

Gustine Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Lisa Filippini, Principal

Principal, Gustine Elementary

About Our School

Welcome to Gustine Elementary! It is my sincere honor to serve our community of learners (students, staff, and parents) as your principal. Our staff members interact as a team each week in order to develop and provide a strong educational foundation for the students based upon the Common Core Standards, student data, and individual needs of the children. It is not only our goal to assist each child to grow to their fullest academic potential, but to additionally instill the importance of integrity and service to the community.

It is my desire to keep the focus on increasing student achievement, social and emotional growth, and doing whatever it takes to help ALL our students be successful and enjoy coming to school each day. I believe that learning should be fun and that an elementary school should pave the way for a lifetime of learning. Thank you for choosing GES and allowing us to work with your child each day.

Together we will ensure that our students will..... Soar in mind, body, and spirit!

L Filippini

Contact

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

*Phone: 209-854-6496
E-mail: lfilippini@gustineusd.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Gustine Unified
Phone Number	(209) 854-3784
Superintendent	William Barr, Interim
E-mail Address	wbarr@gustineusd.org
Web Site	www.gustineusd.org

School Contact Information (School Year 2017-18)	
School Name	Gustine Elementary
Street	2806 West Grove Ave.
City, State, Zip	Gustine, Ca, 95322-1803
Phone Number	209-854-6496
Principal	Lisa Filippini, Principal
E-mail Address	filippini@gustineusd.org
Web Site	www.gustineusd.org
County-District-School (CDS) Code	24736196025720

Last updated: 1/12/2018

School Description and Mission Statement (School Year 2017-18)

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 557 students. Approximately 81% of the students are Hispanic, 50% are identified as English Learners. 77 % receive free or reduced lunches. There is one principal and an assistant principal. The office staff consists of a secretary/attendance clerk, and two home/school bilingual liaisons. The District employs a full-time nurse that serves all sites and a full-time health aide for each school site. There are 29 certificated teachers on staff; one academic coach and one intervention teacher. GES classified staff consists of two Community Liaisons, seven instructional aides, nine (four of which are also aides) lunch and yard duty supervisors, a crossing guard, library clerk, computer tech, two full time and one part time custodian.

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:

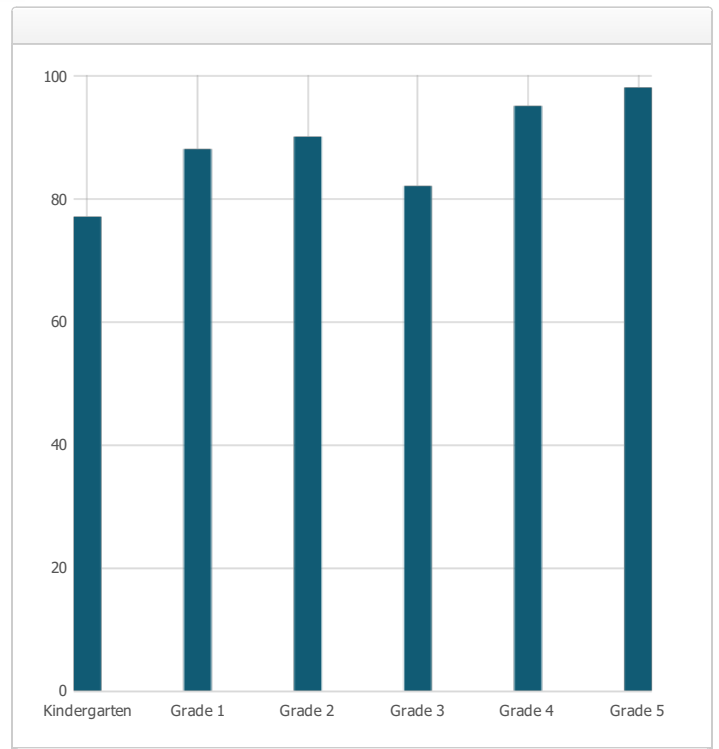
- High expectations yield high results.
- Every individual is unique and has worth.
- Learning is a life-long process.
- Everyone has the right to be safe and secure and free from discrimination.
- Encouragement, enthusiasm and motivation are essential for success.
- Honesty and integrity are important 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 is: 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.

