

# **Gustine High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Gustine High School
Street	501 North Ave.
City, State, Zip	Gustine, Ca, 95322
Phone Number	209-854-6414
Principal	Adam Cano
Email Address	acano@gustineusd.org
Website	www.gustineusd.org
County-District-School (CDS) Code	24736192431807

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Gustine Unified School District
Phone Number	(209) 854-3784
Superintendent	Bryan Ballenger
Email Address	bballenger@gustineusd.org
Website	www.gustineusd.org

### School Description and Mission Statement (School Year 2020-2021)

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Gustine High School is located in the Central Valley in Gustine, California. The school opened in 1913. Gustine High School houses 9th-12th grade students, and the current enrollment is 577. Approximately 82.12% of the student population is Hispanic and 13.72% percent is White (Non-Hispanic), with 4.16% classified as Black/African American Hawaiian/Pacific Islander, Asian, or multiple races. 22%% of our students are identified as English Learners. Our current data shows that 63% are low-socioeconomic status but we are still finalizing this percentage and all students eligible to receive free meals. There is one principal, one assistant principal, and two counselors, in addition to a school psychologist who rotates between Gustine High School and Gustine Elementary School. There are 32 certificated teachers, one teacher working as an intern, as well as 1 instructional coach who rotates between Gustine High School and Gustine Middle School.

The philosophy of Gustine Unified School District can be succinctly summed up in our district Motto: "Preparing Students for the Future...Today." It is our responsibility to provide a rich, challenging, and supportive atmosphere in which all students are motivated to learn with instruction appropriate to their needs. Our mission is best illustrated by what we desire all students to know, understand, and do upon graduation. As a result, the mission, vision, and schoolwide learning outcomes have been updated at Gustine High School to better reflect these beliefs.

The expected district-wide learning results are:

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- \* Upon graduation, every student will possess the ability to collaborate in teams.
- \* Upon graduation, every student will possess the ability to effectively communicate both verbally and in writing to a variety of audiences.
- \* Upon graduation, every student will possess the ability to think critically and solve problems.

- \* Upon graduation, every student will possess the ability to take initiative, create, have a strong work ethic, and self-manage.
- \* Upon graduation, every student will possess the ability to use technological and other resources to access and analyze information.

Gustine High School's updated Vision reads:

At Gustine High School, we build strong, positive, and mutually respectful relationships in an inclusive, supportive, and rigorous environment. We are responsive to all students and their needs as they become college and career ready, as well as productive members of their community. We are committed to supporting and guiding each learner so they can excel to their fullest potential.

Gustine High School's updated Mission reads:

At Gustine High School, we foster the whole student to achieve to their fullest potential by setting high expectations, providing rigorous and relevant instruction, and building strong relationships in order to prepare all students to become productive members of society.

Gustine High School's updated Schoolwide Learning Outcomes read:

To become productive members of a community who are college and career ready and able to excel to their fullest potential, the student will:

- \* Be Responsible Citizens
- \* Work Collaboratively and Competently
- \* Be Critical and Creative Thinkers
- \* Be Effective Communicators
- \* Develop Personal and Professional Goals.

#### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	n/a
Grade 1	n/a
Grade 2	n/a
Grade 3	n/a
Grade 4	n/a
Grade 5	n/a
Grade 6	n/a
Grade 7	n/a
Grade 8	n/a
Ungraded Elementary	n/a
Grade 9	169
Grade 10	135
Grade 11	131
Grade 12	133
Ungraded Secondary	n/a
Total Enrollment	568

