

# Romero 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.



### Terry Souza, Principal

Principal, Romero Elementary

#### About Our School

Welcome to Romero Elementary School. It is with great pride and excitement that I write this letter to you as the Principal of Romero Elementary School. I am honored to have the opportunity to lead a school with such a rich tradition both in and out of the classroom.

Romero Elementary is proud of our achievements through the hard work of our students, teachers, parents and support staff. We are a school that works together as a team with parents and the community to provide our students the support necessary to achieve academically and socially. We foster a caring and nurturing educational learning environment here at Romero.

Parent participation is a vital part of our school. Parents are able to volunteer in our classroom, on School Site Council (SSC), and on our English Learner Advisory Council (ELAC).

At Romero Elementary School we promote collaboration and continue to seek ways to improve our services to students and the community. We promote the focus on improving our overall school attendance. Good attendance ensures academic success. We support families in getting their children to school everyday and on time.

All staff at Romero Elementary School understand their responsibility to ensure that every student has access to quality education and support services designed to meet individual needs. By working together with parents, students, community, Board of Trustees and District administration, programs are designed and implemented around the needs of the students. Building a strong vision and mission has been paramount to our strength as a learning community and through this cooperation; our school is planning with the future in mind.

Thank you for taking time to review our SARC. If you have any questions about the information included in this report or would like to discuss any aspect of Romero Elementary School please call our office at (209) 854-6177.

Sincerely,

Terry L. Souza, Principal

#### Principal's Comment

Terry L. Souza

**Contact**

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

*Phone: 209-854-6177  
E-mail: [tsouza@qustineusd.org](mailto:tsouza@qustineusd.org)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Gustine Unified
<b>Phone Number</b>	(209) 854-3784
<b>Superintendent</b>	William Barr
<b>E-mail Address</b>	<a href="mailto:wbarr@gustineusd.org">wbarr@gustineusd.org</a>
<b>Web Site</b>	<a href="http://www.gustineusd.org">www.gustineusd.org</a>

School Contact Information (School Year 2017-18)	
<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>	Terry Souza, Principal
<b>E-mail Address</b>	<a href="mailto:tsouza@gustineusd.org">tsouza@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: 1/8/2018

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

Romero Elementary is a K-5 school on a traditional calendar year school with approximately 240 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 an 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. 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. At Romero Elementary we have 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. 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.

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.

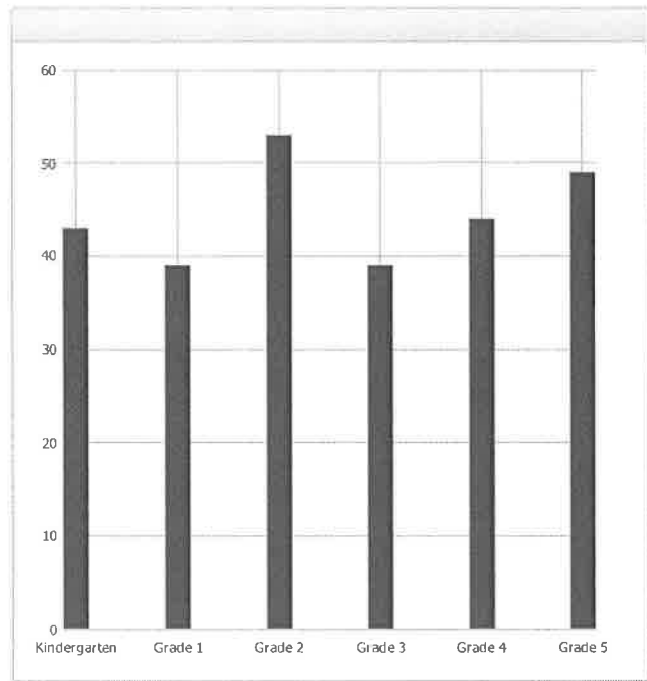
The Vision Statement for Romero Elementary School is: At Romero, we are a forward-thinking school aiming to prepare our students for a rapidly changing world by providing them with critical thinking skills, love for learning, global perspective, and respect for core values; honesty, loyalty, and compassion. Romero students will have success for today and be prepared for tomorrow.