Last updated: 1/12/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	77
Grade 1	88
Grade 2	90
Grade 3	82
Grade 4	95
Grade 5	98
Total Enrollment	530



Last updated: 1/12/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.7 %
Asian	0.0 %
Filipino	0.2 %
Hispanic or Latino	84.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	13.4 %
Two or More Races	0.7 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.1 %
English Learners	38.0 %
Students with Disabilities	10.0 %
Foster Youth	0.0 %

Last updated: 1/12/2018

A. Conditions of Learning

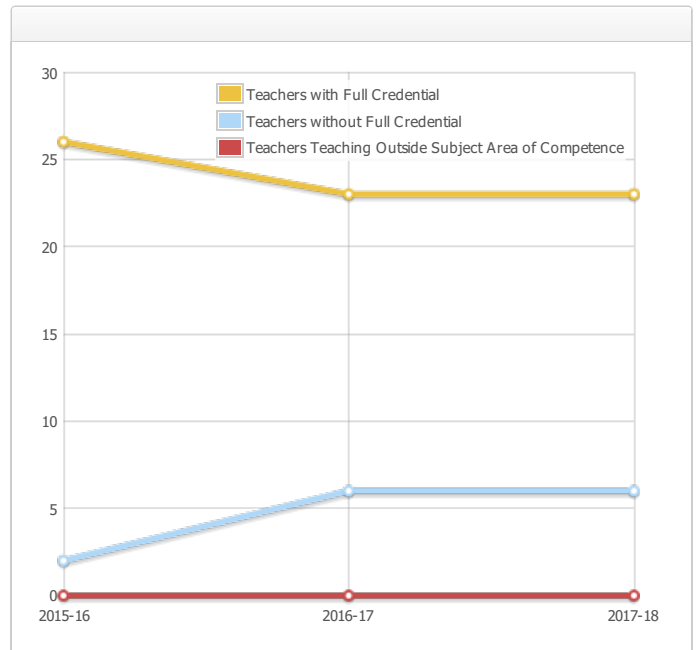
State Priority: Basic

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

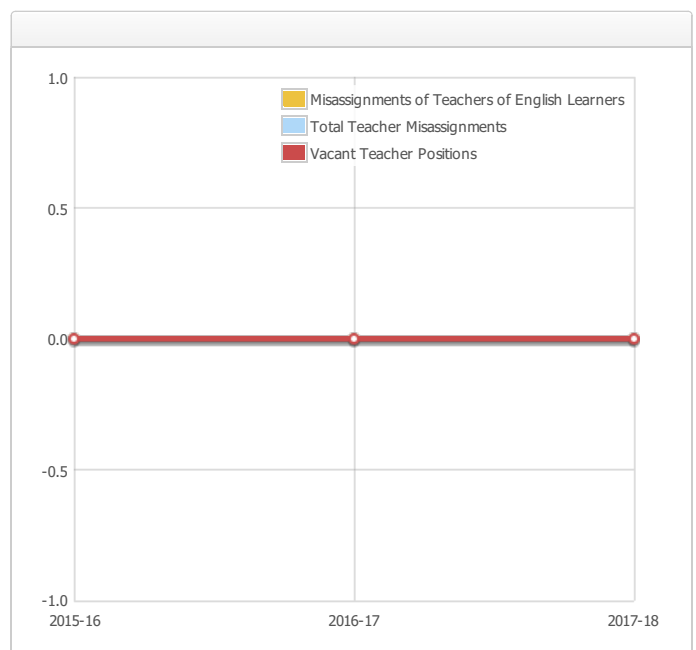
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	23	23	
Without Full Credential	2	6	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/12/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/12/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

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 applicaable		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: 1/12/2018

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.

Gustine Elementary School received an overall rating of 96.16% during our school facility conditions evaluation. 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: 1/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Fair	A broken blind and a torn pin board were noted in one classroom; those items have been repaired. Exit sign not working in the cafeteria; it has been replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Sink leaking in boys' bathroom; it has since been repaired.
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Fall material at both playground sets have many cracks and rips; they have been repaired. Plans to replace fall material is in the works.