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0.5
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	0.2
White	17.6
Two or More Races	1.4
Socioeconomically Disadvantaged	81.2
English Learners	18.1
Students with Disabilities	13.6
Foster Youth	0.4
Homeless	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	25	29	81
Without Full Credential	1	1.5	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The High School has distributed to students locally adopted standards-aligned English/Language Arts textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12, English courses, that may include SBE-adopted intervention programs for appropriate students.</p> <p>Savvas My Perspective English Language Arts curriculum for grades 9-12 - Consumable workbooks and 3-year adoption. The curriculum was adopted in July 2020.</p> <p>The program values the perspectives of the learners and provides learning experiences that promote higher achievement and college and career readiness. The activities in this program blend technology and print to create an interactive, engaging, and relevant learning environment. Collaboration and ownership of the learning are created through goal setting, choice, and reflection.</p>	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>The High School has distributed to students locally adopted standards-aligned mathematics textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12 mathematic courses. The curriculum was adopted in July 2020.</p> <p>Mathematics Vision Project (MVP) is the 3-year adoption of the mathematics curriculum for Math I, II, and III.</p> <p>The MVP program is not a traditional math program. In a classroom where MVP is used, students engage daily in rich math tasks that encourage students to explore, question, think, and discuss their ideas through collaboration with other students. The Eight Mathematical Practices are connected to the learning and the program is aligned to the Common Core Standards in mathematics.</p>	Yes	0.0 %
<b>Science</b>	<p>The high school has distributed to students locally adopted standards-aligned science textbooks or instructional materials in all classrooms for all students enrolled in 9-12 science courses. For courses determined to be lab science courses by the school/district, science laboratory equipment is made available to all students enrolled in these 9-12 courses.</p> <p>Science Spectrum - Holt Biology - Holt Essentials of Anatomy and Physiology - Pearson World of Chemistry - McDougal Littell Chemistry - Houghton Mifflin Physics Principles and Problems - Glenco/McGraw Hill Earth Science" McDougal Littell</p> <p>Science Dept is in the process of piloting a few programs to see what fits best for Gustine High School for adoption.</p>	No	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>The High School has distributed to students locally adopted standards-aligned history-social science textbooks or instructional materials in all classrooms for all students enrolled in grades 10-12 history-social science courses.</p> <p>Modern World History: Patterns of Interaction - McDougal Littell Ways of the World: A Global History The Americans: Reconstruction to the 21st Century McDougall Littell The American Pageant - Houghton Mifflin Economics - Holt Government - Holt Government By the People - Pearson-Prentice Hall</p> <p>DBQ Project materials are supplemental resources</p> <p>AP World History AP US History AP Government</p> <p>The History Department is piloting McGraw-Hill's IMPACT program for CA in grades 10, 11, and 12 (both Government and Economics). the department is also piloting TCI's "Geography Alive program in the 9th-grade Geography course. These are digital programs. This current pilot started in August 2020.</p>	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	<p>The High School has distributed to students locally adopted state curriculum framework-aligned foreign language or instructional materials in all classrooms for all students enrolled in foreign language courses.</p> <p>Spanish for Speakers AP Spanish language AP Spanish Literature ELD Edge Beginning, Level A, and Level B</p> <p>Spanish I, II, and III</p> <p>Asi se dice! - Glencoe/McGraw Hill Asi se dice! Level 2 - Glencoe/McGraw Hill Abriendo Paso - Gramatica - Pearson/Prentice Hall Abriendo Puertas antologia de literatura Tomo I McDougal Littell Abriendo Puertas antologia de literatura Tomo II McDougal Littell Abriendo puertas ampliando perspectivas - McDougal Littell</p> <p>Vista Higher Learning Digital Curriculum for Spanish for Speakers 2 course was purchased in July 2019. .This is a 6-year digital license for its new Spanish for Speakers 2 course. Students will have access to the curriculum in and outside the classroom. Vista Higher Learning textbook - Galeria @ de Lengua y Cultura</p>	No	0.0 %



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	<p>The High School has distributed to students locally adopted standards-aligned health textbooks or instructional materials in all classrooms for all students enrolled in health courses which were adopted in 2017. Glencoe Health / Glencoe - supplemental resource.</p> <p>Gustine High uses a digital platform through Edmentum for its California Health course and was the adopted platform of use for the 2020/2021 school year. - all students have a license to complete the program. This decision will be made on a yearly basis to either use digital or textbooks.</p> <p>California Health is a course designed to serve as a guide to help you understand your role in maintaining proper health throughout your life. This course covers topics such as nutritional facts and guidelines, effects of lifestyle on health, and benefits of physical activity. You will explore various life-saving and emergency procedures and strategies for preventing disease and injury. Further, you will broaden your understanding of the human reproductive system and the influence of various factors on human sexuality. Additionally, you will study the impact of substance abuse and understand the importance of maintaining mental and emotional health.</p>	Yes	0.0 %
Visual and Performing Arts			n/a
Science Laboratory Equipment (grades 9-12)			n/a

