

Gustine Elementary 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.



Alma Romo, Principal

Principal, Gustine Elementary School

About Our School

Dear Parents and Students,

Welcome to, or welcome back to Gustine Elementary, Home of the Red Tail Hawks! It is with great pride and excitement that I write this letter of introduction to you as the new Principal of Gustine Elementary School. I am honored to have the opportunity to lead a school in the community I live in. I have been in education for over seventeen years and have worked in three different school districts. Right after obtaining my undergraduate degree in legal studies from UC Berkeley, I worked at the San Francisco 49ers Academy in East Palo Alto while I studied for the LSAT and enrolled in law school. As a Bilingual Staff Assistant I helped in every school function, including substitute teaching. It was in the classroom that I felt I was contributing to the learning of other students and realized this was the pathway I needed to take...Education! I built strong relationships with the most at-risk students in East Palo Alto, as the S.F. 49ers Academy was an alternative middle school. Two years later, I was recruited to teach at a Dual Immersion Program at Mt. Pleasant School District as a 5th grade Spanish teacher. I then moved to the Central Valley close to my family and began my tenure in the Patterson Joint Unified School District. I started as an elementary teacher, then moved to serve as an Instructional/EL Coach. I served as an Assistant Principal for 1 year. In 2011, I was selected principal of Walnut Grove School, a K-8 school with a dual immersion strand. I am very proud of the many accomplishments made at Walnut Grove the last seven years, including becoming a No Excuses University School, 1 to Web school and having a successful Dual Immersion program in all grade levels, K-8. The common thread in all my experiences is that at every school site, I have worked with amazing teams of educators to create effective curricular and instructional opportunities for all students looking at the research-based instructional practices with a growth-mindset. This happened with a great deal of planning towards a systemic staff development, curriculum investigation and implementation, accountability system, on-going support for curriculum implementation through coaching, collaboration and team planning, rigorous instructional delivery and high level of expectations for all students behaviorally and academically.

We are very excited to begin the new school year! Teachers have worked hard to prepare themselves and their classrooms for the new school year. Gustine Elementary Teachers are experts on the Common Core State Standards (CCSS) and have worked on frameworks and lesson planning to implement the CCSS and new ELD standards in their classrooms. They are very excited to begin teaching your children!

The K-3 grades will focus on the fundamentals of learning, specifically the basics of reading and mathematics and offer intervention as needed to ensure student success. We will also offer a Power Hour time during the school day where students will receive help in areas where they may struggle or enrichment for those students that are ready to move on.

The 4-5 grades will focus on taking the foundational skills to the next level of learning as well as providing intervention as needed with their reading and comprehension.

Our vision for Gustine Elementary is to increase student achievement through effective first instruction where we create a "no excuses" environment, where we believe our students can learn and master rigorous material and our students believe they can learn and master rigorous material. If we believe it, we can achieve it! Helping students become successful is our passion!

Alongside our wonderful staff, I will work hard to continue the legacy of success at G.E.S. by building strong relationships with parents, students and community partners. We will focus on positive character education initiatives (PBIS), Common Core skills, the use of data through our professional learning communities to drive instruction, and to provide consistent implementation of the curriculum in a rigorous manner so that we can continue to increase student achievement.

As your Principal, it is important to me that everyone who steps through our doors-students, staff and parents-are excited to be here! This attitude enables us to meet the challenges of academic excellence in a positive, fun, and nurturing environment. I look forward to working with you as a TEAM to help each student at Gustine Elementary School meet their goals and have a successful school year!

Sincerely,

Alma Romo

Principal

Contact

*Gustine Elementary School
2806 West Grove Ave.
Gustine, CA 95322-1803*

*Phone: 209-854-6496
E-mail: aromo@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 Elementary School
Street	2806 West Grove Ave.
City, State, Zip	Gustine, Ca, 95322-1803
Phone Number	209-854-6496
Principal	Alma Romo, Principal
E-mail Address	aromo@gustineusd.org
Web Site	https://ges.gustineusd.org/
County-District-School (CDS) Code	24736196025720

Last updated: 1/18/2019

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

Gustine Elementary School is located in the San Joaquin Valley, in Gustine, California. The school site opened in August 2001. Gustine Elementary houses Transitional Kindergarten through Grade 5. GES is on a traditional school calendar. The current enrollment stands at 571 students. Approximately 84% of the students are Hispanic, approximately 13% are white (non-Hispanic), 45% are identified as English Learners. 84.1% are low socioeconomic, and all students obtain free meals. GES provides a safe environment for students to learn and be a part of the school community. ASB is active on campus; activities to boost student and staff morale are most popular.