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Good
----------------	------

Last updated: 1/12/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	17%	26%	29%	31%	48%	48%
Mathematics (grades 3-8 and 11)	11%	18%	14%	17%	36%	37%

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: 1/12/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	279	98.59%	26.26%
Male	143	140	97.90%	27.14%
Female	140	139	99.29%	25.36%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	241	237	98.34%	25.00%
Native Hawaiian or Pacific Islander				
White	36	36	100.00%	33.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	239	236	98.74%	24.26%
English Learners	165	163	98.79%	23.46%
Students with Disabilities	38	36	94.74%	25.00%
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: 1/12/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	279	98.94%	18.28%
Male	143	140	97.90%	18.57%
Female	139	139	100.00%	17.99%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	240	238	99.17%	18.07%
Native Hawaiian or Pacific Islander				
White	36	36	100.00%	19.44%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	238	236	99.16%	16.10%
English Learners	164	164	100.00%	18.29%
Students with Disabilities	37	35	94.59%	--
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: 1/12/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	40.0%	30.0%	54.0%	53.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/12/2018

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 1/12/2018

Career Technical Education Participation (School Year 2016-17)

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: 1/12/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	18.3%	25.8%	26.9%

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: 1/12/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

There are many parent opportunities for involvement at Gustine Elementary. We have a very active Parent Teacher Club that meets monthly. This group provides assemblies, field trip support, incentives, and other activities that link schools and families. Our English Learner Advisory Council (ELAC), and School Site Council (SSC) meet quarterly 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. Parents are 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 , Jog-a-thon, Movie Night, and the GES Math Festival are annual events that invite the participation of all our students and their families.

State Priority: Pupil Engagement

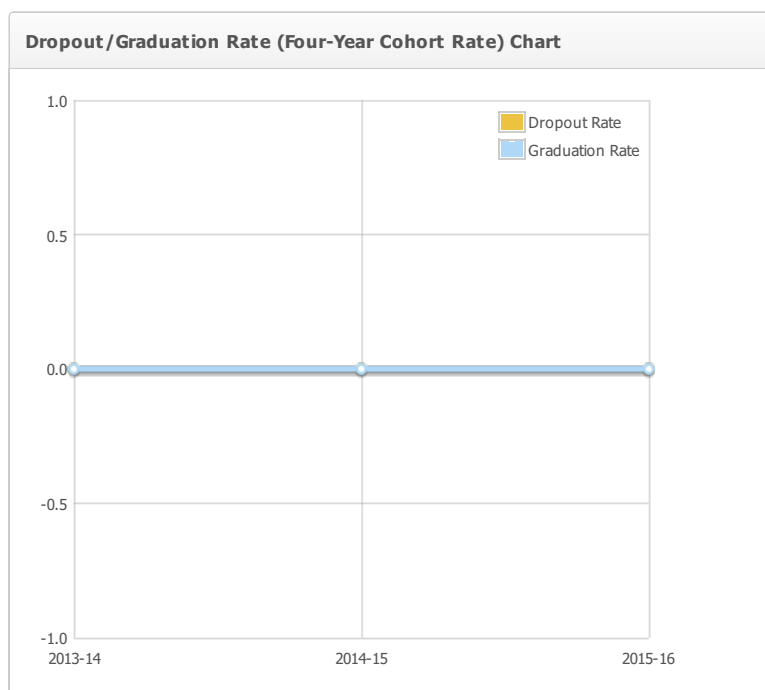
Last updated: 1/12/2018

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	84.8%	97.0%	93.8%	81.0%	82.3%	83.8%



Last updated: 1/12/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	99.3%	87.1%
Black or African American	--	100.0%	79.2%
American Indian or Alaska Native	--	0.0%	80.2%
Asian	--	100.0%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	98.1%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	100.0%	91.0%
Two or More Races	--	0.0%	90.6%
Socioeconomically Disadvantaged	--	100.0%	85.5%
English Learners	--	78.6%	55.4%
Students with Disabilities	--	90.9%	63.9%
Foster Youth	--	--	--

