \* Upon graduation, every student will possess the ability to collaborate in teams.
- \* Upon graduation, every student will possess the ability to effectively communicate both verbally and in writing to a variety of audiences.
- \* Upon Graduation every student will possess the ability to think critically and solve problems.
- \* Upon graduation, every student will possess the ability to take initiative, create, have a strong work ethic, and self-manage..
- \* Upon graduation, every student will possess the ability to use technological and other resources to access and analyze information.

*Last updated: 1/29/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	145
Grade 10	157
Grade 11	151
Grade 12	142
Total Enrollment	595



Last updated: 1/29/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.0 %
Asian	1.3 %
Filipino	1.0 %
Hispanic or Latino	75.3 %
Native Hawaiian or Pacific Islander	0.2 %
White	20.0 %
Two or More Races	1.0 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	76.3 %
English Learners	15.6 %
Students with Disabilities	11.4 %
Foster Youth	0.3 %

## A. Conditions of Learning

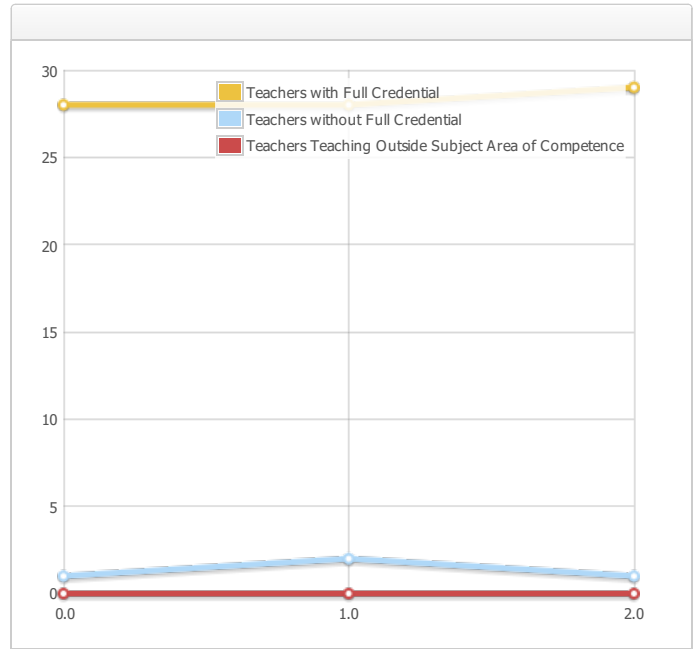
### State Priority: Basic

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

#### Teacher Credentials

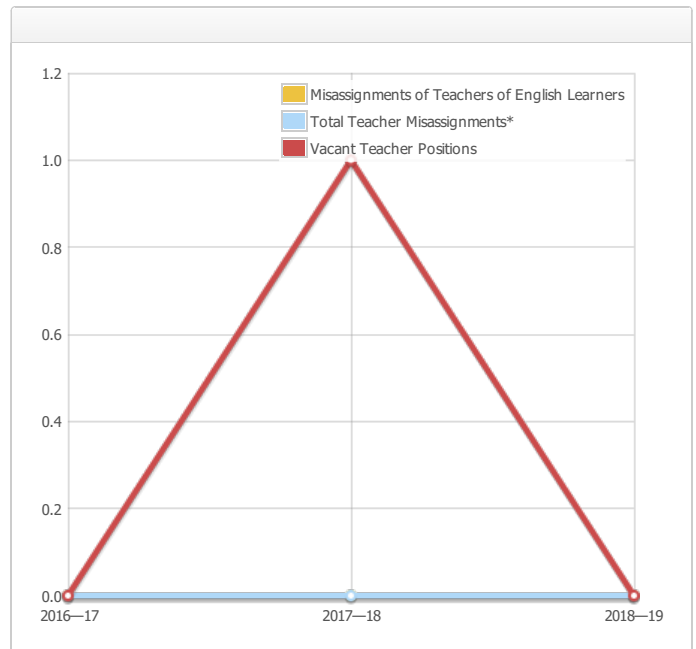
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	28	28	29	83
Without Full Credential	1	2	1	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The High School has distributed to students locally adopted standards-aligned English/Language Arts textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12, English courses, that may include SBE-adopted intervention programs for appropriate students.</p> <p>RCD ELA Units</p> <p>The Language of Literature - McDougall Littell</p> <p>British Literature - Holt McDougal</p> <p>Everything's an Argument with Readings - Bedford/St. Martin's</p>	No	0.0 %
Mathematics	<p>The High School has distributed to students locally adopted standards-aligned mathematics textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12 mathmatic courses.</p> <p>RCD Units</p> <p>Integrated I, II</p> <p>Algrebra II</p> <p>AP Statistics</p> <p>AP Calculus</p> <p>California Algebra I - Prentice Hall</p> <p>Geometry - Prentice Hall</p> <p>Prentice Hall Mathematics - Prentice Hall</p> <p>Pre-Caculus with Limits: A Graphing Approach - Houghton Mifflin</p> <p>Single Variable Calculus - Cengage Learning</p> <p>Practice of Statistics - Starnes, Yates, and Moore</p> <p>California Integrated Mathematics - Houghton Mifflin</p>	No	0.0 %
Science	<p>The high school has distributed to students locally adopted standards=aligned science textbooks or instnctional materials in all classrooms for all students enrolled in 9-12 science courses. For courses determined to be lab science courses by the school/district, science labratory equipment is made available to all students enrolled in these 9-12 courses.</p> <p>Science Spectrum - Holt</p> <p>Biology - Holt</p> <p>Essentials of Anatomy and Physiology - Pearson</p> <p>World of Chemistry - McDougall Littell</p> <p>Chemistry - Houghton Mifflin</p> <p>Physics Principles and Problems - Glenco/McGraw Hill</p>	No	0.0 %