The Mission Statement for Romero Elementary School: Every student at Romero Elementary is important and has value and worth. We understand that we 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: 1/8/2018

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

Grade Level	Number of Students
Kindergarten	43
Grade 1	39
Grade 2	53
Grade 3	39
Grade 4	44
Grade 5	49
<b>Total Enrollment</b>	<b>267</b>



Last updated: 1/8/2018

**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	0.4 %
Asian	2.3 %
Filipino	0.0 %
Hispanic or Latino	88.8 %
Native Hawaiian or Pacific Islander	0.4 %
White	5.2 %
Two or More Races	11.5 %
Other	-9.0 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	81.9 %
English Learners	63.1 %
Students with Disabilities	11.8 %
Foster Youth	0.0 %

Last updated: 1/8/2018

## A. Conditions of Learning

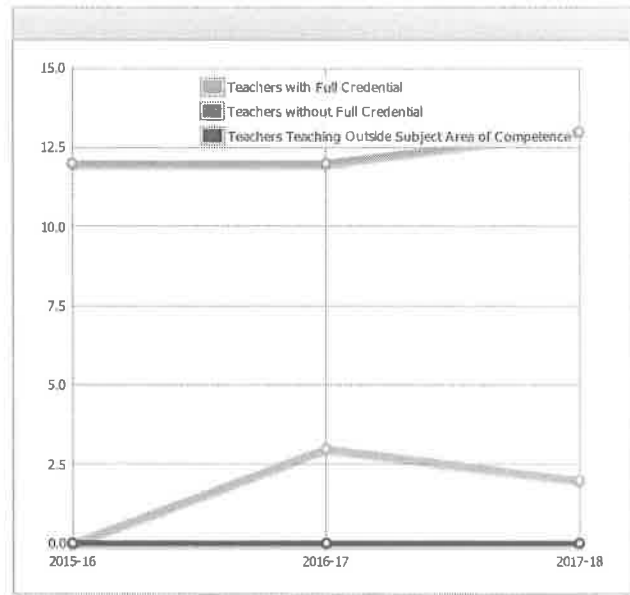
### State Priority: Basic

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

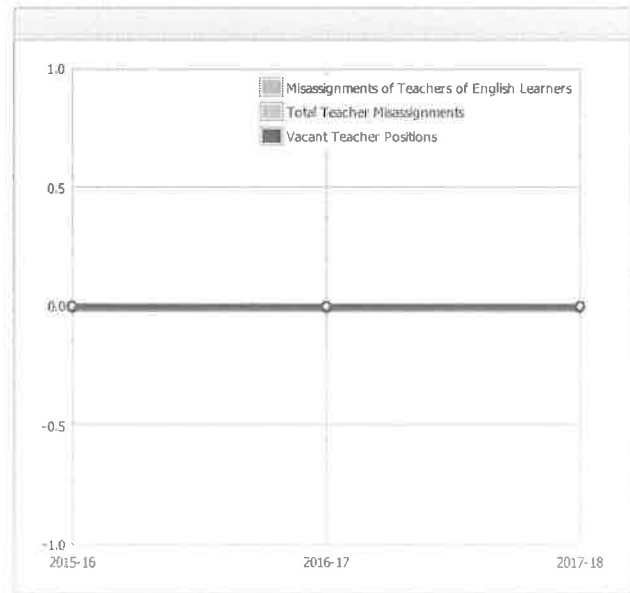
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	12	12	13	77
Without Full Credential	0	3	2	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/16/2018

#### 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: 1/16/2018

**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	Benchmark Advanced is available for all students in Kindergarten through 5th grade.  Read 180 and Systems 44 Intervention Reading Program is in place for qualifying 3rd through 5th graders.	Yes	0.0 %
Mathematics	Eureka Math/Engage New York is available for all students in Kindergarten through 5th grade.	Yes	0.0 %
Science	Houghton Mifflin, California Science is available for all students in grades Kindergarten through 5th grade.	Yes	0.0 %
History-Social Science	Macmillan/McGraw-Hill is available for all students in grades Kindergarten through 5th grade.	Yes	0.0 %
Foreign Language	Not Applicable		0.0 %
Health	Not Applicable		0.0 %
Visual and Performing Arts	Not Applicable		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

### School Facility Conditions and Planned Improvements

An assessment was done in August 2017 using the Facility Inspection Tool (FIT). The school's overall rating of GOOD in relations to Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety and Structural on the FIT and Romero Elementary School has 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. On our FIT report we had a rating of POOR on External in regards to playground and windows/doors in our cafeteria. There is a district plan in place to address the POOR rating of our playground area and our cafeteria doors/interior. Copies of the FIT 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, 240 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.

