

Gustine Middle School

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. Peter Duenas, Principal

Principal, Gustine Middle School

About Our School

Contact

*Gustine Middle School
28075 Sullivan Road
Gustine, CA 95322*

*Phone: 2098545030
E-mail: pduenas@gustineusd.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Gustine Unified
Phone Number	(209) 854-3784
Superintendent	Bryan Ballenger
E-mail Address	bballenger@gustineusd.org
Web Site	www.gustineusd.org

School Contact Information (School Year 2018—19)	
School Name	Gustine Middle School
Street	28075 Sullivan Road
City, State, Zip	Gustine, Ca, 95322
Phone Number	2098545030
Principal	Mr. Peter Duenas, Principal
E-mail Address	pduenas@gustineusd.org
Web Site	www.gustineusd.org
County-District-School (CDS) Code	24736196103766

Last updated: 1/29/2019

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

Dear Gustine Community:

Welcome to the proud home of the Gustine Middle School Braves! GMS believes in the motto that "We CARE", CARE stands for a Compassionate and Rigorous Education. Gustine Middle School is composed of a strong certificated and classified staff who are dedicated on providing a safe and welcoming environment for all students to be successful. We have high expectations for all students and the willingness to provide the necessary support so that each student is a success. We have a psychologist, Special Education programs that would help meet the social, academic and emotional needs of all students. The front office staff will greet you with a smile and provide a welcoming and courteous experience as you enter our school. We have a nurse and a health aide that provide health services as well as provide information on making healthy life choices. We have a librarian who provides student support for research or providing the students with a quiet place to study and learn. We have campus supervisors and instructional aides who are present for student supervision and insuring a safe and secure campus. Gustine Middle School CAREs about each and every person who enters into our campus.

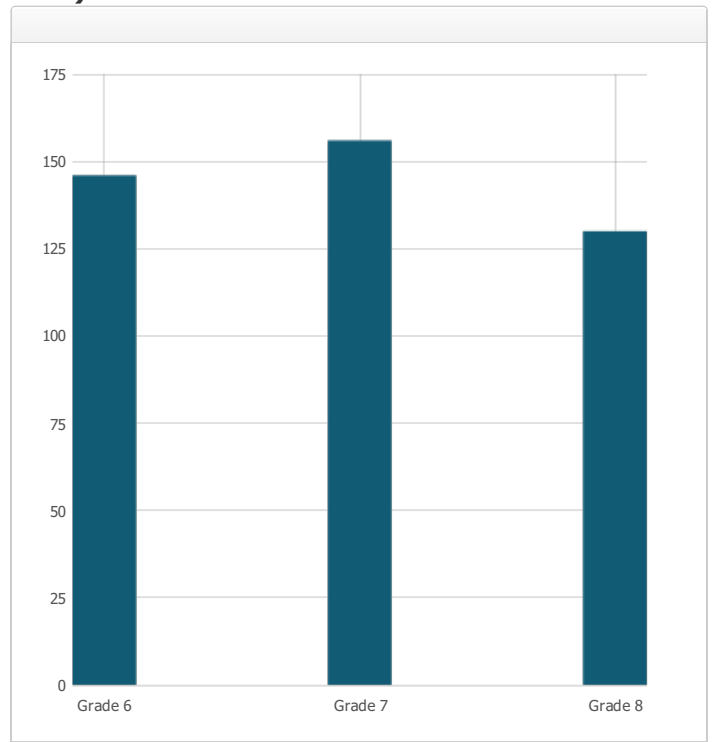
Mr. Peter Duenas

Principal, Gustine Middle School

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	146
Grade 7	156
Grade 8	130
Total Enrollment	432



Last updated: 1/29/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.0 %
Asian	0.9 %
Filipino	0.0 %
Hispanic or Latino	83.3 %
Native Hawaiian or Pacific Islander	0.7 %
White	12.7 %
Two or More Races	1.2 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.8 %
English Learners	25.5 %
Students with Disabilities	16.4 %
Foster Youth	0.5 %