History-Social Science	<p>The High School has distributed to students locally adopted standards-aligned history-social science textbooks or instructional materials in all classrooms for all students enrolled in grades 10-12 history-social science courses.</p> <p>Modern World History: Patterns of Interaction - McDougal Littell</p> <p>Ways of the World: A Global History</p> <p>The Americans: Reconstruction to the 21st Century - McDougall Littell</p> <p>The American Pagent - Houghton Mifflin</p> <p>Economics - Holt</p> <p>Government - Holt</p>	No	0.0 %

Government By the People - Pearson-Prentice Hall

AP World History

AP US History

AP Government

Foreign Language	The High School has distributed to students locally adopted state curriculum framework-aligned foreign language or instructional materials in all classrooms for all students enrolled in foreign language courses.	No	0.0 %
	Spanish for Speakers		
	AP Spanish language		
	AP Spainsih Literature		
	ELD Edge Beginning, Level A and Level B		
	Spanish I, II and III		
	Asi se dice! - Glencoe/McGraw Hill		
	Asi se dice! Level 2 - Glencoe/McGraw Hill		
	Abriendo Paso - Gramatica - Pearson/Prentice Hall		
	Abriendo Puertas antologia de literatura Tomo I - McDougal Littell		
	Abriendo Puertas antologia de literatura Tomo II - McDougal Littell		
	Abriendo puertas ampliando perspectivas - McDougal Littell		
Health	The High School has distributed to students locally adopted standards-aligned health textbooks or instructional materials in all classrooms for all students enrolled in health courses.	No	0.0 %
	Glencoe Health / Glencoe		
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2019

## School Facility Conditions and Planned Improvements

Per the Facilities Inspection Report (FIT) Gustine High School scored and GOOD ranking in most areas and some areas were rated below standard. The school systems, cleanliness, restrooms, safety, structural and external areas were all rated GOOD. The interior of the school was reated POOR and the electrical was rated FAIR. The determined average percentage of 6 categories was 90.80% and the school rating was GOOD, which means the school is maintained in good repair with a number of non-critical defecencies noted.

*Last updated: 1/29/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None at this time.
<b>Interior:</b> Interior Surfaces	Poor	There were defecencies in multiple hallways and classrooms; the repairs are in progress.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	The welding shop had a defecency mark; the repair is in progress.
<b>Electrical:</b> Electrical	Fair	The woodshop had a defecency mark; the repair is in progress.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Freshman Hall and the Wood shop and room 15 had a defecency mark; the repairs are in progress.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Freshman Hall had a defecency mark
<b>Structural:</b> Structural Damage, Roofs	Good	None at this time.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Ag garage and gym and room 15 had defecency marks; repairs are in progress.

## Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good
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*Last updated: 1/29/2019*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	60.0%	42.0%	31.0%	29.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	25.0%	12.0%	17.0%	17.0%	37.0%	38.0%

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

Note: 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.

*Last updated: 1/29/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	142	100.00%	41.55%
Male	73	73	100.00%	34.25%
Female	69	69	100.00%	49.28%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	111	100.00%	36.04%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00%	62.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	108	108	100.00%	38.89%
English Learners	38	38	100.00%	--
Students with Disabilities	16	16	100.00%	12.50%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

*Last updated: 1/29/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	142	100.00%	11.97%
Male	73	73	100.00%	13.70%
Female	69	69	100.00%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	111	100.00%	9.91%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00%	12.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	108	108	100.00%	12.04%
English Learners	38	38	100.00%	
Students with Disabilities	16	16	100.00%	6.25%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/29/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

*Last updated: 1/29/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

Programs and classes offered that are specifically focused on career preparation and/or preparation for work.

Courses such as Agriculture Mechanics introduces students to the diverse field of Ag Mechanics. Students learn various shop skills for use at home or on a ranch. These include career research, shop safety, tool identification, welding, plumbing, woodwork, electrical, concrete, rope work, small project construction and others. This agriculture course is designed to teach students valuable skills that they can apply to the job market and college. The "hands on" approach to learning is emphasized in this class and qualifies students to participate in all FFA activities such as showing at the county fair. Intermediate Agriculture Mechanics is an introductory course in the operation, service, and repair of small gasoline engines. The course covers welding (Oxyacetylene Arc & MIG) and basic fabrication skills. Practical applications will cover skills specific to welding/fabrication as it pertains to farm operations. This class allows students to make, design, and construct projects that are of an agriculture nature. The Advanced Agriculture Mechanics course is designed to be a one-year course devoted to the development of equipment maintenance and operation, welding skills, project planning and techniques used in industry. The course emphasizes welding skills in the advanced phase of arc welding, MIG, and TIG welding. The primary emphasis is using equipment in out-of-position welding with the application of welding skills learned for equipment fabrication. Blueprint reading, measurement, project design, layout and construction will also be included in the course content. This course is designed to teach students valuable skills that they can apply to the job market and college. This course has been articulated for 2 + 2 credit at Merced College. The Art and History of Floral Design course provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers. Environmental Horticulture is an applied plant science course that prepares students for careers in the nursery, landscaping, and floral industries. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, nursery production, floriculture, integrated pest management, marketing and retail concepts, landscape design, installation, and maintenance. The ROP Food Science and Nutrition course applies fundamental scientific principles to the research, development, manufacturing, packaging, storage, and marketing of all types of food products including fruits and vegetables, meat and poultry, dairy products and further processed foods. This applied, laboratory-based course, with a focus on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing, engineering, and much more. Through an active, hands-on laboratory experience, students will explore the role of food within various contexts, investigate the management of food quality and safety, explore the processes involved in food production from farming to the science and physics of various types of food production. This course provides students with valuable experience for a career in hospitality, food production, preparation, or food sciences industries. The ROP Internships in Agriculture course is designed to give students the opportunity to explore and gain hands-on knowledge and agriculture industry experience in various agricultural fields including agriculture business and communications, agriculture mechanics, animal science, plant science, horticulture, and floriculture. Agriculture industry/job site hours are developed according to specific job training plans. Course includes exploration of various careers, extended education, and employment/job preparation opportunities. The Intro to Agriculture course is designed for first year agriculture students interested in business, animal science, plant science, floral design and horticulture science. Content areas include California agriculture, FFA, leadership, public speaking, record keeping, animal science and plant science. This course provides hands-on learning and qualifies students to participate in all FFA activities such as showing at the county fair. The Ag Wood 1 & 2 courses provide an introduction to the study and application of Ag Wood and Construction. It introduces and develops many of the essential skills needed to excel in the Ag Wood working industry, such as construction, carpentry, cabinetry, and other. Applications of these skills are developed through project development and construction. This agriculture course is designed to teach students valuable skills that they can apply to the job market and college.

