

Gustine Middle

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.



Mr. Peter Duenas, Principal

Principal, Gustine Middle

About Our School

Dear Gustine Community:

Welcome to Gustine Middle School! The home of the Braves! Gustine Middle School is composed of a strong certificated and classified staff. Each staff member is dedicated to the success of each student. Our staff has high expectations for all students and are willing to provide support systems to make sure each student's success. We have a counselor and special education programs to meet the social, academic and emotional needs of all students. Our clerical staff in the front office, are polite and courteous and are willing to assist you. The nurse and cafeteria staff are there to provide healthy life choices. Our librarian creates an inviting space for students to explore their interests and also receive additional support for their classes. Our campus supervisors and instructional aides provide support and directions for students to be safe and supervised. It takes everyone to make Gustine Middle School a great place to be.

Mr. Peter Duenas

Principal, Gustine Middle School

Contact

Gustine Middle
28075 Sullivan Rd.
Gustine, CA 95322-9516

Phone: 209-854-5030
E-mail: pduenas@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
E-mail Address	wbarr@gustineusd.org
Web Site	www.gustineusd.org

School Contact Information (School Year 2017-18)	
School Name	Gustine Middle
Street	28075 Sullivan Rd.
City, State, Zip	Gustine, Ca, 95322-9516
Phone Number	209-854-5030
Principal	Mr. Peter Duenas, Principal
E-mail Address	pduenas@gustineusd.org
Web Site	www.gustineusd.org
County-District-School (CDS) Code	24736196103766

Last updated: 1/30/2018

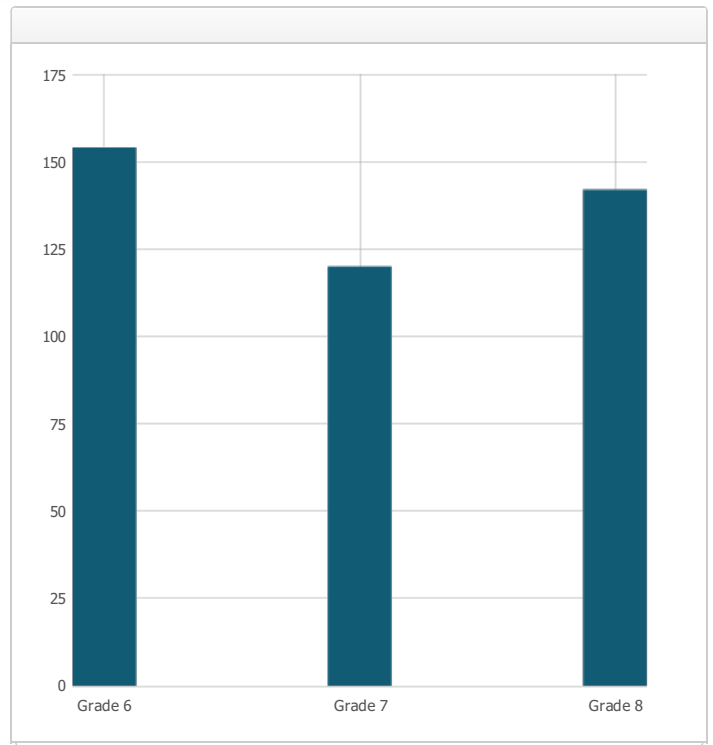
School Description and Mission Statement (School Year 2017-18)

Gustine Middle School is a rural middle school that is located in Merced County in California's Central Valley. There are currently 426 students enrolled at GMS from grades 6 - 8. At GMS, we are committed to excellence in education and ensuring that all students are learning at high levels every day.

