

# Romero Elementary

## 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.



### Nicholas Freitas, Principal

Principal, Romero Elementary

#### About Our School

Welcome to Romero Elementary! It is a great honor to serve the students, staff and parents of Romero Elementary School as principal. I am a proud graduate of Gustine High School. I received my Teaching and Administrative credential from Stanislaus State University in Turlock.

At Romero Elementary, we promote collaboration and continue to seek ways to improve services to students and the community. Our staff members meet each week as Professional Learning Communities (PLC) to develop and provide a strong educational foundation, based on student data and individual needs of the students. My desire is to keep the focus on increasing student achievement, social and emotional growth and doing whatever it takes to help all our students. I believe that learning should be fun and the students should want to come to Romero Elementary every day.

At Romero, challenges are not barriers; they are mere obstacles that will be met and overcome. Education should not only open the door to a brighter career future, but ultimately education should open the door to a better community, and a better world.

Nicholas Freitas - Principal  
Romero Elementary School  
(209) 854-6177

#### Principal's Comment

Nicholas Freitas

#### Contact

Romero Elementary  
13500 West Luis Rd.  
Santa Nella, CA 95322-9645

Phone: 209-854-6177  
E-mail: [nfreitas@gustineusd.org](mailto:nfreitas@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>	Romero Elementary
<b>Street</b>	13500 West Luis Rd.
<b>City, State, Zip</b>	Santa Nella, Ca, 95322-9645
<b>Phone Number</b>	209-854-6177
<b>Principal</b>	Nicholas Freitas, Principal
<b>E-mail Address</b>	<a href="mailto:nfreitas@gustineusd.org">nfreitas@gustineusd.org</a>
<b>Web Site</b>	<a href="http://www.gustineusd.org">www.gustineusd.org</a>
<b>County-District-School (CDS) Code</b>	24736196025746

*Last updated: 1/22/2019*

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

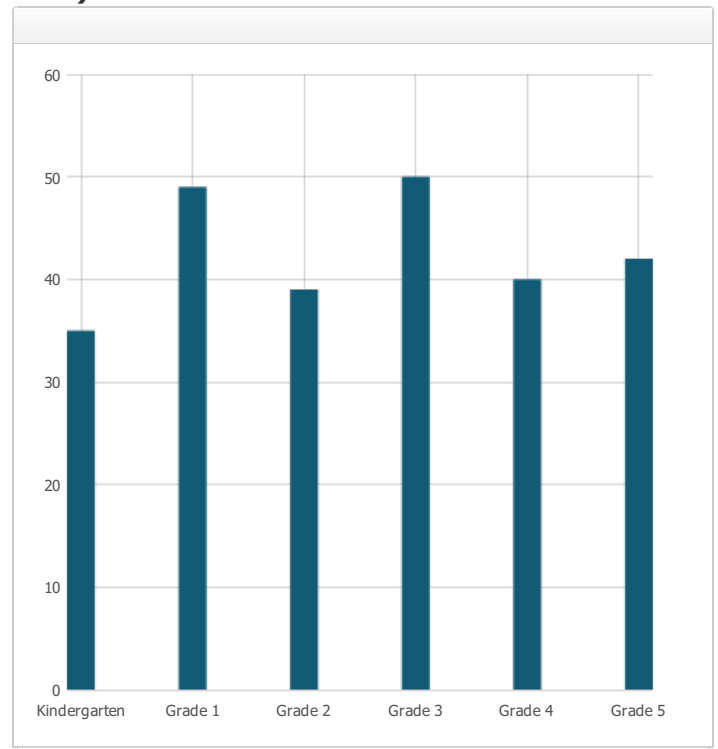
Romero Elementary is a K-5 school on a traditional calendar year school with approximately 245 students. We are located in a rural setting in Santa Nella, California. We are one of two elementary schools in the Gustine Unified School District. Romero has a quality teaching staff who receives yearly staff development in the latest research-based methods of instruction. We also have a English Language Development Coordinator and Intervention teacher on staff; she works with teachers and students to continually improve student achievement. The teachers are actively engaged in Common Core instruction and are supported through professional development training. Romero staff have been extensively trained in the Professional Learning Community process to improve student achievement. Teachers have weekly collaborative planning time at their grade levels as well as across the grades to ensure that all students are presented with a rich-multifaceted educational experience. Education is the key to success. Students must be able to gather, interpret, analyze and share information. Common Core standards foster and support these skills as well as encourage access to, and involvement with many aspects of technology. These skills along with Rigorous Curriculum Design are the key to preparing Romero Elementary students for their middle, and high school years as well as for a competitive global society. The overarching essence at Romero is one of high expectations for everyone. The culture at Romero is one where everyone is welcomed and success is a daily occurrence. Our students at Romero Elementary have a bright future ahead. They will be the scholars, humanitarians, and role models of tomorrow. Together, staff, students, and parents will make our campus, our community, and our world a better place.