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

## School Facility Conditions and Planned Improvements

Merced County Office of Education conducted a Williams visit in August 2020 and the overall rating was GOOD with a 91.81% score. Gustine High School is a clean and safe campus. Each year, we make improvements to our campus. We remodeled our gym which included a new floor and bleachers due to safety concerns. We updated and installed LED lighting in all classroom as well as all new thermostats. There have been some upgrades and replacements to a few of our HVAC units and we installed Solar panels on the west side of campus as well as in the student parking lot. Our Safety Committee also tours campus to look for areas in need of attention

### School Facility Good Repair Status

Using the **most recently collected** 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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None at this time.
Interior: Interior Surfaces	Poor	There were deficiencies in multiple hallways, classrooms and main office; the repairs are in progress.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	The welding shop had a deficiency mark, which the shop need general housekeeping.
Electrical: Electrical	Fair	Multiple classrooms, missing light panels; repairs are in progress
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Freshman Hall had a deficiency mark; the repairs are in progress.
Safety: Fire Safety, Hazardous Materials	Good	Freshman Hall had a defency mark
Structural: Structural Damage, Roofs	Good	None at the time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None at this time.
Overall Rating	Good	

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	54	N/A	32	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	18	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

Career Technical Education programs and classes are courses specifically focused on career preparation.

Courses in the Agriculture Mechanics course sequence introduce students to the diverse agricultural mechanics career field. Students learn various basic skills including career research, shop safety, tool identification, welding, plumbing, woodwork, electrical, concrete, ropework, and small project construction. Intermediate Agriculture Mechanics teaches more advanced skills in the operation, service, and repair of small gasoline engines, welding and basic metal fabrication. The Advanced Agriculture Mechanics course is devoted to the development, maintenance, and operation of equipment, advanced welding skills, project planning, and mastery of techniques used in the industry. Blueprint reading, measurement, project design, layout and construction will also be included in the course content.

The Art and History of Floral Design course meet the CSU/UC “f” requirement and provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers. Successful completion of this course meets the fine art requirement for graduation.

The Environmental Horticulture Science course meets the CSU/UC “g” requirement. Environmental Horticulture is an applied plant science course that prepares students for careers in the nursery, landscaping, and floral industries. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, nursery production, floriculture, integrated pest management, marketing and retail concepts, landscape design, installation, and maintenance.

The ROP Food Science and Nutrition course fulfill the CSU/UC “g” requirement. ROP Food Science and Nutrition applies fundamental scientific principles to the research, development, manufacturing, packaging, storage, and marketing of all types of food products including fruits and vegetables, meat and poultry, dairy products, and processed foods. This applied, laboratory-based course, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, product development, food chemistry, food processing, and product engineering. This course provides students with valuable experience for a career in the hospitality, food production, preparation, or food sciences industries.

The ROP Internships in Agriculture course is designed to give students the opportunity to explore and gain hands-on knowledge and agriculture industry experience in various agricultural fields including agriculture business and communications, agriculture mechanics, animal science, plant science, horticulture, and floriculture. Agriculture industry/job site hours are developed according to specific job training plans.

The Intro to Agriculture and Natural Resources course is designed for first-year agriculture students interested in business, animal science, plant science, floral design, and horticulture science. Content areas include California agriculture, FFA, leadership, public speaking, record keeping, animal science, and plant science.

The Ag Wood course sequence provides an opportunity for the study and application of carpentry and construction skills. Applications of these skills are demonstrated through project development and construction.

Agricultural Biology is a one-year, laboratory science course, emphasizing the principles, central concepts, and inter-relationships between plants and animals. This course centered around an extensive laboratory component in order to connect life science with agricultural applications

In 2019-2020 the Introduction to Animal Science provided students with an opportunity to study the science of veterinary medicine, including animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students learned various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills.

Gustine High School provides myriad courses, both Career Technical Education courses, many of which have the dual purpose of preparing students for college and career. Our special populations, such as English Learners and Resource students are included in our CTE courses. Curriculum and projects are modified to enable special populations to participate in the courses and related extracurricular activities such as exhibiting livestock and fabrication of projects for competitions.