Last updated: 1/30/2018

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

Grade Level	Number of Students
Grade 6	154
Grade 7	120
Grade 8	142
Total Enrollment	416



Last updated: 1/30/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.5 %
Asian	0.7 %
Filipino	0.2 %
Hispanic or Latino	78.6 %
Native Hawaiian or Pacific Islander	0.5 %
White	16.1 %
Two or More Races	1.2 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.0 %
English Learners	29.1 %
Students with Disabilities	18.0 %
Foster Youth	0.7 %

Last updated: 1/23/2018

A. Conditions of Learning

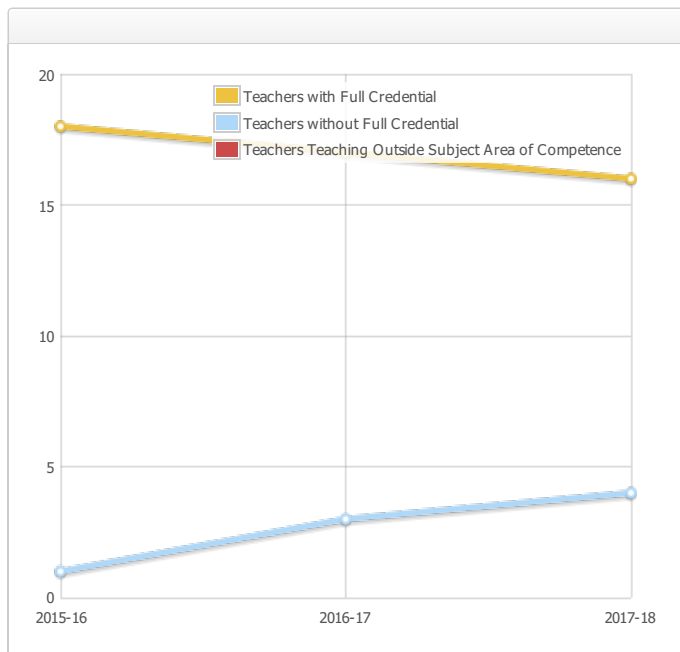
State Priority: Basic

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

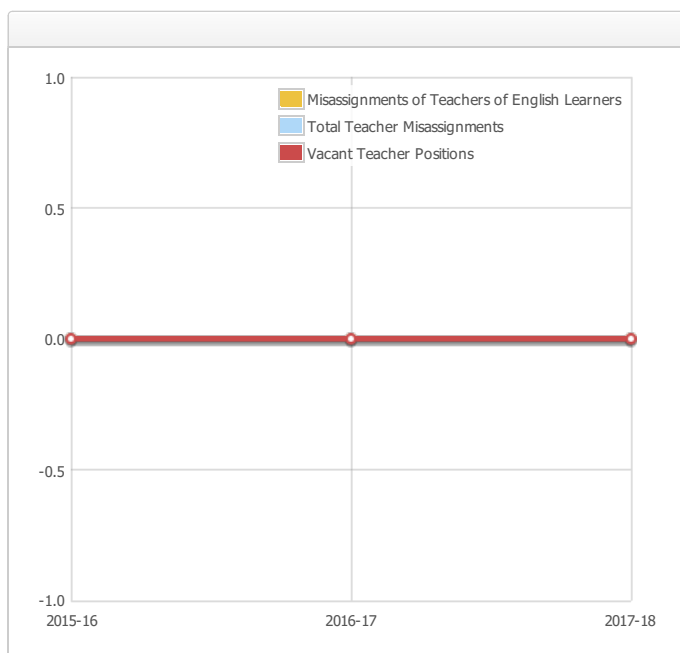
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	17	16	77
Without Full Credential	1	3	4	14
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/23/2018