The mission statement for Romero Elementary School states: Every student at Romero Elementary is important and has value and worth. Staff members understand that they play an integral part in creating a safe classroom environment where students are encouraged to share their thoughts and ideas. Patience, guidance, and respect are the norm at Romero as we all uphold the highest standards of professionalism. High expectations are held for every student. At Romero, challenges are not barriers; they are mere obstacles that will be met and overcome. Education should not only open the door to a brighter career future, but ultimately education should open the door to a better community, and a better world.

*Last updated: 1/22/2019*

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

Grade Level	Number of Students
Kindergarten	35
Grade 1	49
Grade 2	39
Grade 3	50
Grade 4	40
Grade 5	42
<b>Total Enrollment</b>	<b>255</b>



Last updated: 1/22/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	1.2 %
Asian	0.4 %
Filipino	1.6 %
Hispanic or Latino	88.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	5.5 %
Two or More Races	0.8 %
Other	1.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.2 %
English Learners	56.1 %
Students with Disabilities	13.3 %
Foster Youth	0.0 %

## A. Conditions of Learning

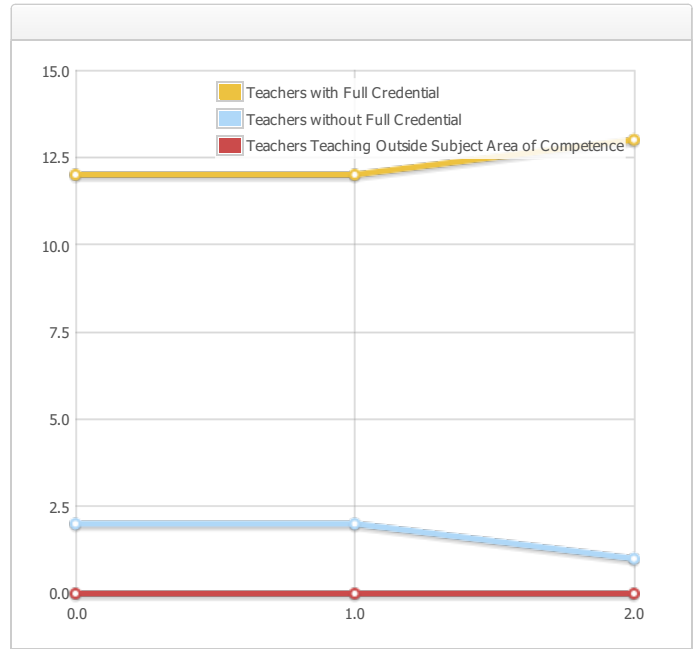
### State Priority: Basic

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

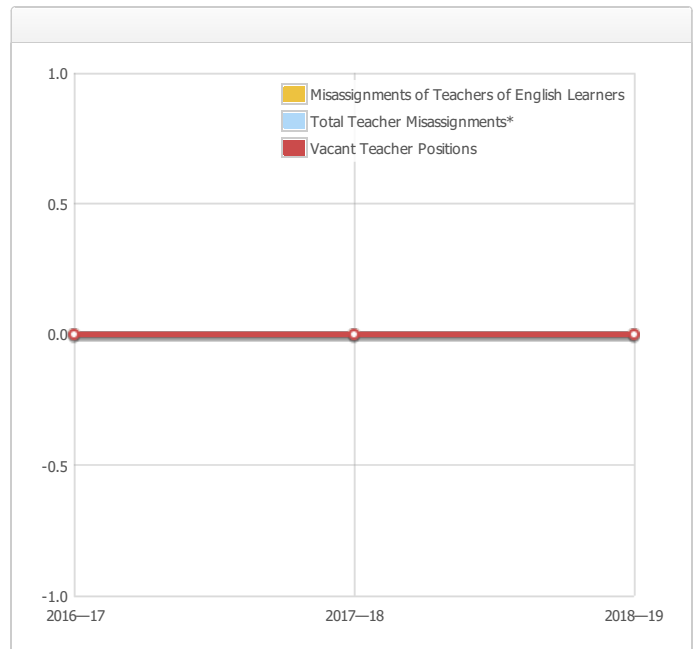
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	12	12	13	83
Without Full Credential	2	2	1	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2019