There is one principal and an assistant principal. The District shares a school counselor who is on site three days per week. The office staff consists of a secretary, attendance clerk, and a home/school bilingual liaison. The District employs a full-time nurse that serves all sites and a full-time health aide for each school site. There are 28-certificated teachers; one academic coach and one intervention teacher. Classified staff consists of part-time aides for all kindergarten classes and a full-time aide for the Transitional Kindergarten class, a shared first, second grade and special education instructional aides, lunch and yard duty supervisors, a crossing guard, library clerk, and two full-time and one part-time custodians.

School Vision and Mission

In partnership with families and the community, Gustine Elementary is committed to the task of educating students to be productive members of society. Core beliefs are:

- High expectations yield high results.
- Every individual is unique and has worth.
- Learning is a lifelong process.
- Everyone has the right to be safe and secure and free from discrimination.
- Encouragement, enthusiasm and motivation are essential for success.
- Honesty and integrity are important values.
- The partnerships of schools, -parents and community enrich society.
- Hard work and perseverance are the cornerstones of good character.
- Excellence in education is essential to our country's democracy.

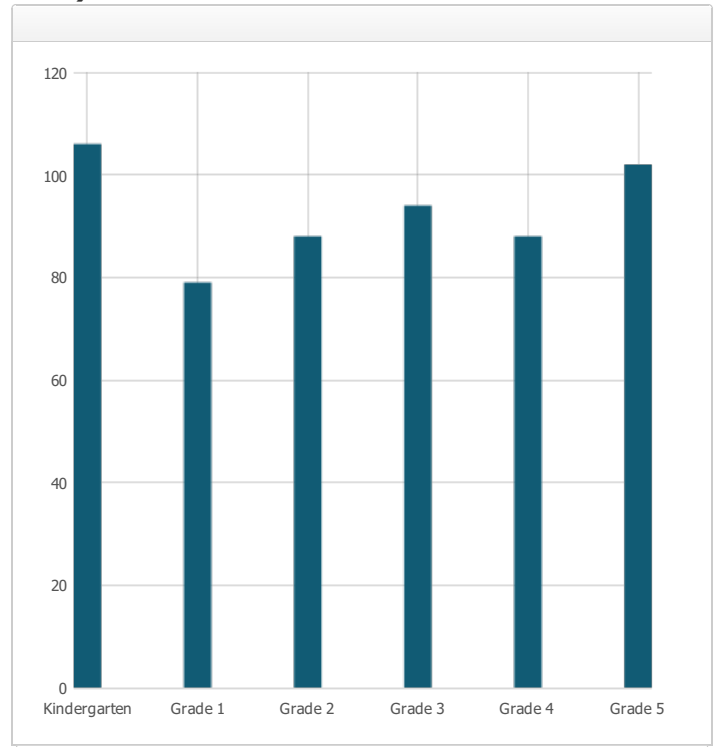
Our mission statement: The students at Gustine Elementary are our greatest asset. Their paths to success are unique. We believe that our students will experience success with the support and encouragement of parents, teachers and staff through positive social and educational experiences, respect for cultural diversity, a strong academic program, and a safe and secure learning environment.

Our goal is to ensure that every student at GES is a critical thinker, a collaborative learner, as well as productive member of society. Gustine Elementary provides a safe, friendly, and encouraging environment in which students thrive academically, socially, and emotionally. All students will leave GES prepared to take on the academic, social, and emotional challenges of middle school.