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: 1/23/2018

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	There are enough textbooks/materials for all students. To successfully teach Common Core State Standards, we are using McGraw Hill Study Sync. This program helps GMS teachers deeply connect students' understanding of CCSS with the needed rigor to be successful 21st century learners.	Yes	0.0 %
Mathematics	There are enough for all students. To successfully teach Common Core State Standards, we are using Eureka Math to connect the CCSS frameworks with our targeted instructional approach. This approach helps to ensure that all students are challenged at their appropriate level of rigor, while relentlessly working towards benchmark proficiency in mathematics. Eureka Math Materials were updated in 2016.	Yes	0.0 %
Science	McGraw Hill Science Curriculum adopted in 2006 is still in use at GMS; All students have materials available to them. GMS is currently waiting information regarding the NGSS adoption materials for a science adoption in the near future.	Yes	0.0 %
History-Social Science	Holt Social Studies adopted on 2006 is still in use at GMS and all students have materials available to them. GMS is currently awaiting information on Social Studies adoption materials.	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		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: 1/23/2018

School Facility Conditions and Planned Improvements

Constructed in 2007, Gustine Middle School offers a safe and secure campus for students, staff and visitors. The school is currently comprised of 18 classrooms, four mobile classrooms (one is used for a band classroom, two (2) are used as locker rooms, and the fourth mobile classroom is used as a general classroom) one library, one computer lab, one cafeteria, and administrative building which includes a staff room, a conference room, a nurse's office, a classroom and three offices.

Last updated: 1/23/2018

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	NA
Interior: Interior Surfaces	Good	NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Clutter in the library storeroom has been removed.
Electrical: Electrical	Good	NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	NA
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	NA

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/23/2018

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)	29%	28%	29%	31%	48%	48%
Mathematics (grades 3-8 and 11)	14%	15%	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: 1/23/2018

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	427	424	99.30%	27.83%
Male	230	229	99.57%	20.96%
Female	197	195	98.98%	35.90%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	341	340	99.71%	24.12%
Native Hawaiian or Pacific Islander	--	--	--	
White	66	65	98.48%	41.54%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	349	346	99.14%	23.70%
English Learners	228	227	99.56%	17.18%
Students with Disabilities	74	74	100.00%	--
Students Receiving Migrant Education Services	12	12	100.00%	16.67%
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: 1/23/2018

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	427	425	99.53%	14.59%
Male	230	229	99.57%	14.85%
Female	197	196	99.49%	14.29%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	341	341	100.00%	13.49%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.48%	23.08%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	349	347	99.43%	12.39%
English Learners	228	228	100.00%	--
Students with Disabilities	74	74	100.00%	--
Students Receiving Migrant Education Services	12	12	100.00%	--
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: 1/23/2018

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)	81.0%	74.0%	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: 1/23/2018

Career Technical Education Programs (School Year 2016-17)

NA

Last updated: 1/23/2018

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: 1/23/2018

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
7	23.5%	20.9%	34.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2018

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)

Gustine Middle School encourages parents to become involved with school activities. Parent's Club, School Site Council, and English Learners Advisory Committee are some of the ways in which parents can stay informed. In order to help keep our parents informed of their child's progress, we now have our student's grades available online. Our "Aeries Communication" communication program, is used to send out messages by phone and email to all of our parents. The scope of these communications include working to inform inform parents, guardians, and community members of upcoming important dates and activities. Additionally, I send a monthly newsletter to parents, and make sure that our website is updated regularly to ensure that information is available and accurate. GMS is committed to continually improving and refining our strategies to encourage parents/guardians in becoming and remaining active stakeholders for each of our students.

