

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

### Gustine Elementary

Address: 2806 West Grove Ave. Gustine, CA 95322-1803

Principal: Lisa Filippini, Principal

Phone: (209) 854-6496

Email: [lfilippini@gustineusd.org](mailto:lfilippini@gustineusd.org)

Web Site: [www.gustineusd.org](http://www.gustineusd.org)

CDS Code: 24736196025720

### Gustine Unified

Superintendent: Bill Morones

Phone: (209) 854-3784

Email: [bmorones@gustineusd.org](mailto:bmorones@gustineusd.org)

Web Site: [www.gustineusd.org](http://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](mailto:bmorones@gustineusd.org)  
 Web Site: [www.gustineusd.org](http://www.gustineusd.org)

### School Contact Information Most Recent Year

School Name: Gustine Elementary  
 Street: 2806 West Grove Ave.  
 City, State, Zip: Gustine, CA 95322-1803  
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 County-District-School  
 (CDS) Code: 24736196025720

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

Gustine Elementary School is located in the San Joaquin Valley, in Gustine, California. The school site opened in August 2001. Gustine Elementary houses Transitional Kindergarten through Grade 5. GES is on a traditional school calendar. The current enrollment stands at 565 students. Approximately 81% of the students are Hispanic, 50% are identified as English Learners. 77 % receive free or reduced lunches.

There is one principal and an assistant principal. The office staff consists of a secretary/attendance clerk, and two home/school bilingual liaisons. The District employs a full-time nurse that serves all sites and a full-time health aide for each school site. There are 29 certificated teachers ; one academic coach and one intervention teacher. Classified staff consists of Tk, kindergarten, a shared first grade and special education instructional aides, lunch and yard duty supervisors, a crossing guard, library clerk, two full time and one part time custodians.

### School Vision and Mission

In partnership with families and the community, Gustine Elementary is committed to the task of educating students to be productive members of society. Core beliefs are:

- High expectations yield high results.
- Every individual is unique and has worth.
- Learning is a life-long process.
- Everyone has the right to be safe and secure and free from discrimination.
- Encouragement, enthusiasm and motivation are essential for success.
- Honesty and integrity are important values.
- The partnerships of schools, -parents and community enrich society.
- Hard work and perseverance are the cornerstones of good character.
- Excellence in education is essential to our country's democracy.

Our mission statement is: The students at Gustine Elementary are our greatest asset. Their paths to success are unique. We believe that our students will experience success with the support and encouragement of parents, teachers and staff through positive social and educational experiences, respect for cultural diversity, a strong academic program, and a safe and secure learning environment.

Our goal is to ensure that every student at GES is a critical thinker, a collaborative learner, as well as productive member of society. Gustine Elementary provides a safe, friendly, and encouraging environment in which students thrive academically, socially, and emotionally. All students will leave GES prepared to take on the academic, social, and emotional challenges of middle school.

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

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

Grade Level	Number of Students
Transitional Kindergarten	25
Kindergarten	108
Grade 1	93
Grade 2	85
Grade 3	92
Grade 4	106
Grade 5	106
Total Enrollment	615

Student Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	0.7%
Asian	0%
Filipino	0.2%
Hispanic or Latino	81.4%
Native Hawaiian/Pacific Islander	0%
White	15.4%
Two or More Races	0.7%
Socioeconomically Disadvantaged	84.6%
English Learners	48.5%
Students with Disabilities	8.5%
Foster Youth	0.7%

## 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	26	26	23	
Without Full Credential	2	2	6	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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

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

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

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

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	All students, grades Tk-5 are using Benchmark Advanced was adopted as the ELA Common Core program	Benchmark Advanced	0%
Mathematics	All students, grades Tk-5 are using Eureka Math text and workbooks adopted 2015 and updated 2016	Eureka Math	0%
Science	All students have access to our standards-aligned Houghton-Mifflin science curriculum.	Houghton-Mifflin Science adopted 07-08	0%
History-Social Science	All students have access to our standards-aligned MacMillan McGraw-Hill history/social science curriculum.	MacMillan- McGraw-Hill Social Studies adopted 06-07	0%
Foreign Language	N/A	N/A	0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

## School Facility Conditions and Planned Improvements

Our school opened in 2001 there are six classroom buildings, a multipurpose room, an office/library building, and six portables. There are bathrooms in three of our kindergarten classrooms. There are bathrooms on each wing, and staff bathrooms in the office building. There are 28 toilets on campus. Our campus is fully fenced and gated.

There are two large playgrounds with blacktop and grassy areas. There are four main play structures with well-padded rubber matting beneath. The grass areas are used for kickball, baseball, soccer, and flag football. The blacktop area has tether and basket ball courts, and many playground games. Trees are planted on the grass areas, and a sprinkler system is installed. .

### School Facility Good Repair Status

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

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

Month and year in which data were collected: August 2016

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

### Overall Facility Rate

Month and year in which data were collected: August 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## B. PUPIL OUTCOMES

### STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

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

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



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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	91	96.81%	11.36%
Male	51	49	96.08%	6.52%
Female	43	42	97.67%	16.67%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	82	79	96.34%	11.69%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	9.09%
Two or More Races				
Socioeconomically Disadvantaged	79	76	96.20%	10.96%
English Learners	47	45	95.74%	2.22%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	98	98.00%	9.18%
Male	52	50	96.15%	10.00%
Female	48	48	100.00%	8.33%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	79	78	98.73%	7.69%
Native Hawaiian or Pacific Islander				
White	19	18	94.74%	16.67%
Two or More Races				
Socioeconomically Disadvantaged	83	81	97.59%	9.88%
English Learners	53	53	100.00%	3.77%
Students with Disabilities	17	17	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.