How these programs and classes are integrated with academic courses and how they support academic achievement

Courses such as Advanced Agriculture Mechanics include blueprint reading, measurement, project design, layout and construction. This course is designed to teach students valuable skills that they can apply to the job market and college. This course has been articulated for 2 + 2 credit at Merced College. The Agricultural Biology course meets CSU & UC "d" requirement. Agriculture Biology is one-year, laboratory science course, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships between plants and animals among the following topics: molecular and cellular aspects of life, reproduction, evolution, genetics, taxonomy, ecological relationships among animals, and the similarities between animals and humans. This course centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting. This agriculture course is designed to teach students valuable skills that they can apply to the job market and college. The Veterinary Science course fulfills the CSU and UC "g" requirement and is designed to provide students with an opportunity to study the science of veterinary medicine, including animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills. ROP Food Science and Nutrition meets CSU and UC "g" requirement and teaches students to apply fundamental scientific principles to the research, development, manufacturing, packaging, storage, and marketing of all types of food products including fruits and vegetables, meat and poultry, dairy products and further processed foods. This applied, laboratory-based course, with a focus on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing, engineering, and much more. Through an active, hands-on laboratory experience, students will explore the role of food within various contexts, investigate the management of food quality and safety, explore the processes involved in food production from farming to the science and physics of various

types of food production. The Art and History of Floral Design course meets CSU and UC "f" requirement and provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers. Successful completion of this course meets the fine art requirement for graduation. The Environmental Horticulture Science course meets CSU and UC "g" requirement, and has a prerequisite of Integrated Math I.

Environmental Horticulture is an applied plant science course that prepares students for careers in the nursery, landscaping, and floral industries. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, nursery production, floriculture, integrated pest management, marketing and retail concepts, landscape design, installation, and maintenance. The ROP Food Science and Nutrition course fulfills the CSU and UC "g" requirement. Food Science applies fundamental scientific principles to the research, development, manufacturing, packaging, storage, and marketing of all types of food products including fruits and vegetables, meat and poultry, dairy products and further processed foods. This applied, laboratory-based course, with a focus on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing, engineering, and much more. Through an active, hands-on laboratory experience, students will explore the role of food within various contexts, investigate the management of food quality and safety, explore the processes involved in food production from farming to the science and physics of various types of food production. The Ag Wood 1 & 2 courses provide an introduction to the study and application of Ag Wood and Construction. It introduces and develops many of the essential skills needed to excel in the Ag Wood working industry, such as construction, carpentry, cabinetry, and other. Applications of these skills are developed through project development and construction. This agriculture course is designed to teach students valuable skills that they can apply to the job market and college.

How the school addresses the needs of students in career preparation and/or preparation for work, including needs unique to defined special populations of students

Gustine High School provides myriad courses, both Career Technical Education courses, many of which have the dual purpose of preparing students for college and career. Our special populations, such as English Learners and Resource students are included in our CTE courses. Curriculum and projects are modified to enable special populations to participate in the courses and related extracurricular activities such as exhibiting livestock and fabrication of projects for competitions.

The measurable outcomes of these programs and classes and how they are evaluated for effectiveness in attaining those outcomes

The effectiveness of CTE programs is measured via student achievement, the completion of an annual, scored, summative job skills portfolio and mock interview, CTE student participation in the FFA program and the program's resulting growth, accolades, and successes, and 2+2 Credit and articulation with local community colleges to allow students to earn college credits.

State the primary representatives of the district's CTE advisory committee and the industries represented on the committee:

First Name  
Last Name  
Job Title  
Company  
Jaime  
Farao  
Retired Ag Instructor  
Merced College  
Melvin  
Alamo  
Retired Dairyman  
Valley Holsteins  
Robert  
Borba  
Almond Buyer  
Minturn Nut Company  
Frank  
Azevedo  
Farmer/Dairyman  
Azevedo Dairy  
Dr. Cathy  
Wallace  
Veterinarian  
Los Banos Vet Clinic  
Richard  
Bell  
Ag Appraiser  
Yosemite Farm Credit  
Stephen  
Moitozo  
Ag Banker  
Yosemite Farm Credit  
Rob  
Alamo  
Nut/Fruit Tree Salesman  
Dave's Nursery  
Mark  
Woods  
Owner Wood's Transplant  
Wood's Transplant

**Career Technical Education (CTE) Participation (School Year 2017—18)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	326
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	5.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	38.0%

Last updated: 1/29/2019

**Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.7%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	35.1%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	22.9%	24.3%	25.0%

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

Last updated: 1/29/2019

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018—19)