State Priority: Pupil Engagement

Last updated: 1/23/2018

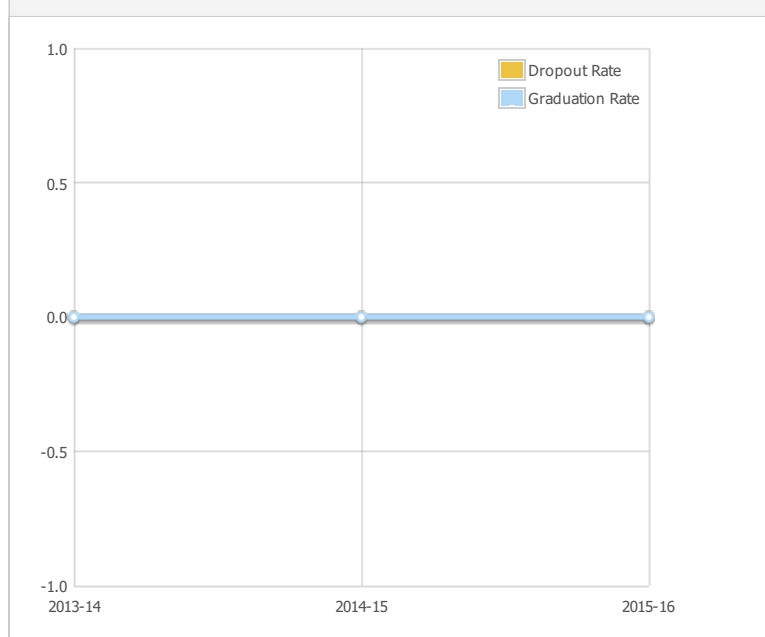
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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%

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



Last updated: 1/23/2018

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	--	--	--

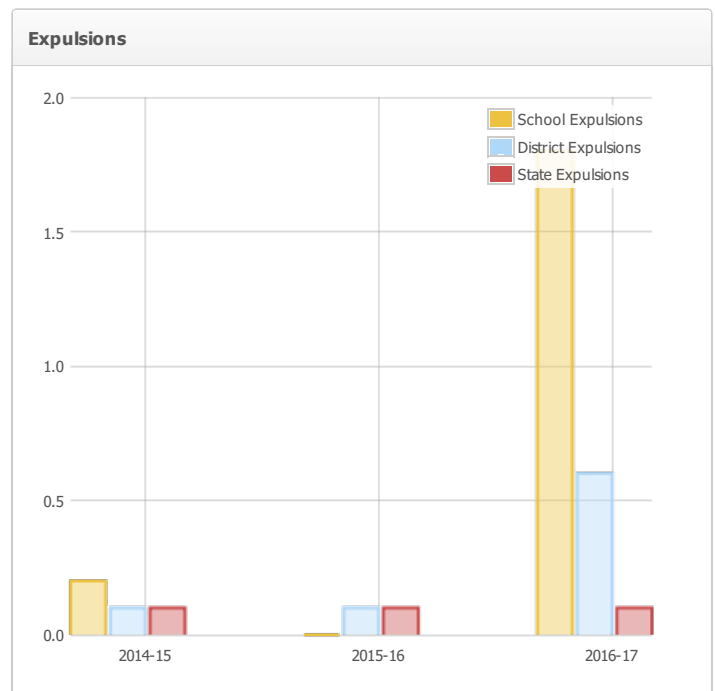
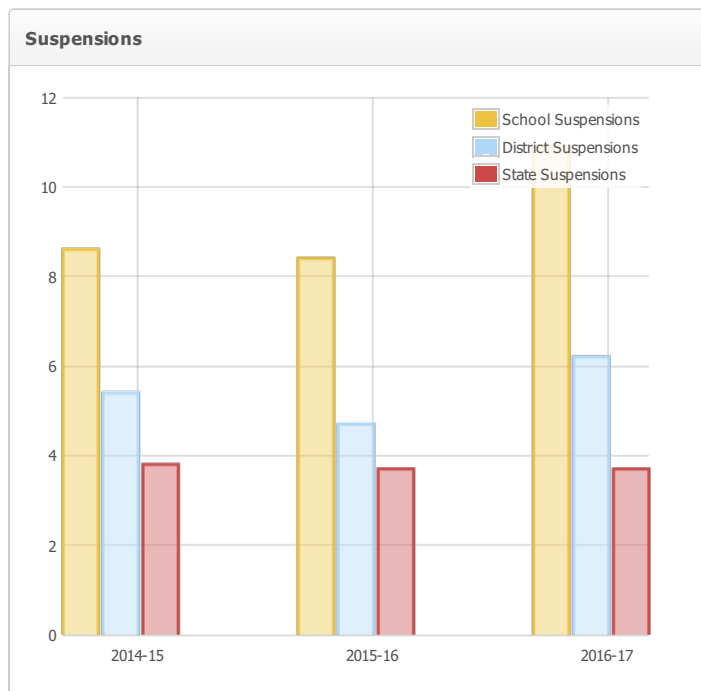
State Priority: School Climate