A. Conditions of Learning

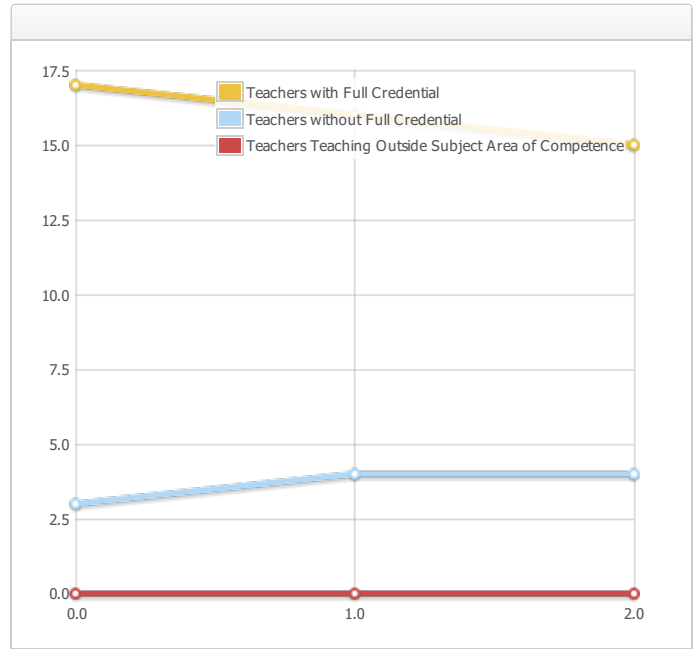
State Priority: Basic

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

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

Teacher Credentials

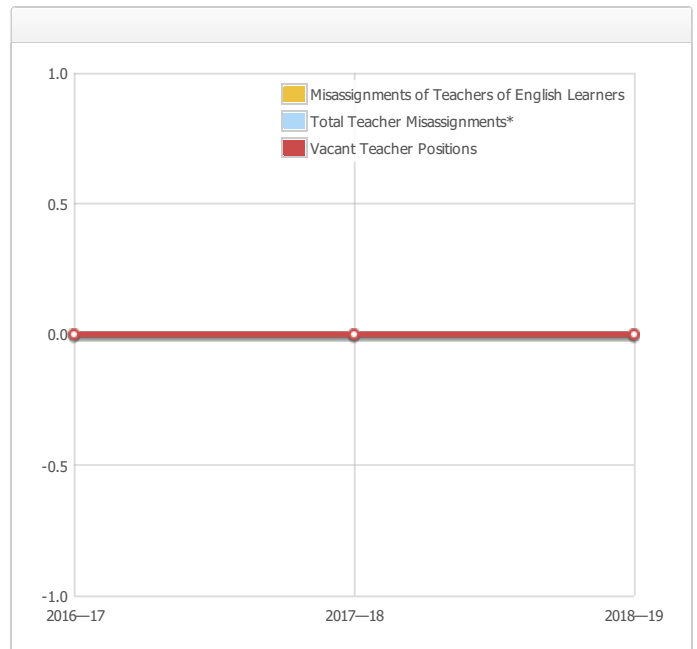
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	17	16	15	83
Without Full Credential	3	4	4	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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	0	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: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are enough textbooks/materials for all students. To successfully teach Common Core State Standards, we are using McGraw Hill Study Sync. The teachers connect the students understanding of the CCCS with the needed rigor that would make them successful as 21st Century learners.	Yes	0.0 %
Mathematics	There are enough for all students to successfully teach the Common Core State Standards, GMS uses Eureka Math to connect the CCCS frameworks with our targeted instructional approach. This approach helps to ensure that all students are challenged at their appropriate level of rigor, while ensuring that the students are working towards benchmark proficiency in mathematics. Eureka math materials were updated in 2016.	Yes	0.0 %
Science	McGraw Hill Science Curriculum was adopted in 2006 and is still available to used. The teachers also use the online material used by Oakland Unified. GMS is currently looking into adopting materials that would meet the NGSS adoption.	Yes	0.0 %
History-Social Science	Holt Social Studies was adopted in 2006. There are enough textbooks for all students. The teachers are currently piloting materials from National Geographic.	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		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: 1/29/2019

School Facility Conditions and Planned Improvements

Gustine Middle School was constructed in 2007, and offers a safe and secure campus for students, staff and visitors. The school currently has 18 completed classrooms, 4 mobile classrooms. (2 classrooms are used as locker rooms, 1 is a band room and 1 is a general classroom). There is one library, one cafeteria, and an administrative building which includes a staff room, a conference room, a nurse's office, a counselor's office, a classroom and two offices.

