

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Gustine Middle

Address: 28075 Sullivan Rd. Gustine, CA 95322-9516
Principal: Mr. Michael Bunch, Principal
Phone: (209) 854-5030
Email: mbunch@gustineusd.org
Web Site: www.gustineusd.org
CDS Code: 24736196103766

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: Gustine Middle
 Street: 28075 Sullivan Rd.
 City, State, Zip: Gustine, CA 95322-9516
 Phone Number: (209) 854-5030
 Principal: Mr. Michael Bunch, Principal
 E-mail Address: mbunch@gustineusd.org
 Web Site: www.gustineusd.org
 County-District-School
 (CDS) Code: 24736196103766

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

Gustine Middle School is a small rural middle school in California's Central Valley. At GMS we are committed to excellence in education, and ensuring high levels of learning for each student, every day. Currently there are 420 students at GMS in grades 6-8. GMS, along with all of the other schools in the Gustine Unified School District is on a PLC Journey, and we are focusing our efforts towards providing powerful instruction and improved student learning outcomes for all children. Our committed focus for children is to help them succeed and become the both life-long learners, and productive citizens who will positively contribute to our ever-changing global society.

The students of GMS participate in a variety of pro-social activities, including leadership, ASB, band, choir, art, AVID, clubs and sports. Each of these activities is intended to help ensure that all GMS students receive a well-rounded middle school experience. Further, as educators, we know that by providing students with opportunities to thrive outside of the classroom, students then tend to be more likely to succeed academically in the classroom.

GMS introduced a "flex-period" schedule during the 2016-2017 school year. This flex-period offers both intervention as well as enrichment opportunities for ever student at GMS. Teachers are able to work with small groups of students, and target specific learning goals that need further attention. Simultaneously, those students who have demonstrated that they are both meeting and exceeding benchmark levels of performance are offered a variety of enriching activities. Each one of these activities help students to have the most positive middle school experience that we are able to offer.

As GMS continues to move forward as a professional learning community our goals for the students, staff, and community at large is to become and remain a middle school of choice; where being a GMS Brave means that we are one school--committed to excellence.

Dr. Michael Bunch
Principal

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

Grade Level	Number of Students
Grade 6	125
Grade 7	146
Grade 8	153
Total Enrollment	424

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

Student Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.2%
Asian	0.5%
Filipino	0.7%
Hispanic or Latino	78.5%
Native Hawaiian/Pacific Islander	0.5%
White	17.7%
Two or More Races	1.2%
Socioeconomically Disadvantaged	81.1%
English Learners	25.5%
Students with Disabilities	14.9%
Foster Youth	0.9%

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	20	18	17	
Without Full Credential	1	1	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

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: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% 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.	MDougal Littel- "The Language of Literature" To successfully teach Common Core State Standards, we are using Engage NY to connect the CCSS frameworks with our rigorous curriculum design model. Scholastic READ 180	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.	McDougal Littel 6th and 7th grade Prentice Hall - Algebra To successfully teach Common Core State Standards, we are using Engage NY to connect the CCSS frameworks with our rigorous curriculum design model.	0%
Science	Standard Based text books purchased in 2006 - enough books for all students.	McGraw Hill	0%
History-Social Science	Standard Based text books - good quality-enough books for all students	Holt Anient Civilization (6th gr) Holt Medieval (7th) Holt American History(8th)	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)			0%

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.