Last updated: 1/9/2018

### 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	No repairs needed in regards to Gas Leakes, Mechanical/HVAC and sewer.
Interior: Interior Surfaces	Good	No repairs needed in regards to Interior Surfaces.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed in regards to Overall Cleanliness and Pest/Vermin Infestation.
Electrical: Electrical	Good	No repairs needed in regards to Electrical.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No Repairs needed in regards to Restrooms, Sinks/Fountains.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed in regards to Fire Safety, Hazardous Materials.
Structural: Structural Damage, Roofs	Good	No repairs needed in regards to Structural Damage and/or roofs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Repairs needed on Playground/School Grounds and cafeteria doors. A plan is in place to use Bond/Maintenance funds to replace POOR external conditions of playground and school grounds areas along with cafeteria doors.

### Overall Facility Rate

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

Overall Rating Good

Last updated: 1/9/2018

## 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)	23%	21%	29%	31%	48%	48%
Mathematics (grades 3-8 and 11)	10%	16%	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: 1/9/2018



**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	276	114	58%	23%
Male	139	60	56%	16%
Female	137	76	44%	31%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	120	117	97.50%	20.37%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	122	119	97%	21.01%
English Learners	57	55	96%	--
Students with Disabilities	22	20	90%	--
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: 1/9/2018*

**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	138	135	97.83%	15.55%
Male	61	60	98.36%	15.00%
Female	77	75	97.40%	16.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	120	117	97.50%	14.53%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	122	119	97.54%	14.28%
English Learners	57	55	96%	--
Students with Disabilities	22	20	90%	--
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: 1/8/2018*

**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)	33%	41%	54%	53%	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: 1/8/2018*

**Career Technical Education Programs (School Year 2016-17)**

Not Applicable for Romero Elementary School

*Last updated: 1/8/2018*

**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: 1/8/2018*

**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)

Percentage of Students Meeting Fitness Standards			
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	13.7%	19.6%	29.4%

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: 1/8/2018

## 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)

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. Parents are also invited to be part of various District level committees such as District English Language Learners (DELRO) Committee and the LCAP (Local Control and Accountability Plan) Committee. 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. Parents also participate in Open House, Pride Rally's, Student Study Trips, and Classroom Volunteers. Parents also have the opportunity to attend Adult ESL classes that happen weekly at Romero Elementary School.

### State Priority: Pupil Engagement

Last updated: 1/9/2018

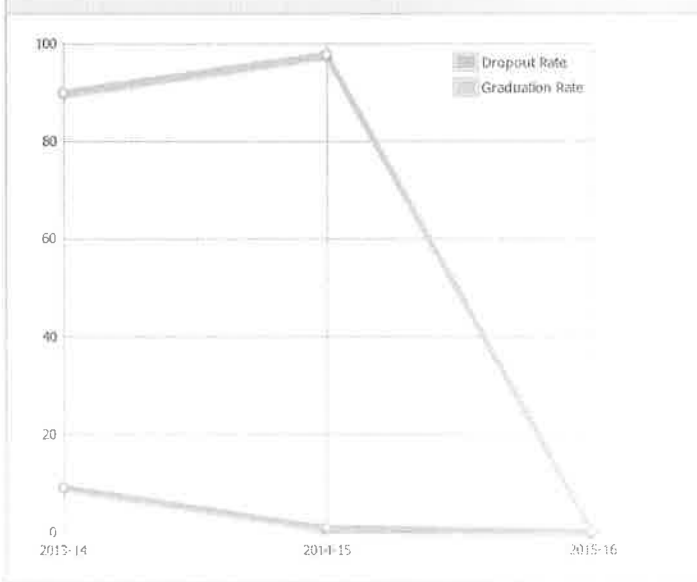
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	9.2%	0.8%	0.0%	14.4%	1.5%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	89.9%	97.7%	0.0%	84.8%	97.0%	93.8%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/9/2018