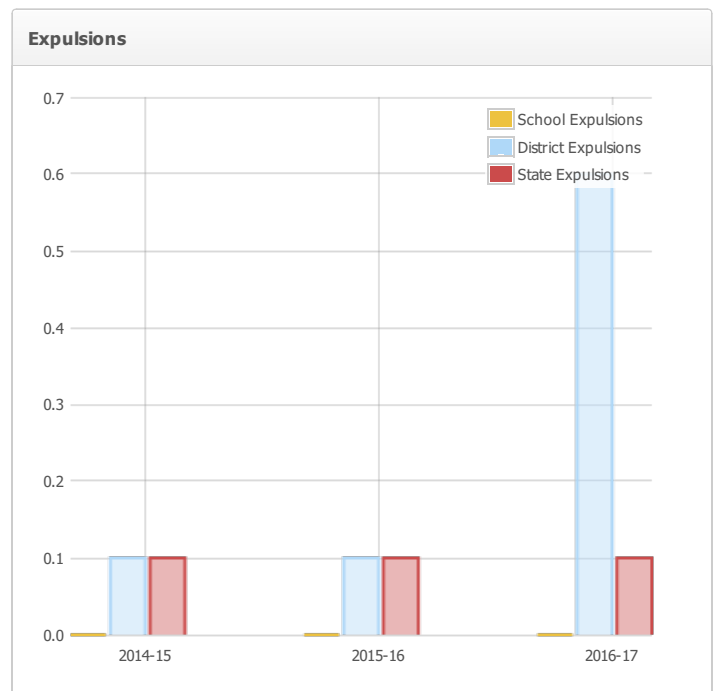
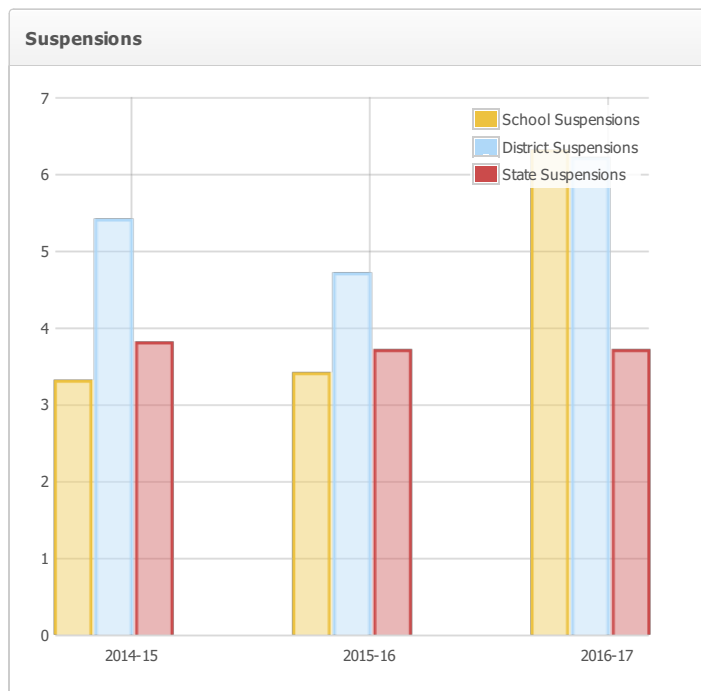
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.3%	3.4%	6.3%	5.4%	4.7%	6.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.6%	0.1%	0.1%	0.1%



Last updated: 1/12/2018

School Safety Plan (School Year 2017-18)

The updated safety plan is revised and reviewed with teachers at the beginning of every 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, Aeries Communication, to communicate critical information in a timely manner to all our students and their families in their language of preference.

Gustine 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 7:20 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.

Last updated: 1/12/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	1	4	0	22.0	0	5	0	21.0	3	2	0
1	21.0	1	3	0	23.0	0	4	0	23.0	0	4	0
2	22.0	0	4	0	21.0	2	2	0	23.0	0	4	0
3	25.0	0	4	0	23.0	0	4	0	20.0	2	2	0
4	25.0	0	4	0	31.0	0	3	0	23.0	0	4	0
5	25.0	1	3	0	25.0	1	4	0	24.0	0	4	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	12.0	1	0	0

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

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	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: 1/9/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5798.4	\$702.4	\$5095.9	\$61000.7
District	N/A	N/A	\$6370.0	\$63974.8
Percent Difference – School Site and District	N/A	N/A	-22.2%	-4.8%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-25.3%	-13.2%

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

Last updated: 1/9/2018

Types of Services Funded (Fiscal Year 2016-17)