Last updated: 1/18/2019

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

Grade Level	Number of Students
Kindergarten	106
Grade 1	79
Grade 2	88
Grade 3	94
Grade 4	88
Grade 5	102
Total Enrollment	557



Last updated: 1/18/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.7 %
Asian	0.2 %
Filipino	0.2 %
Hispanic or Latino	84.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	12.7 %
Two or More Races	0.5 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.3 %
English Learners	43.8 %
Students with Disabilities	8.1 %
Foster Youth	0.2 %

A. Conditions of Learning

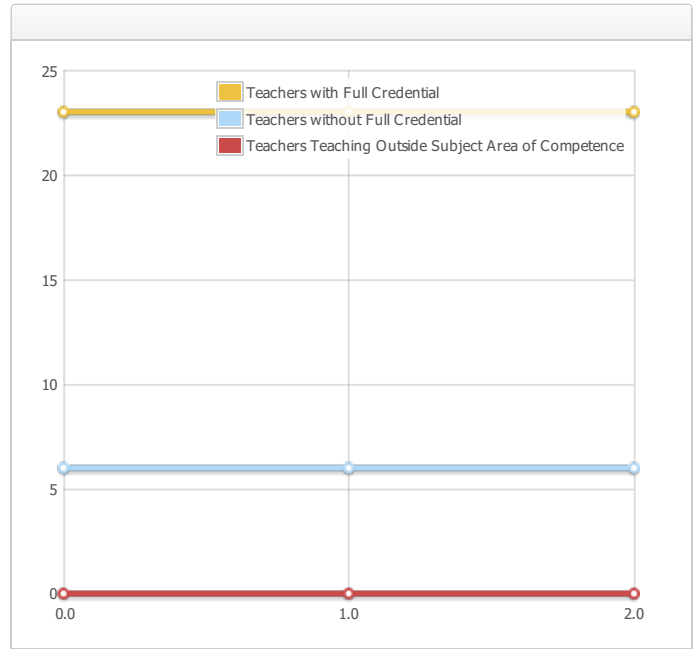
State Priority: Basic

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

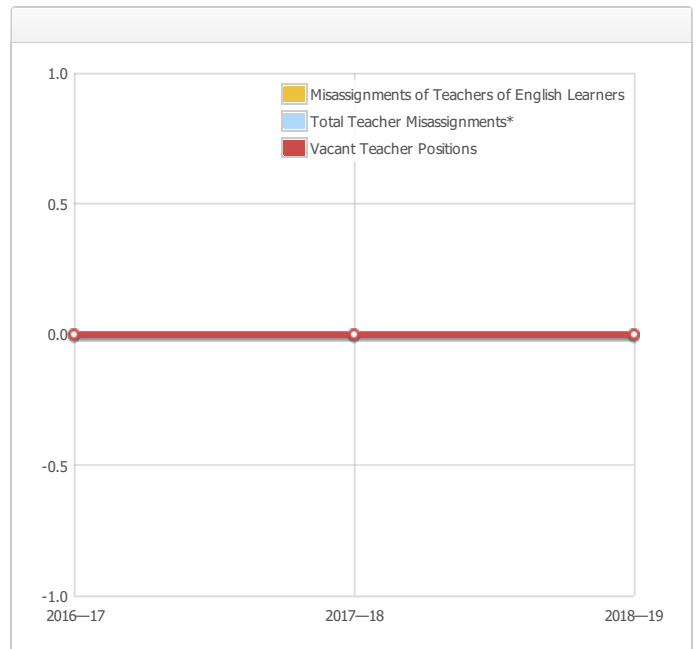
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	23	23	23	24
Without Full Credential	6	6	6	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2019

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: 1/18/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GES students in grades Tk-5 adopted Benchmark Advanced in 2016 as the ELA Common Core program; all students have materials available to them.	Yes	0.0 %
Mathematics	Eureka Math was adopted in 2015 and updated in 2016; all students have materials available to them.	Yes	0.0 %
Science	Houghton-Mifflin science curriculum, adopted 2007/2008, is still in use at GES; all students have materials available to them. GES is currently awaiting information regarding the NGSS adoption materials for a science adoption in the near future.	Yes	0.0 %
History-Social Science	MacMillian-McGraw-Hill Social Studies, adopted 2006/2007, is still in use at GES; all students have materials available to them.	Yes	0.0 %
Foreign Language	Not applicable.		0.0 %
Health	Not applicable.		0.0 %
Visual and Performing Arts	Not applicable.		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: 1/18/2019