Gustine High School parents and community members provide valuable leadership by serving on our School Site Council through which we establish school-wide goals, work and agree on the GHS SPSA (single plan for student achievement). Parent also a good amount of input to the GUSD Local Control Accountability Plan (LCAP). Parents and community members also serve on various strategic plan committees such as ELAC (English Learner Advisory Committee) and our newly formed Title I Advisory Committee. These title I funds are school wide funds that ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education. These committees of parents, teachers, administrators and students meet on any number of topics or concerns pertaining to what Gustine High's needs are. Gustine High School parents also have the opportunity to participate in a Parent Empowerment Program (PEP) hosted by UC Merced. PEP is a program that empowers parents to clearly understand and assist their children to navigate the issues related to both financing a higher education and matriculating to a college or university. Additionally, we have strong and active Agricultural Booster, Athletic Booster and Band Booster Clubs made up of business people, coaches and parents.



# State Priority: Pupil Engagement

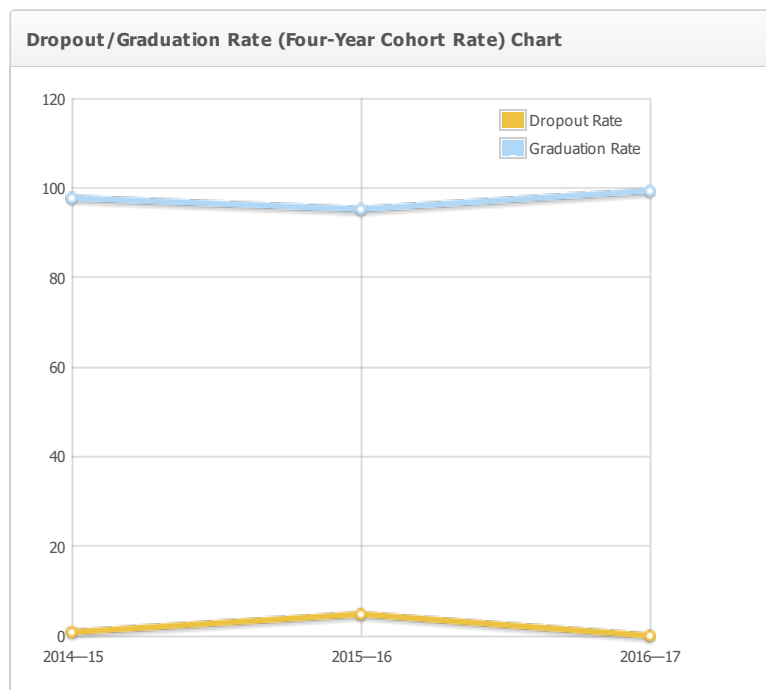
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.8%	4.8%	1.5%	5.5%	10.7%	9.7%
Graduation Rate	97.7%	95.2%	97.0%	93.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	0.6%	9.1%
Graduation Rate	99.3%	98.1%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	97.1%	100.0%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	97.2%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	96.4%	100.0%	92.1%
Two or More Races	0.0%	0.0%	91.2%
Socioeconomically Disadvantaged	99.0%	100.0%	88.6%
English Learners	88.2%	100.0%	56.7%
Students with Disabilities	85.7%	92.9%	67.1%
Foster Youth	0.0%	0.0%	74.1%