Last updated: 1/29/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Clutter in Cafeteria closet and library storeroom has been moved.
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

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

Overall Rating	Exemplary
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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)	28.0%	28.0%	31.0%	29.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	15.0%	16.0%	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	427	423	99.06%	28.37%
Male	222	219	98.65%	22.83%
Female	205	204	99.51%	34.31%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	355	352	99.15%	25.85%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	53	100.00%	35.85%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	363	359	98.90%	25.91%
English Learners	260	257	98.85%	20.62%
Students with Disabilities	65	65	100.00%	3.08%
Students Receiving Migrant Education Services	19	19	100.00%	5.26%
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	427	423	99.06%	15.84%
Male	222	219	98.65%	16.89%
Female	205	204	99.51%	14.71%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	355	352	99.15%	14.20%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	53	100.00%	24.53%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	363	359	98.90%	12.53%
English Learners	260	257	98.85%	--
Students with Disabilities	64	64	100.00%	4.69%
Students Receiving Migrant Education Services	19	19	100.00%	--
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)

NA

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/29/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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
7	22.0%	21.3%	28.0%

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 Middle School greatly encourages parents to become involved with GMS activities. The parents have the opportunity to be a part of the Parent Teachers Club, School Site Council and the English Learners Advisory Committee. Parents are kept informed on their child's progress through the Aeries Portal online. We also opened an online communication using "Parent Square". Parent Square sends out messages by phone and email to all parents. It also allows the parents to respond to the messages directly to the administrators and teachers. Parent Square also keeps parents informed of upcoming important events as well as their child's daily attendance. GMS is committed to improving and keeping the lines of communications open between the parents and the community.

State Priority: Pupil Engagement

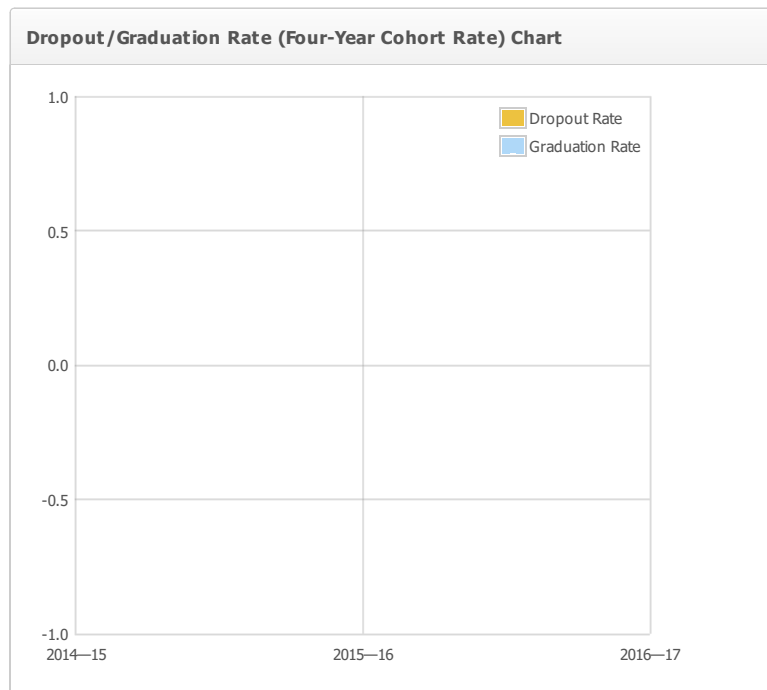
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	--	1.5%	5.5%	10.7%	9.7%
Graduation Rate	--	--	97.0%	93.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	0.6%	9.1%
Graduation Rate	--	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	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