School Facility Conditions and Planned Improvements

Gustine Elementary School opened in 2001; there are six classroom buildings, a multipurpose room, an office/library building, and six portables. There are bathrooms in three of our kindergarten classrooms as well as bathrooms on each wing, and staff bathrooms in the office building for a total 28 toilets on campus. Our campus is fully fenced and gated. There are two large playgrounds with blacktop and grassy areas. There are four main play structures with well-padded rubber matting beneath. The grass areas are used for kickball, baseball, soccer, and flag football. The blacktop area has tether and basket ball courts, and various playground games are available for students to check-out. Trees are planted on the grass areas, and a sprinkler system is installed. In 2018-2019 Williams Monitoring, Gustine Elementary School received an overall GOOD rating of 97.92% during our school facility conditions evaluation using the Facilities Inspection Tool (FIT). School rating for GES is good. The play ground area, specifically the soft fall area is in need of replacement; they have been repaired numerous times over the last sixteen years. Repairs continue to make the playground safe and acceptable in regards to students safety; however, discussion has occurred regarding the replacement/upgrade of the soft fall are at GES.

Last updated: 1/18/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% rating.
Interior: Interior Surfaces	Good	90.48% rating. Noted were chips in the formica on a counter and an air vent needed repair. Lastly, some peeling paint was found. Repairs are in the process of being completed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	100% rating.
Electrical: Electrical	Good	100% rating.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	100% rating.
Safety: Fire Safety, Hazardous Materials	Good	100 rating.
Structural: Structural Damage, Roofs	Good	100% rating.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	92.86% rating. The fall material at both playground sets have many cracks and rips, that are in need of repair. The large holes have been repaired. Plans to replace the soft fall material is in the works.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/18/2019

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)	26.0%	26.0%	31.0%	29.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	18.0%	19.0%	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: 1/18/2019

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	278	271	97.48%	25.83%
Male	143	140	97.90%	17.14%
Female	135	131	97.04%	35.11%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	243	236	97.12%	26.27%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00%	25.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	235	97.51%	24.26%
English Learners	171	165	96.49%	24.85%
Students with Disabilities	32	31	96.88%	9.68%
Students Receiving Migrant Education Services	11	11	100.00%	9.09%
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: 1/18/2019

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	280	269	96.07%	18.59%
Male	144	138	95.83%	17.39%
Female	136	131	96.32%	19.85%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	245	234	95.51%	19.23%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00%	14.29%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	233	95.88%	17.17%
English Learners	171	163	95.32%	17.79%
Students with Disabilities	35	29	82.86%	3.45%
Students Receiving Migrant Education Services	11	11	100.00%	18.18%
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: 1/18/2019

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: 1/18/2019

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

Not applicable.

Last updated: 1/18/2019

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: 1/18/2019

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
5	18.0%	30.0%	27.0%

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: 1/18/2019

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)

There are many opportunities for parents to better support their child's success throughout the school year. Parent involvement is an area GES hopes to grow in each school year. We have established ASB at the Elementary level and are hoping to have our student leaders work with our teacher leaders and possibly join our SSC and ELAC meetings to offer input as to increase our parent involvement.

Several opportunities for parent and community involvement are offered and attended:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Parent/Teacher Club (PTC)
- Coffee with the Principal Monthly Parent Meetings (informal)
- Latino Family Literacy
- Fall Math Night
- Halloween Parade
- Back-to-School Night
- Winter Program
- Open House
- Pride Rallies
- Movie Nights