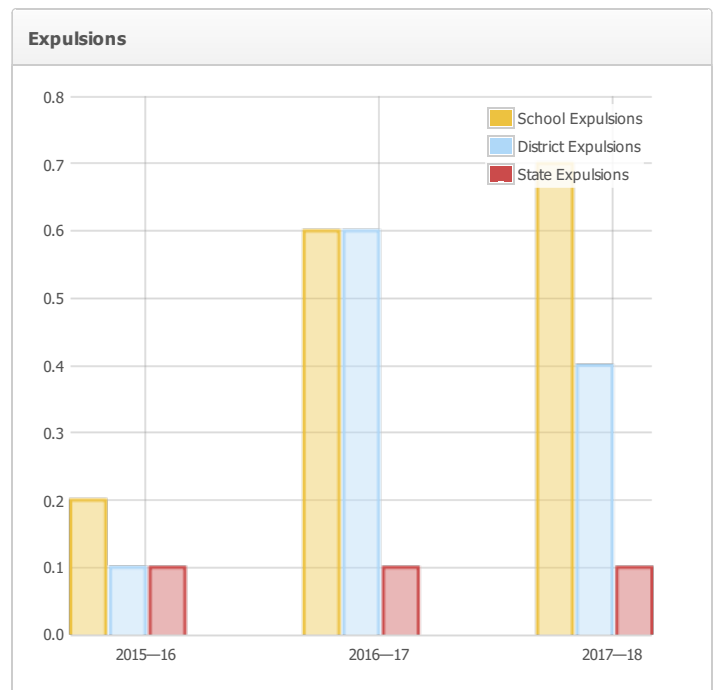
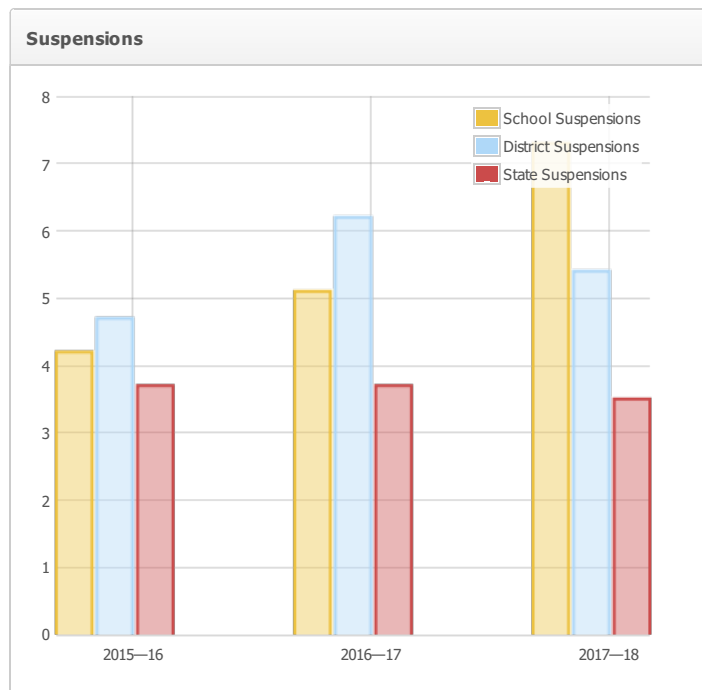
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.2%	5.1%	7.3%	4.7%	6.2%	5.4%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.6%	0.7%	0.1%	0.6%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

## School Safety Plan (School Year 2018—19)

The school Safety Plan is completed. Emergency procedures are reviewed on a monthly basis with the staff and a monthly drill calendar has been set in place. The staff and students practice various types of drills each month ranging from lockdowns to earthquake drills. We have a full time SRO and a part time campus supervisor. The campus also has a camera surveillance system. The Gustine Unified School District has joined forces with a safety company called Knowledge Saves Lives. They use repetitive muscle memory training, as well as employee and job specific information to build a custom training curriculum for schools and their employees. Their training will elevate our emergency response and reduce stress and issues in any life-threatening situation.

Last updated: 1/29/2019

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/29/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	6	8	9
Mathematics	22.0	3	6	1
Science	30.0	1	11	4
Social Science	28.0		14	1

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	7	5	12
Mathematics	22.0	6	3	3
Science	28.0	1	11	3
Social Science	32.0	2	5	7

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	6	12	6
Mathematics	20.0	17	11	1
Science	29.0	2	11	2
Social Science	32.0	2	6	6

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

*Last updated: 1/29/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	280.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

*Last updated: 1/29/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6885.8	\$1320.4	\$5565.4	\$69208.5
District	N/A	N/A	\$5834.0	\$68721.8
Percent Difference – School Site and District	N/A	N/A	4.7%	0.7%
State	N/A	N/A	\$7125.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	16.6%	3.1%