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	8.6%	8.4%	10.9%	5.4%	4.7%	6.2%	3.8%	3.7%	3.7%
Expulsions	0.2%	0.0%	1.8%	0.1%	0.1%	0.6%	0.1%	0.1%	0.1%



Last updated: 1/23/2018

School Safety Plan (School Year 2017-18)

At Gustine Middle School, our primary goal is ensure all students' success. We accomplish this goal in part by providing and maintaining a safe and orderly school environment. Our teachers and students receive recurrent training on school safety planning and procedures throughout the school year. Gustine Middle School teachers participate in a variety of professional development activities, including table-top disaster preparedness discussions, incident command system (ICS) discussions, and crisis response activities. Further, the students and staff at Gustine Middle School participate in monthly emergency preparedness drills (including fire, earthquake, and lock-down drills), that are both scheduled and unscheduled.

The GMS campus is a closed campus during business hours. Visitors are required to check-in with the office staff and sign in when on campus for school business. GMS employs two campus supervisors whose primary responsibility is to help with student safety and supervision. Additionally, teachers, classified aides, the school counselor the vice principal, and the school principal also assist with campus supervision--during arrival to school, dismissal from school, and during morning and lunch breaks. Student discipline is a progressive process, and at GMS we are committed to handling issues related to students' behavior at the lowest levels possible. Further, we constantly strive to correct undesired behaviors. Thus, whenever appropriate, this means of corrective action is done either in lieu of or in partnership with assigning disciplinary consequences.

When coming to school along with dismissal, students at GMS either are bussed in and out of school, or are driven by parents. Students are not allowed to walk to and from school as an issue of facilities safety. GMS' geographic location is along a Merced County highway, and there are no sidewalks, or crossing guards. When necessary, GMS utilizes its ongoing partnership with the Gustine Police Department for traffic patrol in order to minimize the likelihood of vehicle collision or injury.

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	2007-2008	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: 1/23/2018

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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	27.0	2	27	1	20.0	11	16	0	21.0	12	16	1
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: 1/23/2018

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	24.0	2	11	0	14.0	26	6	0	13.0	21	6	0
Mathematics	24.0	4	9	0	25.0	6	14	1	21.0	6	7	0
Science	24.0	3	10	0	29.0	0	10	0	23.0	4	7	0
Social Science	24.0	4	9	0	29.0	1	9	0	25.0	2	8	0

* 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: 1/23/2018

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: 1/23/2018

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	\$6319.3	\$1269.4	\$5049.9	\$61565.6
District	N/A	N/A	\$6370.0	\$63974.8
Percent Difference – School Site and District	N/A	N/A	-23.1%	-3.8%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-26.2%	-12.3%

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

Last updated: 1/23/2018

Types of Services Funded (Fiscal Year 2016-17)