State Priority: Pupil Engagement

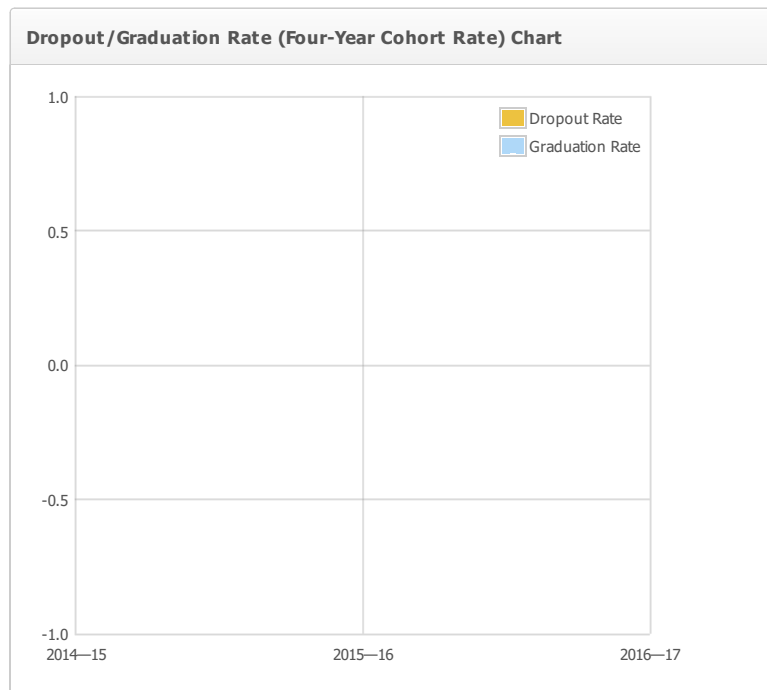
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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: 1/18/2019

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	--	--	--

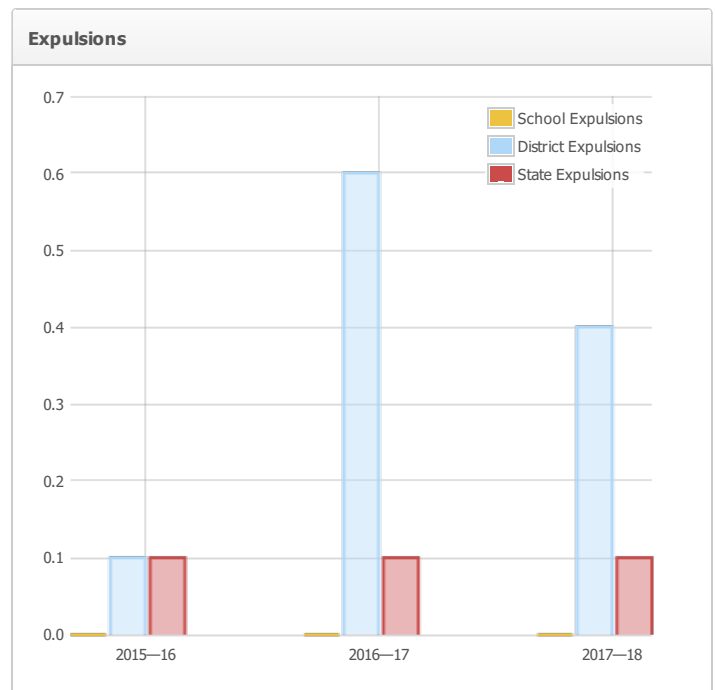
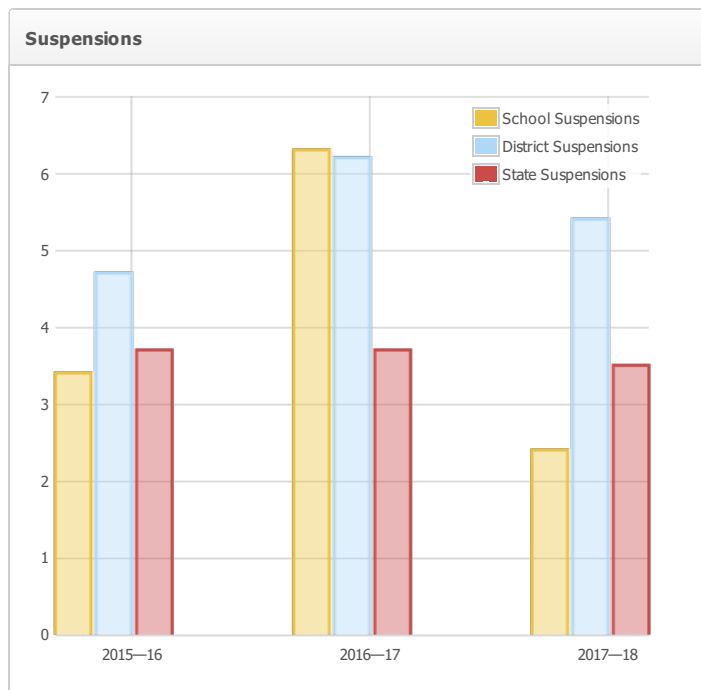
State Priority: School Climate