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

*Last updated: 1/29/2019*

## Types of Services Funded (Fiscal Year 2017—18)

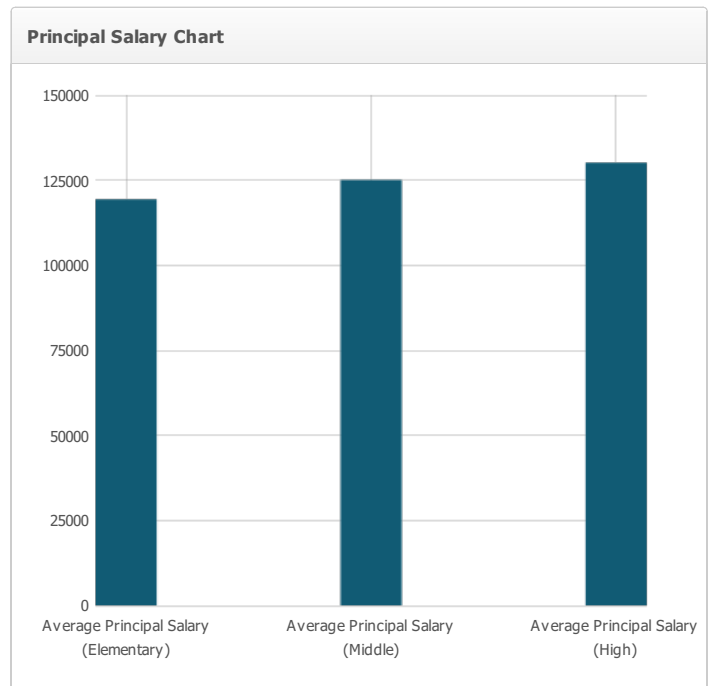
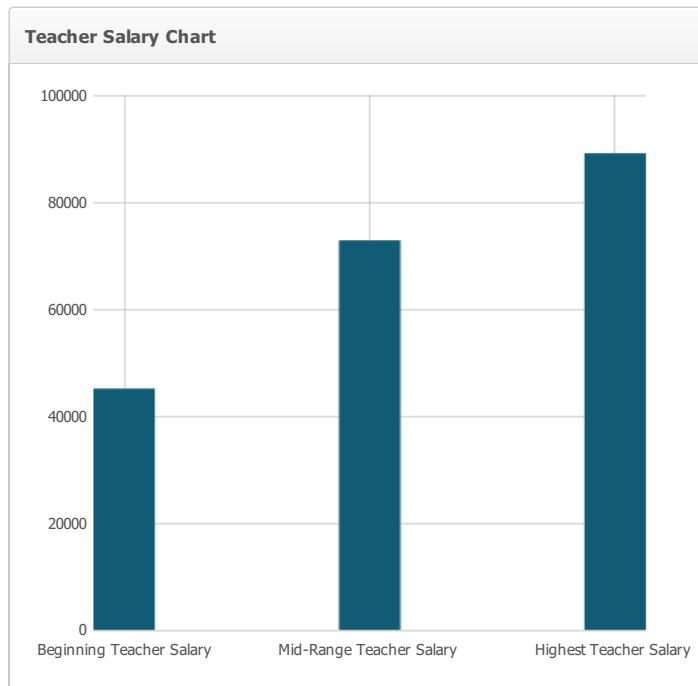
Gustine High School receives funding from several sources including, Title I and III, Lottery, LCFF, Carl Perkins grants, unrestricted funds. These funds are used to support student achievement through the use of teacher intervention academies, instructional aides, and supplies/materials for programs and targeted groups of students. Programs for English Learners are supported with state adopted materials, technology and professional development.

Last updated: 1/29/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,105	\$45,681
Mid-Range Teacher Salary	\$72,831	\$70,601
Highest Teacher Salary	\$89,119	\$89,337
Average Principal Salary (Elementary)	\$119,396	\$110,053
Average Principal Salary (Middle)	\$125,068	\$115,224
Average Principal Salary (High)	\$130,162	\$124,876
Superintendent Salary	\$166,770	\$182,466
Percent of Budget for Teacher Salaries	33.0%	33.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/29/2019

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	7	14.6%

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

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

*Last updated: 1/29/2019*

**Professional Development**

Professional development at Gustine High comes in a wide variety of training sessions. The GHS teachers and staff go to 2-3 day conferences, full day trainings and attend in school trainings. These trainings range from developing greater knowledge in specific subject matter content, to safety or improvement of Professional Learning Communities. Our GHS counselors and nursing staff are engaged in mental health training as well. All trainings are to improve skills and knowledge to support student achievement. We have three 2 day on campus sessions with Solution Tree to work on the strength within the PLC groups, perfecting the instructional rounds process as well as working with teacher leaders to help administration to guide meetings.

*Last updated: 1/29/2019*