

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Romero Elementary

Address: 13500 West Luis Rd. Santa Nella, CA 95322-9645
Principal: Mrs. Terry Souza, Principal
Phone: (209) 854-6177
Email: tsouza@gustineusd.org
Web Site: www.gustineusd.org
CDS Code: 24736196025746

Gustine Unified

Superintendent: Bill Morones
Phone: (209) 854-3784
Email: bmorones@gustineusd.org
Web Site: www.gustineusd.org



I DATA AND ACCESS

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/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Gustine Unified
 Phone Number: (209) 854-3784
 Superintendent: Bill Morones
 E-mail Address: bmorones@gustineusd.org
 Web Site: www.gustineusd.org

School Contact Information Most Recent Year

School Name: Romero Elementary
 Street: 13500 West Luis Rd.
 City, State, Zip: Santa Nella, CA 95322-9645
 Phone Number: (209) 854-6177
 Principal: Mrs. Terry Souza, Principal
 E-mail Address: tsouza@gustineusd.org
 Web Site: www.gustineusd.org
 County-District-School
 (CDS) Code: 24736196025746

School Description and Mission Statement (School Year 2016–17)

Romero Elementary is a K-5 school on a traditional calendar year school with approximately 268 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 receive 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 average teacher has eight years or more of experience and 99% of our teachers are NCLB highly qualified. 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. Gustine Unified School District is an Art and Science of Instruction district and through continuous training staff is implementing instruction and strategies 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. Our mission at Romero Elementary is a strong commitment to developing a partnership with students, family, and the community by providing a supportive environment which expects the active participation of all children. Through the use of monitoring and assessments, we will support students to successfully master all Common Core and ELD grade level standards. Believe it! Achieve it!

Education is the key to success. Success is knowledge in all areas of life: academics, social, emotional and community. To be successful, students must be educated in reading, writing, mathematics, science, and social studies, but to be truly successful, our students must also be educated in social, communication, and critical thinking skills, as well as creativity, community, and humanity. 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.

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.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	39
Grade 1	52
Grade 2	44
Grade 3	39
Grade 4	46
Grade 5	40
Total Enrollment	260

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0.4%
Asian	0.8%
Filipino	1.5%
Hispanic or Latino	89.6%
Native Hawaiian/Pacific Islander	0.8%
White	4.2%
Two or More Races	1.9%
Socioeconomically Disadvantaged	87.3%
English Learners	60.4%
Students with Disabilities	11.9%
Foster Youth	0.4%

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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	12	14	12	
Without Full Credential	1	1	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	100.00%	.00%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	.00%	.00%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	The Benchmark program is available for all students in Kindergarten through 5th grade. It was adopted in 2016. READ 180 and Systems 44 intervention reading program is in place for qualifying students in 4th-5th grades.	Benchmark program adopted 2016, Reading/Language Arts program READ 180 and System 44 intervention program for grades 4 and 5.	0%
Mathematics	Engage New York/Eureka Math was adopted in 2015 and is available to all students.	SRA Math Program, Real Math, adopted 2008. Reflex math intervention software purchased for grades 3-5.	0%
Science	Houghton Mifflin science was adopted in 2007 and is available for all students.	Houghton-Mifflin Science adopted 2007-2008.	0%
History-Social Science	MacMillan McGraw-Hill was adopted in 2006 and is available for all students.	MacMillan-McGraw Hill Social Studies Adopted 2006-2007	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

An assessment was done in August 2016 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. Copies of the Safety Inspection and Williams Inspection are maintained on file at the school site and district. A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges and all visitors check in and out at the school office. Romero Elementary School employs a full-time Lead Custodian who provides students and staff with a clean and safe school. Romero Elementary School also employs a full-time Maintenance/Custodian who maintains our site as well. Our administration building and 12 of our classrooms are relatively new. New heating, ventilation, and air conditioning (HVAC) systems have been installed in our older classroom building and cafeteria within the last few years. Our school includes 13 buildings, of which six are portables. On an average day, 268 students and staff occupy these buildings, taking up 90 percent of our capacity. The facilities in our school were in good working order when we surveyed the facilities. More information about the condition and cleanliness of the facilities can be found in the supplement to this report called for by the Williams Act legislation. The assessment determined that our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction(OPSC), and were brought about by the legislation known as Williams.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: August 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate

Month and year in which data were collected: August 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	17%	23%	24%	29%	44%	48%
Mathematics (grades 3-8 and 11)	13%	10%	14%	14%	34%	36%

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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	44	95.65%	9.09%
Male	21	21	100.00%	4.76%
Female	25	23	92.00%	13.04%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	40	38	95.00%	10.53%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	38	37	97.37%	8.11%
English Learners	30	29	96.67%	
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	45	95.74%	31.11%
Male	23	21	91.30%	23.81%
Female	24	24	100.00%	37.50%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	41	39	95.12%	25.64%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56%	27.50%
English Learners	28	26	92.86%	11.54%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	44	95.65%	29.55%
Male	28	26	92.86%	19.23%
Female	18	18	100.00%	44.44%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43	42	97.67%	28.57%
Native Hawaiian or Pacific Islander	--	--	--	--
White				
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44%	28.95%
English Learners	27	27	100.00%	11.11%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	45	97.83%	6.67%
Male	21	21	100.00%	9.52%
Female	25	24	96.00%	4.17%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.50%	7.69%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	38	38	100.00%	5.26%
English Learners	30	30	100.00%	3.33%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	46	97.87%	6.52%
Male	23	22	95.65%	9.09%
Female	24	24	100.00%	4.17%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	41	40	97.56%	7.50%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56%	7.50%
English Learners	28	27	96.43%	3.70%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	46	44	95.65%	18.18%
Male	28	26	92.86%	23.08%
Female	18	18	100.00%	11.11%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43	42	97.67%	16.67%
Native Hawaiian or Pacific Islander	--	--	--	--
White				
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44%	18.42%
English Learners	27	27	100.00%	
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	22%	33%	41%	53%	54%	53%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	46	44	95.65%	40.91%
Male	28	26	92.86%	34.62%
Female	18	18	100.00%	50.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43	42	97.67%	40.48%
Native Hawaiian or Pacific Islander	--	--	--	--
White				
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44%	39.47%
English Learners	27	27	100.00%	25.93%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2015-16)

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	31.80%	27.30%	27.30%

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.