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	3.4%	6.3%	2.4%	4.7%	6.2%	5.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.6%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/18/2019

School Safety Plan (School Year 2018—19)

The School Safety Plan includes directions for evacuation procedures in case of a fire, earthquake, or boom threat. Drills are held monthly. The plan is reviewed bi-annually with staff, once at the beginning of the school year and again in a staff meeting later in the school year. At Gustine Elementary, each teacher has access to an updated copy of the plan, available in the office and staff room, and the plan is reviewed each fall at the beginning of the year. Teachers have a flip chart in the classroom that outlines emergency procedures. A copy of the comprehensive safety plan is on file at our district office. GES has an alarm system and surveillance cameras throughout the campus. We also have an automated telecommunication system via Parent Square to communicate critical information in a timely manner to all our students and their families in their language of preference. We review emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. Our staff monitor children on campus beginning at 7:20 a.m. until they are safely off campus at the end of the school day. All visitors must sign-in at the front office and wear a visitor's badge while on campus. Only parents/guardians who have been fingerprinted are able to work with students in the classroom, at recess, or attend field trips. We ensure a safe campus by monitoring and responding to student behavior and by listening to parent concerns. Detailed information on the School Safety Plan can be found at the Gustine Elementary School Office.

The plan also includes:

(A) Child Abuse Reporting Procedures

(B) Emergency Preparedness and Crisis Response Plan

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

(D) Procedures to Notify Teachers of Dangerous Pupils

(E) Discrimination and Harassment Policies

(F) School-wide Dress Code

(G) Procedures for Safe Ingress and Egress to and from School

(H) A Safe and Orderly School Environment Conducive to Learning

(I) School Discipline Rules and Consequences

(J) Hate Crime Reporting Procedures and Policies

The School Safety Plan was last reviewed, updated, and discussed with school staff on Nov. 14, 2018.

Last updated: 1/18/2019

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	22.0	0	5	
1	23.0	0	4	
2	21.0	2	2	
3	23.0		4	
4	31.0		3	
5	25.0	1	4	
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	21.0	3	2	
1	23.0		4	
2	23.0		4	
3	20.0	2	2	
4	23.0		4	
5	24.0		4	
6				
Other**	12.0	1		

* 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	21.0	2	3	
1	20.0	4		
2	22.0		4	
3	23.0		4	
4	21.0		4	
5	20.0	1	4	
6				
Other**	12.0	1		

* 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: 1/18/2019

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				
Mathematics				
Science				
Social Science				

* 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				
Mathematics				
Science				
Social Science				

* 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				
Mathematics				
Science				
Social Science				

* 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: 1/18/2019

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: 1/18/2019

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	\$6390.4	\$898.9	\$5491.5	\$63926.2
District	N/A	N/A	\$5834.0	\$68721.8
Percent Difference – School Site and District	N/A	N/A	5.9%	7.0%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	17.9%	11.0%

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

Last updated: 1/18/2019

Types of Services Funded (Fiscal Year 2017—18)