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

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

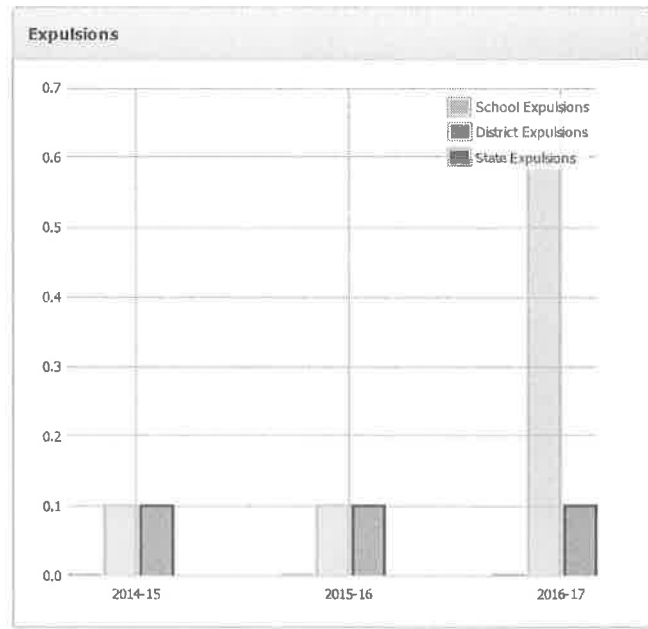
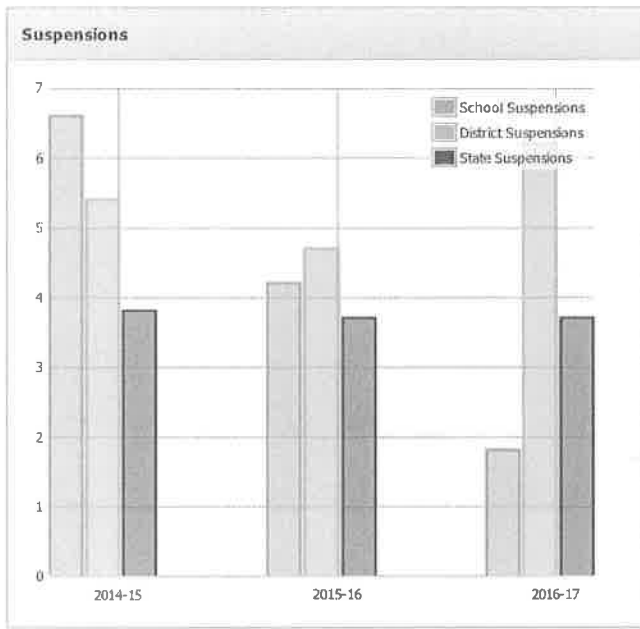
# State Priority: School Climate

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	6.6%	4.2%	1.8%	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: 1/9/2018

## School Safety Plan (School Year 2017-18)

Key Elements of the Comprehensive School Safety Plan:

In Gustine Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, and is approved by each site council. These components were approved by the Romero Elementary Site Council on September 22, 2017.

- Disaster procedures, routines and emergency
- Procedures to notify teachers of dangerous pupils
- A sexual harassment policy
- A school wide dress code
- A safe and orderly environment conducive to learning at school
- Rule and procedures on school discipline
- Child abuse reporting procedures





## 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	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	100.0%

Last updated: 1/8/2018

### 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	26.0	0	2	0	20.0	2	0	0	24.0	0	2	0
1	20.0	1	1	0	26.0	0	2	0	19.0	2	0	0
2	20.0	1	1	0	22.0	1	1	0	27.0	0	2	0
3	22.0	0	2	0	20.0	0	2	0	19.0	1	1	0
4	24.0	0	1	0	23.0	0	2	0	22.0	0	2	0
5	24.0	0	2	0	20.0	1	2	0	24.0	0	2	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	0.0	0	0	0

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

Last updated: 1/8/2018

**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+		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: 1/16/2018

**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: 1/16/2018

**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	\$7053.4	\$991.0	\$6062.5	\$63051.9
District	N/A	N/A	\$5949.1	\$63974.8
Percent Difference – School Site and District	N/A	N/A	1.9%	-1.5%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-8.1%	-9.9%