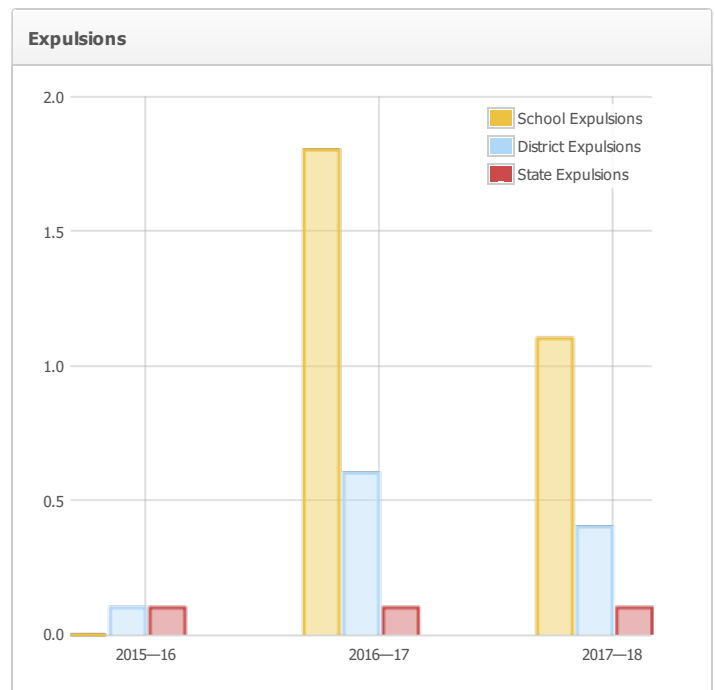
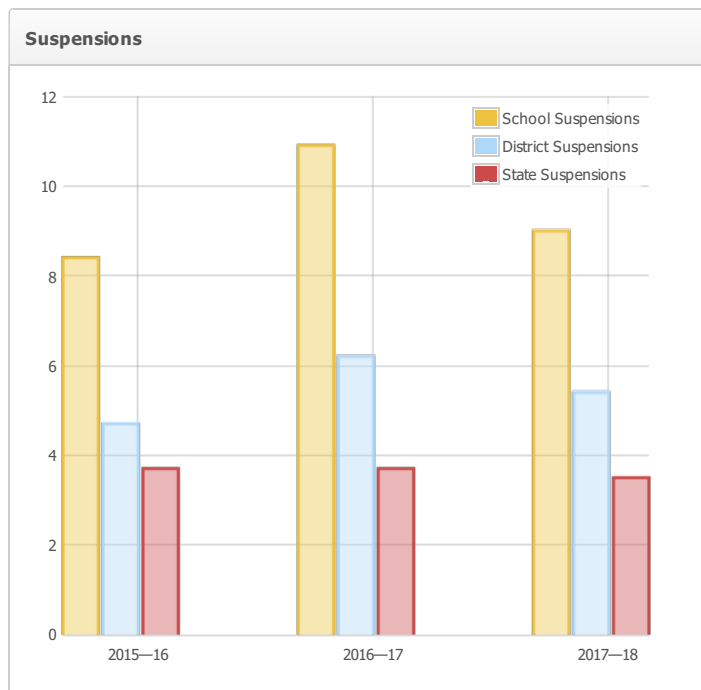
State Priority: School Climate

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	8.4%	10.9%	9.0%	4.7%	6.2%	5.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	1.8%	1.1%	0.1%	0.6%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

At Gustine Middle School, We are committed to the ensuring the success of all students. We accomplish this goal by maintaining a safe and orderly school environment. GMS teachers and students train regularly on school safety planning and procedures throughout the year. the staff will also be receiving professional development training by "Knowledge Saves Lives" to meet the constant changing dynamics of campus security. Gustine Middle School participates on monthly emergency preparedness drills (including fire, earthquake, and lock-down drills).

Gustine Middle School is a closed campus. Visitors are required to check-in with the office staff and sign in when on campus. GMS employs two campus supervisors whose primary responsibility is to help with student safety and supervision. Additionally, from the principal, vice principal, teachers, classified aides and classified staff, is the assistance of campus supervision - during arrival to school, during break, lunch, and at dismissal from school. GMS has implemented Positive Behavior Intervention and Support which provides a progressive approach to student discipline. We constantly strive to correct the undesired behavior, thus, whenever appropriate, the means of corrective action is done either in lieu of or in partnership with assigning disciplinary consequences.

Gustine Middle School students either are bussed in or dropped of by their parents. Students are not allowed to walk to and from school as an issue of facilities safety. GMS geographic location is along a Merced County highway, and there are no available sidewalks, or crossing guards. When necessary, GMS utilizes its ongoing partnership with the Gustine Police Department for traffic patrol in order to minimize the likelihood of vehicle collision or injury.