#### 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: 1/22/2019

## 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	Benchmark Advanced is available for all students Kindergarten through 5th grade.  Read 180 and System 44 intervention reading program is in place for qualifying students 3rd through 5th grade.	Yes	0.0 %
Mathematics	Eureka Math is available to all students Kindergarten - 5th grade.	Yes	0.0 %
Science	Houghton-Mifflin California Science - Grades K-5	Yes	0.0 %
History-Social Science	Macmillian-McGraw - Social Studies Grades K-5	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
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: 1/22/2019

## School Facility Conditions and Planned Improvements

An assessment was done in September 2018 using the Facility Inspection Tool (Fit). The school buildings and grounds of Romero Elementary School have been deemed to be "clean, safe, and functional", having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. The schools overall rating was GOOD. Copies of the Safety Inspection and Williams Inspection are maintained on file at the school site and District Office. Romero Elementary School employs a full-time Lead Custodian who provides students and staff with a clean and safe school environment. Romero Elementary School also employs a full-time Maintenance/Custodian who maintains our site as well. Our school includes 13 buildings, of which six are portables.

Romero Elementary School received an overall rating of 93.06% (Good) during our school facility inspection evaluation (FIT). School rating for RES is in good repair. The play ground area soft fall was noted as in need of repair; those repairs have been completed. Minor repairs such as the stained ceiling tile, unglued base board, loose cabinet handles, small hole near wiring, and loose air vent have all been completed. Repairs to restroom stalls that have rust, a loose faucet, paint that has begun to peel, and some flooring that needed replacement in the bathrooms are in the process of being repaired and/or replaced.

*Last updated: 1/22/2019*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed.
<b>Interior:</b> Interior Surfaces	Fair	A few things were noted including paint in the boys bathroom, water stained ceiling tiles, a cabinet handle to be repaired, a base board strip and rusting in bathroom stalls. These items are in the process of being repaired and/or replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed.
<b>Electrical:</b> Electrical	Good	No repairs needed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	A loose faucet needs to be tightened; it has been completed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No repairs needed.
<b>Structural:</b> Structural Damage, Roofs	Good	Stained ceiling tile was reported. It has been replaced.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repairs were needed on the E wing bathroom doors and the play structure padding. Repairs have been made to the bathroom doors and the padding has been repaired.

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/22/2019*

## 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)	21.0%	26.0%	31.0%	29.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	16.0%	26.0%	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: 1/22/2019*



## 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	126	125	99.21%	25.60%
Male	50	50	100.00%	22.00%
Female	76	75	98.68%	28.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	112	111	99.11%	25.23%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	111	110	99.10%	21.82%
English Learners	85	85	100.00%	21.18%
Students with Disabilities	22	22	100.00%	
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: 1/22/2019*

## 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	127	125	98.43%	25.60%
Male	51	50	98.04%	24.00%
Female	76	75	98.68%	26.67%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	113	111	98.23%	24.32%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	110	98.21%	21.82%
English Learners	86	85	98.84%	23.53%
Students with Disabilities	22	22	100.00%	
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: 1/22/2019*

## 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: 1/22/2019

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

Not Applicable
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Last updated: 1/22/2019

### 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: 1/22/2019

### 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	19.5%	29.3%	26.8%

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: 1/22/2019

## 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 parent opportunities for involvement at Romero Elementary. Our English Learner Advisory Council (ELAC), and School Site Council (SSC) meet during each trimester to review our programs, and make decisions on how categorical monies are allocated. These groups actively participate with administration and teachers to develop our school goals each year. Yearly LCAP meetings are held at our SSC/ELAC meetings as well in the evening during a parent update meeting. Parents are also encouraged to join us as classroom volunteers, yard duty help, or to accompany us on class field trips. School activities such as our Halloween Carnival, Turkey Trot, Movie Night, Winter Program, Open house, Romero Games and Love Romero are annual events that invite the participation of all our students and their families.