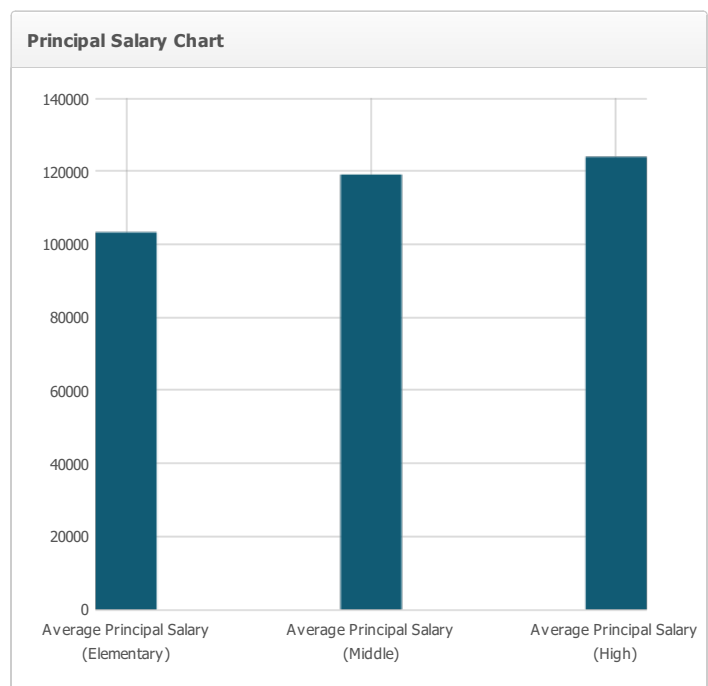
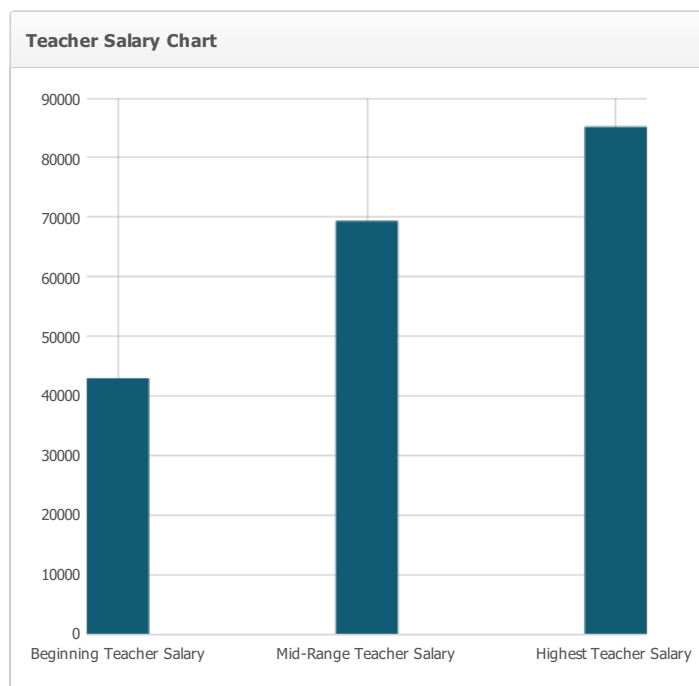
Gustine Middle School receives funding from several sources, including Title I, Lottery, LCFF, and Title III. These funds are used to support student achievement through the use of an Library Clerk, instructional aides, and supplies/materials for programs and targeted groups students. Programs for English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

Last updated: 1/23/2018

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: 1/23/2018

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: 1/23/2018

Professional Development

The Gustine Unified School District provides time and resources for collaboration, planning and professional development for all staff. GMS, as well as GUSD at large are an Art and Science of Teaching district. Further, in order to ensure that all students are achieving to the best of one's individual abilities GMS functions within the capacity of the Professional Learning Community framework. Thus, the scope of our professional development surrounds equipping teachers and support personnel to best meet the ongoing instructional, social, behavioral, and emotional needs of each student within the capacity of a PLC.

Additionally, given GMS' relatively large English Learner population, we too focus many of our professional development efforts onto helping our EL students master the conventions of the English language as quickly as possible. Working in a partnership with the Merced County Office of Education we have provided teachers with intentional professional development training that both offers strategies for general education teachers to meet the language needs of EL students in an integrated capacity, and targeted professional development training for teachers of EL students during their designated support period, in order to assist them in working towards reclassification as fluent English proficient students.

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

NOTE:

Gustine Middle 2016-2017 School Accountability Report Card

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Last updated: 1/23/2018