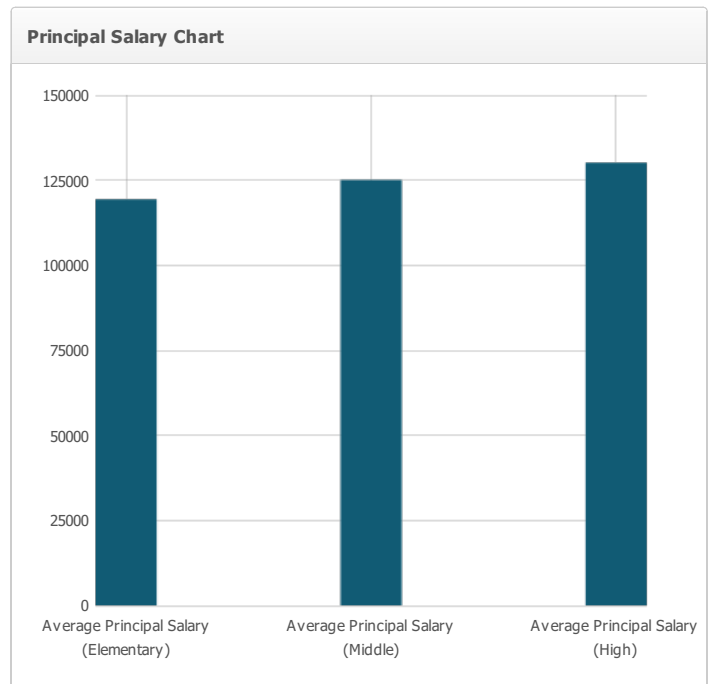
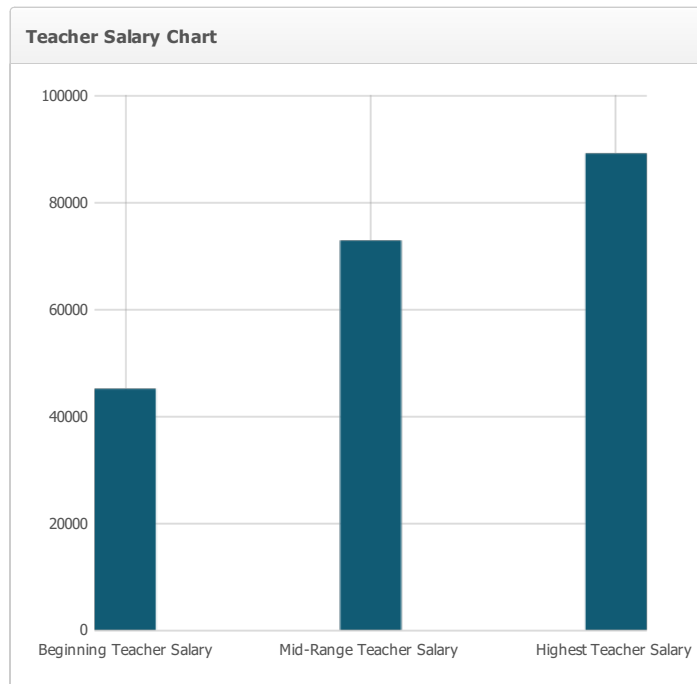
Gustine Elementary receives funding from several sources, including Title I, Lottery, LCFF, and Title III. These funds are used to support student achievement through the use of an Academic Coach, Intervention Teacher, Library Clerk, and supplies/materials for programs and targeted groups of students. Programs for English Learners are supported with state adopted materials, specialized technology, personnel, and training.

Last updated: 1/18/2019

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: 1/17/2019

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	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.

Last updated: 1/17/2019

Professional Development

Professional development trainings are delivered through after school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year. A district professional development day was held on August 13, 2018 and October 31, 2018.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2018-2019 include ELA, math, PBIS, Avid Strategies and Professional Learning Communities (PLCs). GES is currently working with Jon Yost from Solution Tree to enhance the PLC work, focusing on grade level needs and next steps. Solution Tree PLC trainings have been held in October, December and March 2019.

Gustine Elementary continues to focus on our English Learners, as this group has not been making the necessary progress. A team from GES attended the Soluciones Conference fall of 2018, and have consequently partnered with other sites from the District to establish an ELD Coalition Team and ELD Task force on three of the four school sites. Meetings and plans are in the beginning stages of developing a three tiered teaching process for our English Learners. English language development, and common core implementation continue to be an area of focus for our ELs.

To assist all staff members with implementing new skills, two teachers are on special assignments at G.E.S. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance to individual teachers.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide trainings.

Last updated: 1/18/2019