# State Priority: Pupil Engagement

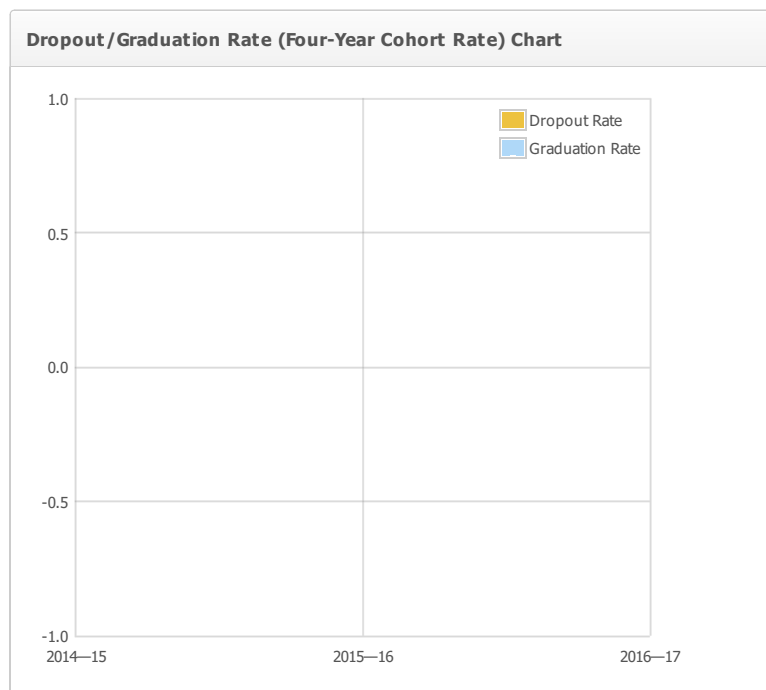
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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: 1/22/2019

## 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	--	--	--

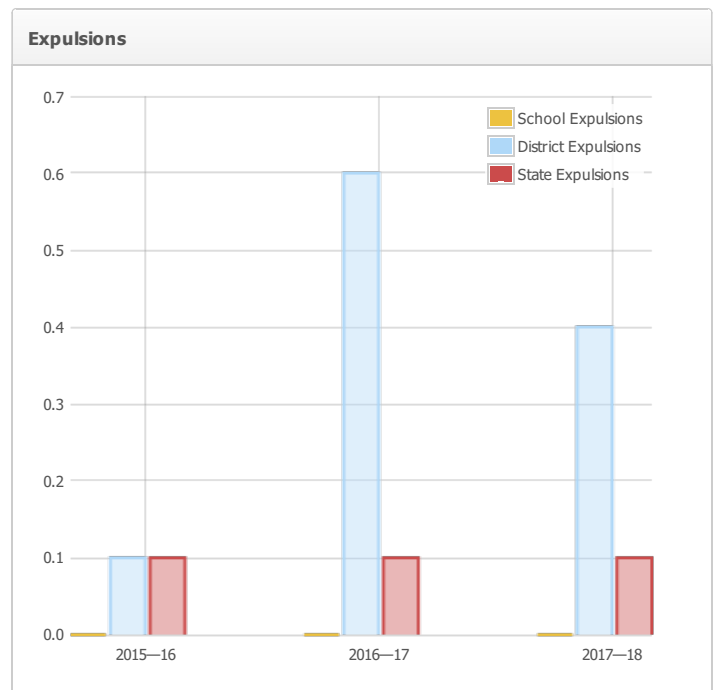
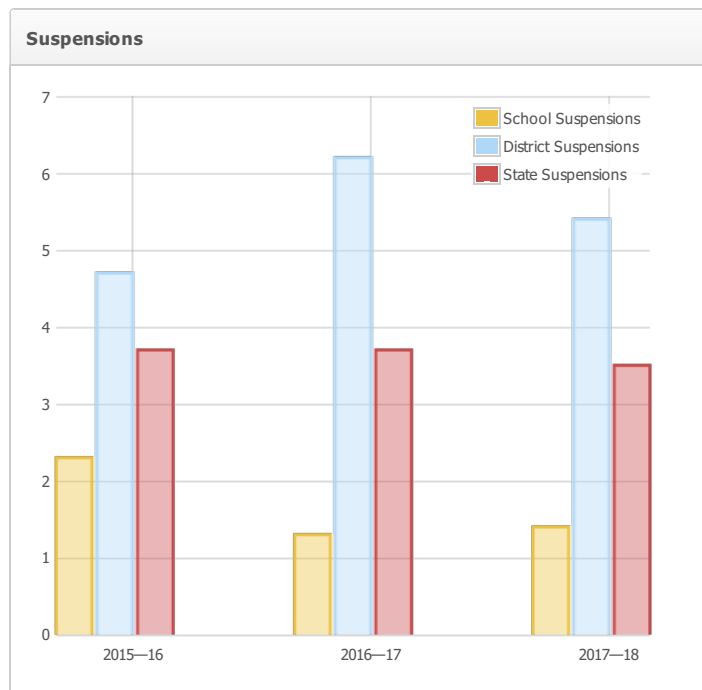
# State Priority: School Climate