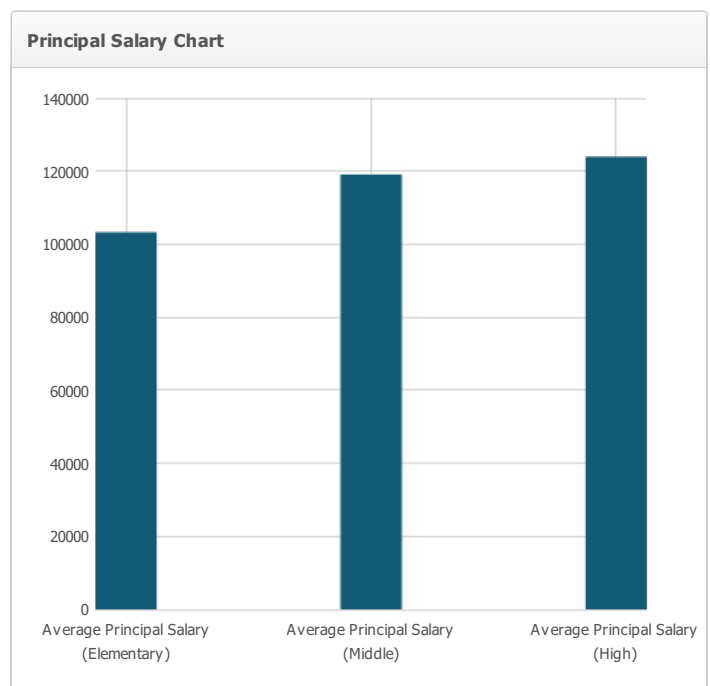
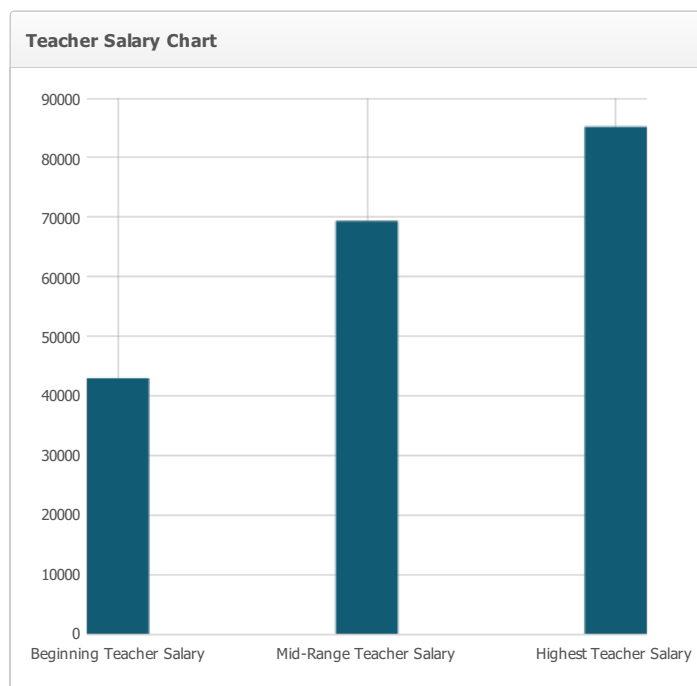
Gustine Elementary receives funding from several sources, including Title I, Lottery, LCFF, and Title III. These funds are used to support student achievement through the use of an Academic Coach, Intervention Teacher, Library Clerk, and supplies/materials for programs and targeted groups of students.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

Last updated: 1/9/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,957	\$44,144
Mid-Range Teacher Salary	\$69,363	\$69,119
Highest Teacher Salary	\$85,197	\$86,005
Average Principal Salary (Elementary)	\$103,267	\$106,785
Average Principal Salary (Middle)	\$119,062	\$111,569
Average Principal Salary (High)	\$123,942	\$121,395
Superintendent Salary	\$145,790	\$178,104
Percent of Budget for Teacher Salaries	34.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/9/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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: 1/9/2018

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. At Gustine Elementary, more than 93% of teachers have attended a PLC Conference and have begun to implement the process in their classrooms. Instructional Teacher Leaders have been implemented 2017-18 as a way of facilitating PLC meetings for grade level teams. Two 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. Developing the 4"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. GES students will be able to leave elementary school with the ability to manipulate technology.

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 2017, 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. We have a computer technology aide and one computer lab which is used by all classes. GES also has eight mobile Chrome Book carts; fifth grade (four classrooms) share two carts, fourth grade (four classrooms) share two carts, third grade (three classrooms) share two carts, second, first and kinder (four classrooms each share two carts per grade level). We have also provided a technology consultant to help support teachers with technology challenges. Students use technology daily. We want to provide enough learning opportunities for our students so they are prepared to compete in a global society.

Last updated: 1/12/2018