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	108	98.18%	28.70%
Male	50	48	96.00%	22.92%
Female	60	60	100.00%	33.33%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	82	80	97.56%	26.25%
Native Hawaiian or Pacific Islander				
White	23	23	100.00%	39.13%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	94	97.92%	26.60%
English Learners	36	34	94.44%	5.88%
Students with Disabilities	11	11	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 Assessment Results –Mathematics

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

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	88	94.62%	13.64%
Male	50	46	92.00%	8.70%
Female	43	42	97.67%	19.05%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	81	77	95.06%	14.29%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	9.09%
Two or More Races				
Socioeconomically Disadvantaged	78	73	93.59%	12.33%
English Learners	47	45	95.74%	6.67%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	100	99	99.00%	9.09%
Male	52	51	98.08%	11.76%
Female	48	48	100.00%	6.25%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	79	79	100.00%	8.86%
Native Hawaiian or Pacific Islander				
White	19	18	94.74%	5.56%
Two or More Races				
Socioeconomically Disadvantaged	83	82	98.80%	8.54%
English Learners	53	53	100.00%	9.43%
Students with Disabilities	17	17	100.00%	5.88%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	111	109	98.20%	10.28%
Male	50	48	96.00%	10.64%
Female	61	61	100.00%	10.00%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	82	80	97.56%	11.39%
Native Hawaiian or Pacific Islander				
White	24	24	100.00%	8.70%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	95	97.94%	7.53%
English Learners	36	34	94.44%	
Students with Disabilities	11	11	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)	36%	40%	30%	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	110	107	97.27%	29.91%
Male	50	47	94.00%	31.91%
Female	60	60	100.00%	28.33%
Black or African American				
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino				
Hispanic or Latino	82	79	96.34%	27.85%
Native Hawaiian or Pacific Islander				
White	23	23	100.00%	34.78%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	96	93	96.88%	29.03%
English Learners	36	34	94.44%	8.82%
Students with Disabilities	11	10	90.91%	10.00%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

## STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.10%	23.80%	21.00%

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)

There are many parent opportunities for involvement at Gustine Elementary. We have a very active Parent Teacher Club that meets monthly. This group provides assemblies, field trip support, incentives, and other activities that link schools and families. Our English Learner Advisory Council (ELAC), and School Site Council (SSC) meet quarterly to review our programs, and make decisions on how categorical monies are allocated. These groups actively participate with the principals and teachers to develop our school goals each year. Parents are encouraged to join us as classroom volunteers, yard duty help, or to accompany us on class field trips. School activities such as our Family Kite Day, Turkey Trot, Jog-a-thon, and the GES Gathering are annual events that invite the participation of all our students and their families.

### 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	2.68	3.30	3.40	4.27	5.42	4.66	4.36	3.80	3.65
Expulsions	0.00	0.00		0.10	0.10	0.05	0.10	0.09	0.09



## School Safety Plan – Most Recent Year

The updated safety plan is revised and reviewed with teachers at the beginning of every school year. At our site, each teacher has access to an updated copy of the plan, available in the office and staff room, and reviewed each fall at the beginning of the year. A copy is on file at our district office. GES has an alarm system and surveillance cameras throughout the campus. We also have used our automated telecommunication system, In-Touch to communicate critical information in a timely manner to all our students and their families.

Gustine Elementary conducts monthly fire, lock down, and earthquake drills; evacuation drills quarterly, and reviews emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. Our staff monitor children on campus from 7:30 a.m. until they are safely off campus at the end of the school day. All visitors must sign-in at the front office and wear a visitor's badge while on campus. Only parents/guardians who have been fingerprinted are able to work with students in the classroom. We ensure a safe campus by monitoring and responding to student behavior and by listening to parent concerns.

## 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	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

NOTE: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		4		23	1	4		18	4		
1	23		4		21	1	3		22		4	
2	28		3		22		4		23		4	
3	27		4		25		4		21	2	2	
4	28		3		25		4		24		4	
5	28	1	2	1	25	1	3		24		4	
Other												

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

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

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5798.36	\$702.43	\$5095.93	\$61000.66
District	N/A	N/A		\$64952
Percent Difference – School Site and District	N/A	N/A		-6.08%
State	N/A	N/A	\$5677	\$67348
Percent Difference – School Site and State	N/A	N/A	-10.24%	-9.42%

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

### Types of Services Funded (Fiscal Year 2015-16)

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

## 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 focus for Gustine Unified (GUSD) is to complete the Professional Learning Community (PLC) journey. GUSD began the journey in the 2015-16 school year and continues to develop each site in the process of PLCs. At Gustine Elementary, more than 75% of teachers have attended a PLC Conference and have begun to implement the process in their classrooms.

Instructional Teacher Leaders will be implemented as a way of facilitating PLC meetings for grade level teams. Two professional development days have been added in to the school calendar year so that teachers can receive PD during the school year. Teachers are also given time every Monday to work in their PLC groups to analyze student data, student work, and plan lessons accordingly. Developing the 4"C's"; collaboration, communication, critical thinking and problem-solving, and creativity as well as creating 21st Century learners is a focus for GUSD as well. GES students will be able to leave elementary school with the ability to manipulate technology.

Gustine Elementary continues to focus on our English Learners, as this group has not been making the necessary progress.

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