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	2.3%	1.3%	1.4%	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: 1/22/2019

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

The updated safety plan is revised by the Safety Committee and School Site Council Members and reviewed with teachers at the beginning of every school year. At Romero Elementary, each teacher has access to an updated copy of the plan, available in the office and staff room. 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. Romero Elementary School has an alarm system and surveillance cameras throughout the campus. We also have an automated telecommunication system, Parent Square, to communicate critical information in a timely manner to all our students and their families in their language of preference.

Romero Elementary conducts monthly fire, lock down, and quarterly earthquake and evacuation drills. 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 7:30 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.

Last updated: 1/22/2019



## 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	20.0	1	1	0
1	26.0	0	2	0
2	22.0	0	2	0
3	20.0	2	0	0
4	23.0	0	2	0
5	20.0	1	1	0
6	0.0	0	0	0
Other**	0.0	0	0	0

\* 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	24.0	0	2	0
1	19.0	2	0	0
2	27.0	0	2	0
3	19.0	2	0	0
4	22.0	0	2	0
5	24.0	0	2	0
6				
Other**		0		

\* 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	18.0	2	0	0
1	25.0	0	2	0
2	20.0	1	1	0
3	25.0	0	2	0
4	20.0	1	1	0
5	21.0	1	1	0
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: 1/22/2019

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
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: 1/22/2019*

**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	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: 1/22/2019*

**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	\$6378.9	\$702.6	\$5676.3	\$66603.6
District	N/A	N/A	\$5834.0	\$68721.8
Percent Difference – School Site and District	N/A	N/A	2.7%	3.1%
State	N/A	N/A	\$6574.0	\$71392.0
Percent Difference – School Site and State	N/A	N/A	14.7%	6.9%