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	20.0	11	16	
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	21.0	12	16	1
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	24.0	5	22	
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	14.0	26	6	
Mathematics	25.0	6	14	1
Science	29.0		10	
Social Science	29.0	1	9	

* 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	13.0	21	6	
Mathematics	21.0	6	7	
Science	23.0	4	7	
Social Science	25.0	2	8	

* 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	19.0	12	6	
Mathematics	21.0	6	9	
Science	24.0	4	8	
Social Science	25.0	2	9	

* 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)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7046.9	\$1109.4	\$5937.5	\$76133.3
District	N/A	N/A	\$5834.0	\$68721.8
Percent Difference – School Site and District	N/A	N/A	1.8%	10.2%
State	N/A	N/A	\$7125.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	10.2%	6.4%

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

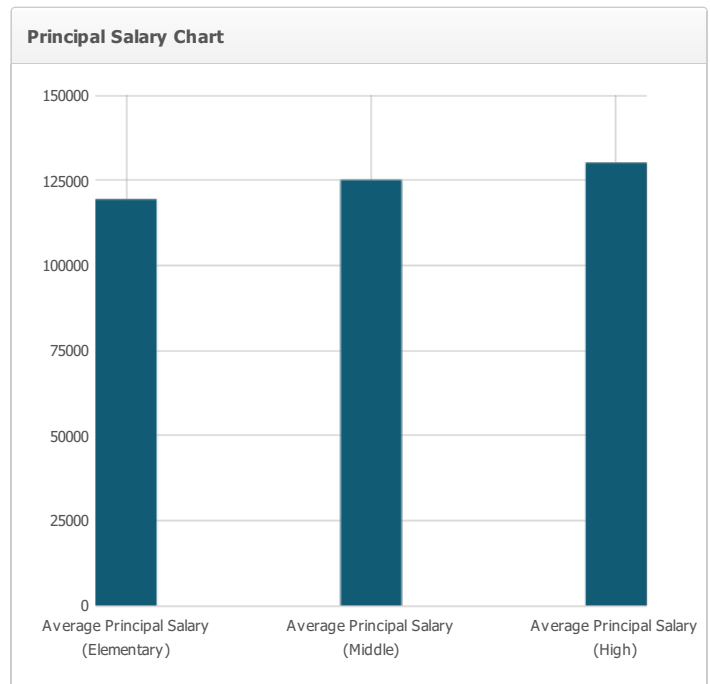
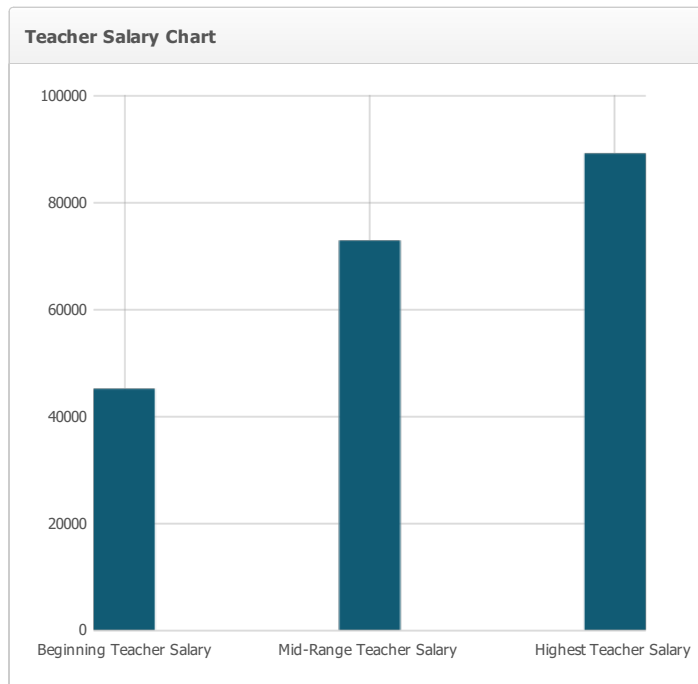
Gustine Middle School receives funding sources, including Title I, Title III, Lottery, and LCFF. These funds are used to support student achievement through the use of a Library Clerk, instructional aides, and supplies/materials for programs and targeted groups of students. Programs for English Learners are supported with state adopted materials, specialized technology, personnel and training.

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/>.



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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	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

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Professional Development

The Gustine Unified School District provides time and resources for collaboration, planning and professional development for all staff. Gustine Middle School has been working as a Professional Learning Community and has received support from Solution Tree. GMS teachers have received coaching and guidance from Brig Leane on building GMS as a PLC. The scope of our professional development surrounds equipping teachers and support personnel to best meet the ongoing instructional, social, behavioral, and emotional needs of each student.

GMS has also sent teachers to the Soluciones training to help our teachers on providing EL Students the skills to master the conventions of the English language. A professional training was also provided by Matt Navo on keeping GMS students actively engaged in their learning. The teachers have also received training by Knowledge Saves Lives on how to keep GMS safe.

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