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: January 2017

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: January 2017

	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)	24%	29%	24%	29%	44%	48%
Mathematics (grades 3-8 and 11)	15%	14%	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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	119	96.75%	29.41%
Male	67	65	97.01%	23.08%
Female	56	54	96.43%	37.04%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	105	101	96.19%	23.76%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00%	56.25%
Two or More Races				
Socioeconomically Disadvantaged	104	101	97.12%	25.74%
English Learners	42	40	95.24%	
Students with Disabilities	21	19	90.48%	5.26%
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 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	142	95.95%	19.01%
Male	86	84	97.67%	10.71%
Female	62	58	93.55%	31.03%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	106	98.15%	15.09%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	30	93.75%	30.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	127	122	96.06%	15.57%
English Learners	40	38	95.00%	
Students with Disabilities	28	27	96.43%	
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 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	153	97.45%	38.56%
Male	71	69	97.18%	31.88%
Female	86	84	97.67%	44.05%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	116	98.31%	33.62%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.43%	51.85%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	112	96.55%	31.25%
English Learners	31	30	96.77%	
Students with Disabilities	13	13	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	118	95.93%	16.95%
Male	67	64	95.52%	15.63%
Female	56	54	96.43%	18.52%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	105	100	95.24%	13.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00%	37.50%
Two or More Races				
Socioeconomically Disadvantaged	104	101	97.12%	10.89%
English Learners	42	39	92.86%	2.56%
Students with Disabilities	21	19	90.48%	
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 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	142	96.60%	7.75%
Male	85	84	98.82%	5.95%
Female	62	58	93.55%	10.34%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	107	106	99.07%	6.60%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	30	93.75%	10.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	127	123	96.85%	6.50%
English Learners	40	38	95.00%	
Students with Disabilities	28	27	96.43%	
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 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	153	97.45%	17.11%
Male	71	69	97.18%	10.14%
Female	86	84	97.67%	22.89%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	118	116	98.31%	13.04%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.43%	25.93%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	112	96.55%	11.71%
English Learners	31	30	96.77%	
Students with Disabilities	13	13	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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)	78%	81%	74%	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	75	72	96.00%	73.61%
Male	34	32	94.12%	71.88%
Female	41	40	97.56%	75.00%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	60	58	96.67%	68.97%
Native Hawaiian or Pacific Islander				
White	13	12	92.31%	91.67%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	56	53	94.64%	67.92%
English Learners	23	22	95.65%	45.45%
Students with Disabilities	11	11	100.00%	27.27%
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
7	21.80%	21.80%	31.70%

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)

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 "Edulink " 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: 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	2.48	8.61	8.39	4.27	5.42	4.66	4.36	3.80	3.65
Expulsions	0.21	0.20		0.10	0.10	0.05	0.10	0.09	0.09

School Safety Plan – Most Recent Year

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 2016-17)

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	75.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	1	12	0	24	2	11	0	22	7	5	0
Mathematics	23	1	12	0	24	4	9	0	24	0	12	1
Science	23	1	12	0	24	3	10	0	25	0	13	1
Social Science	23	1	12	0	24	4	9	0	24	3	11	1

* 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.

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	0.6	424
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.25	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	\$6319	\$1269	\$5049	\$61565
District	N/A	N/A		\$64952
Percent Difference – School Site and District	N/A	N/A		-5.21%
State	N/A	N/A	\$5677	\$67348
Percent Difference – School Site and State	N/A	N/A	-11.06%	-8.59%

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

Types of Services Funded (Fiscal Year 2015-16)

GMS employs several essential personnel positions on a part-time basis. These staff members work at multiple school sites, and split their duties as needed. Oftentimes, each staff member has an identified schedule. This schedule is flexible when emergent issues arise throughout the school district. Based on GMS' as well as GUSD's relatively small student population, it is not feasible to employ 1.0 full time employees in every position. Their schedules will change as our students' needs change.

Gifted and Talented Education: Educators identify academically gifted or talented students based on teacher recommendations and tests for inclusion in enrichment programs. (GATE)

The Gate program provides a challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. GATE funds are used to design and deliver a customized program for individuals or groups of gifted and talented students.

Special Education Program: The goals of our Special Education Program are to meet the needs of every student, to make progress toward state standards, and to fulfill the obligation of students' Individualized Educational Program (IEP). Special educational students are included in the regular program at Gustine Middle School. They have full access to all services and programs, including the core curriculum. Students with special needs are assigned to our resource specialist teachers who provide individual academic support and in the regular classroom. Two special education aides also assist students in the special education classroom and in the regular classroom. **English Learner Program:** Most students not yet fluent in English are enrolled in an ELD class to learn fluency in English. We serve our English learners through an English immersion program.

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.

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.