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

*Last updated: 1/22/2019*

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

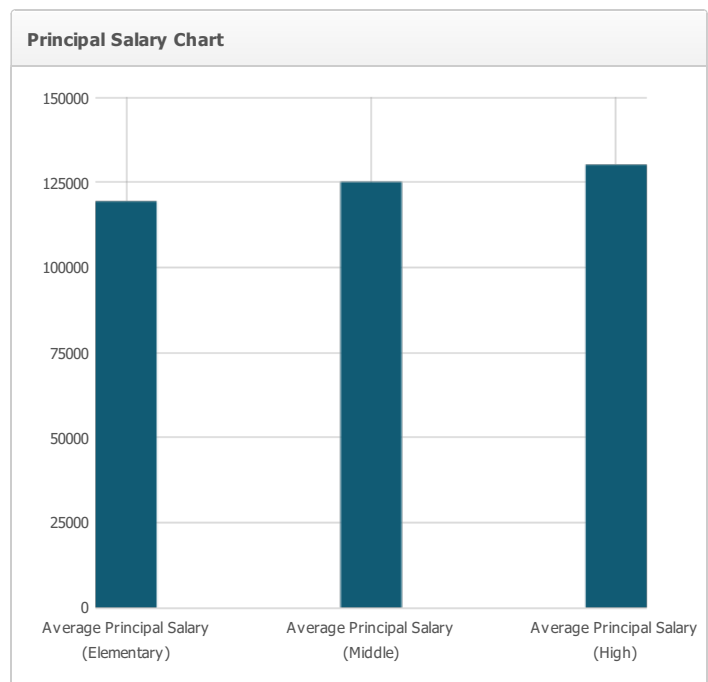
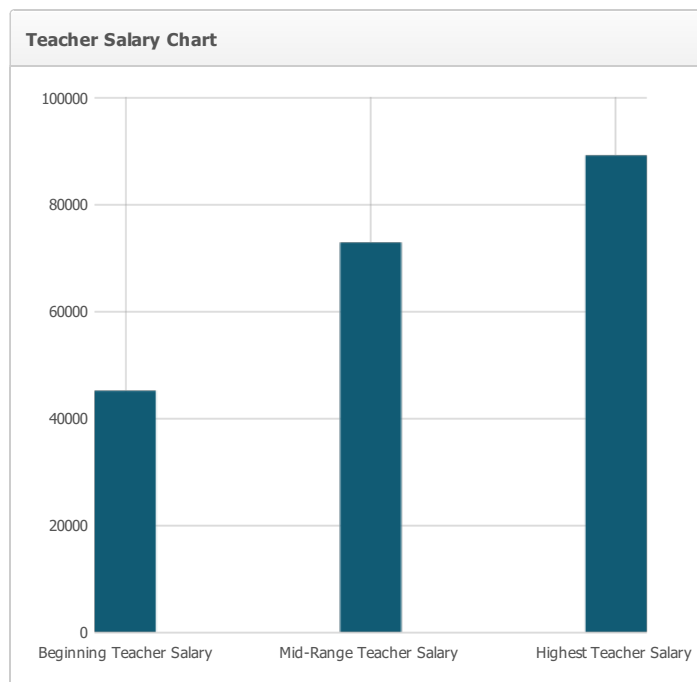
Romero Elementary receives funding from several sources, including Title I, Lottery, LCFF, and Title III. These funds are used to support student achievement through the employment of an Intervention Teacher, ELD coordinator, Library Clerk, Computer Lab Aide, classroom aides, and supplies/materials for programs and targeted groups of students. Programs for English Learners are supported with state adopted materials, specialized technology, personnel, and training. The students at Romero are one-to one with chrome books in every classroom.

*Last updated: 1/22/2019*

## 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: 1/22/2019*

**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: 1/22/2019*

**Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The focus for Gustine Unified (GUSD) is to complete the Professional Learning Community (PLC) journey. GUSD began the journey in the 2015-16 school year and continues to develop each site in the process of PLCs. Instructional Teacher Leaders were implemented 2017-18 as a way of facilitating PLC meetings for grade level teams. Professional development days have been added in to the school calendar year so that teachers can receive PD during the school year. Teachers are also given time every Monday to work in their PLC groups to analyze student data, student work, and plan lessons accordingly. GUSD has partnered with Solution Tree to enhance the PLC Process and address instruction delivery. A Solution tree trainer is assigned to each site; Romero Elementary has meet with our trainer three times so far this school year (2018-2019) . Mrs. Nino, our trainer, has been at our school working with teams regarding data assessment, lesson planning and delivery. Developing the 4<sup>th</sup>C's";collaboration, communication, critical thinking and problem-solving, and creativity as well as creating 21st Century learners is a focus for GUSD as well.

Romero Elementary continues to focus on our English Learners, as this group has not been making the necessary progress. A team from RES teachers attended the Soluciones Conference fall of 2018, and have consequently partnered with other sites from the District to establish an District ELD Coalition Team. The plan is to create Site ELD Task Forces for specifi site needs. Meetings and plans are in the beginning stages of developing a three tierd teaching process for our English Learners. English Language Development, and Common Core implementation continue to be an area of focus for our ELs. We have a computer technology aide and one computer lab which is used by all classes. RES students are one-to-one with chrome books. We have also provided a technology consultant company to help support teachers with technology challenges. Students use technology daily. A group of teacher also recieved Google classroom training during the 2018-19 school year. We want to provide enough learning opportunities for our students so they are prepared to compete in a global society.

*Last updated: 1/22/2019*