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

Last updated: 1/16/2018

### Types of Services Funded (Fiscal Year 2016-17)

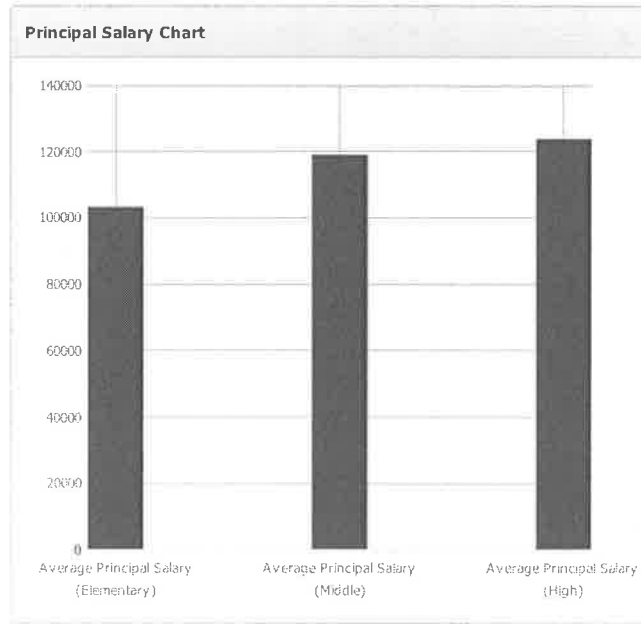
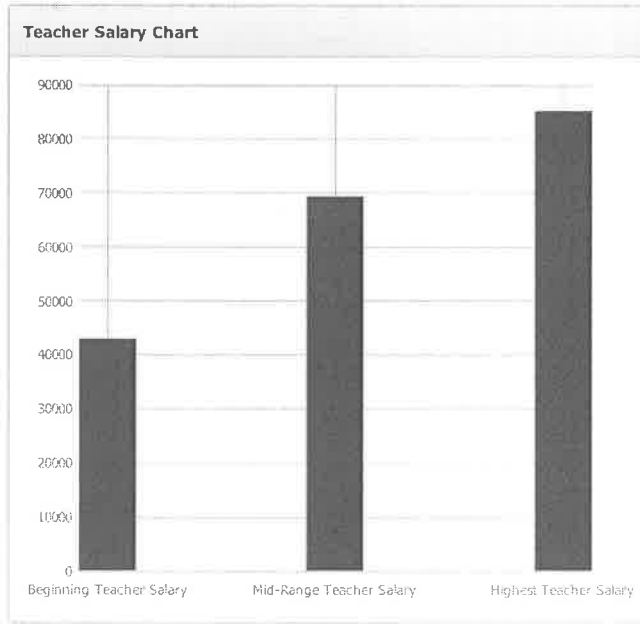
Romero Elementary utilizes a wide variety of services available that support and assist students in school. Some of these include class-size reduction, programs for English Learners which includes classroom support, and ASSETS (After School Educational and Safety) program. Romero Elementary School receives 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. Some Title I and Title III funding is used for Professional Development. Romero also utilizes an instructional aide in our special education program to support students. 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 chrome books in seven of our 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.

Last updated: 1/16/2018

### 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: 1/16/2018

**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: 1/16/2018*

**Professional Development**

The Gustine Unified School District Local Control Accountability Plan has prioritized and expanded district-wide professional development opportunities for TK-12 to include subject matter, technology, best practices, PLC's and leadership. Multiple measures include CAASPP results, CELDT/LPAC achievement data, common formative assessments, were utilized to prioritize needs.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at sites throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments. All district personnel have completed training on best instructional practices.

Professional development and support has been provided in the following areas: Professional Learning Communities, Math Instruction, ELA/ELD Instruction, AVID Implementation in grades 4-5, and the Art and Science of Instruction. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer.

Romero Elementary has 2 Lead Instructors that support the implementation of PLC's and the Art and Science of Instruction best practices.

Year one and year two teachers continue to be supported by our District Curriculum Director and Lead Instructors. The programs activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. Additionally, the district offers professional development opportunities designed to meet the district's goals.

Professional Development is offered by workshops, conferences, mentoring programs and district provided.

Professional Development Days for the following years are:

2015-2016: 2 Buy Back Days, 2 District Professional Development days with 8 Minimum Days Professional Development.

2016-2017: 4 District Professional Development days with 5 Minimum Days Professional Development.

2017-2018: 4 District Professional Development days with 8 Minimum Days Professional Development.

*Last updated: 1/8/2018*