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 2016–17)

Romero Elementary recognizes the importance of having all parents actively involved in all facets of their child's educational life. Parents are always welcome to come to school to speak with the principal and teachers. There are multiple opportunities for parents to become involved at Romero; we have an active Administration/Parent Coffee Club that meets monthly to discuss ways in which the club can support student activities and educational field trips. Parents are also welcome to volunteer in the classroom, or just stop by for a visit. Romero Elementary School Site Council and English Language Advisory Council provide opportunities for parents to be part of the decision-making process in educational matters; these advisory councils meet quarterly. Other ways that we include parents at Romero is by celebrating the children in various ways such as academic and behavior achievements, and performances throughout the year celebrating students achievements.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.62	4.23	2.32	4.27	5.42	4.66	4.36	3.80	3.65
Expulsions	0.35	0.00		0.10	0.10	0.05	0.10	0.09	0.09

School Safety Plan – Most Recent Year

We have a comprehensive safety plan that we update each year with input from our School Resource Officer. We include information on how to report child abuse and other crimes, disaster preparedness, and discipline. We also discuss creating a safe school environment and crisis management teams and duties. The crisis team has planned regular meetings to discuss our preparedness for various situations, such as fire, evacuation, earthquakes, and lockdown. All staff and students practice these drills once a month.

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2011-2012
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2			26		2					
1	18	2			20	1	1					
2	20	2			20	1	1					
3	23		1		22		2					
4	29		1		24		1					
5	21	1	1		24		2					
Other	18	1										

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

Academic Counselors and Other Support Staff (School Year 2015-16)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7053.41	\$990.96	\$6062.45	\$63051.90
District	N/A	N/A		\$64952
Percent Difference – School Site and District	N/A	N/A		-2.93%
State	N/A	N/A	\$5677	\$67348
Percent Difference – School Site and State	N/A	N/A	6.79%	-6.38%

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

Types of Services Funded (Fiscal Year 2015-16)

Romero Elementary School receives categorical funding from Title I and Title III. These funds are used to support student achievement through the use of instructional aides, ELD Coordinator, and library clerk. Programs for English Learners are supported with materials, specialized technology, personnel, and training. We have also used the money to update our technology including LCD projectors, lap-tops for teachers, and we have piloted one-to-one tablets in four classrooms this year. We have also invested in a computer lab tech. to assist students and teachers in the computer lab. All students are in the computer lab anywhere from two to five times per week.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40506	\$42063
Mid-Range Teacher Salary	\$65406	\$64823
Highest Teacher Salary	\$80671	\$84821
Average Principal Salary (Elementary)	\$107202	\$101849
Average Principal Salary (Middle)	\$112269	\$107678
Average Principal Salary (High)	\$116871	\$115589
Superintendent Salary	\$164805	\$169152
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Gustine Unified School District offered Professional Development days before and during the regular school year in 2016-2017. In 2015-2016 Gustine Unified School District began the journey with Solution Tree in the implementation of Professional Learning Communities. District staff and administration have been to numerous Professional Learning Communities Seminars and Workshops to support the implementation in Gustine. The purpose of Professional Learning Communities is to increase student achievement by looking at data to inform instructional and learning needs. In 2015-2016 Gustine Unified School District began the journey into becoming an Art and Science of Teaching district. Staff and administration have attended professional development throughout the last two years to support Gustine Unified School districts vision. In 2012/2013, the district began the work with the Leadership and Learning Center. We partnered with Los Banos Unified School District to provide intense training in Common Core State Standards. Teachers in grades K-12 began to create both ELA and Math Common Core units. In addition, all Romero Elementary teachers have begun work with the AGB to better instruct our English Language Learners. During this time staff met with Francisco Romo, from MCOE, to train staff in ELD strategies and provided professional development through the overview and implementation of the new ELD CCSS. We have worked with John Magenson at MCOE to better teacher ability to increase our technology use in the classroom and in the lab, as well as putting technology in the hands of our students in five of our one-to-one classrooms. Lastly, we have worked the last three years with the Leadership and Learning Center to introduce and assist our teachers with the understanding and implementation of the CCSS; we have specifically focused on ELA and Math at this time. There is a district wide minimum day monthly for staff development, and these days are used to continue our staff development in the focus areas. Additionally, our site identifies goals which are worked on throughout the year during our weekly grade level collaboration meetings. Students are released an hour early one day per week so teachers have the time to analyze data, work, and plan together. An intervention teacher has been added to the staff focusing specifically on students who are behind in ELA and/or math. We have implemented READ 180, Systems 44, and Reading Mastery to meet the needs of our students. All 1-2 grade students are receiving intervention or enrichment during our "Power Hour." All students, grades 3-5 are pulled for READ 180 and Systems 44, or receive enrichment during the intervention time period. The principal and ELD coordinator have met extensively with all grade levels to write action plans based on the most recent assessment data. Grade levels have also met together, under the direction of the principal to devise whole class, intervention groups, and individual remediation opportunities.