The effectiveness of CTE programs is measured via student achievement, the completion of an annual, scored, summative job skills portfolio and mock interview, CTE student participation in the FFA program and the program's resulting growth, accolades, and successes, and articulation with local community colleges to allow students to earn college credits.

#### CTE Advisory Team 2020-2021

First Name Last Name Job Title Company  
 Jaime Farao Retired Ag Instructor Merced College  
 Melvin Alamo Retired Dairyman Valley Holsteins  
 Robert Borba Almond Buyer Minturn Nut Company  
 Frank Azevedo Farmer/Dairyman Azevedo Dairy  
 Richard Bell Ag Appraiser Yosemite Farm Credit  
 Stephen Moitozo Ag Banker Yosemite Farm Credit  
 Rob Alamo Nut/Fruit Tree Salesman Dave's Nursery  
 Mark Woods Owner Wood's Transplant Wood's Transplant  
 Andrew Bloom Farmer/Spray Operater Bloom Farming/Bloom Chemical

#### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	440
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.25

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.59
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	32.84

### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### 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 2020-2021)

Gustine High School parents and community members provide valuable leadership by serving on our School Site Council through which we establish school-wide goals, work, and agree on the GHS SPSA (single plan for student achievement). Parents also give a good amount of input to the GUSD Local Control Accountability Plan (LCAP). Parents and community members also serve on various strategic plan committees such as ELAC (English Learner Advisory Committee) and our Title I Advisory Committee. The Title I funds are school-wide funds that ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. These committees of parents, teachers, administrators, and students meet on any number of topics or concerns pertaining to what Gustine High's needs are. Gustine High School parents also have the opportunity to participate in college and career events that are put on by our counseling department so parents can clearly understand and assist their children as well as help navigate the issues related to both financing higher education and matriculating to a college or university. Additionally, we have strong and active Agricultural Booster, Athletic Booster and Band Booster Clubs made up of business people, coaches, and parents and help support and give input into the decision making process at GHS.

#### State Priority: Pupil Engagement

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	0	4.3	0.6	1.2	6.4	9.1	9.6	9



Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Graduation Rate	99.3	99.2	95.7	98.1	98.2	93.6	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.3	8.1	5.4	7.9	3.5	3.5
Expulsions	0.6	0.5	0.4	0.2	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.7	7.9	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The purpose of the Gustine High School Safety Plan is to establish guidelines and policies for site personnel to follow in preparing for, or in the event of an emergency. The primary objective of this plan is to provide guidelines for the safety, protection, and welfare of the students, staff, and property of Gustine High School.

It is the objective of the Safety Plan to show a partnership with all stakeholders involved at Gustine High School. The plan will show the relationship between the Administration, Staff, Teachers, District Personnel, and various members of the community. We hope that this will allow all to have input and ensure that Gustine High School is a safe place for all students to learn.

Gustine High School's updated Vision reads:

At Gustine High School, we build strong, positive, and mutually respectful relationships in an inclusive, supportive, and rigorous environment. We are responsive to all students and their needs as they become college and career ready, as well as productive members of their community. We are committed to supporting and guiding each learner so they can excel to their fullest potential.

Gustine High School's updated Mission reads:

At Gustine High School, we foster the whole student to achieve to their fullest potential by setting high expectations, providing rigorous and relevant instruction, and building strong relationships in order to prepare all students to become productive members of society.

Gustine High School's updated Schoolwide Learning Outcomes read:

To become productive members of a community who are college and career ready and able to excel to their fullest potential, the student will:

- \* Be Responsible Citizens
- \* Work Collaboratively and Competently
- \* Be Critical and Creative Thinkers
- \* Be Effective Communicators
- \* Develop Personal and Professional Goals

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#### EMERGENCY ACTIONS

- o All Clear
- o Emergency Damage Assessment
- o Lockdown
- o Secure Campus
- o Shelter in Place
- o Take Cover
- o Duck, Cover and Hold On
- o Evacuation
- o Off-site Evacuation
- o Structured Reunification

#### EMERGENCY RESPONSES (Alphabetical Index)

- o Accident at School
- o Active Shooter/Armed Assailant
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Bus Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- o Death of a Staff Member
- o Dirty Bomb
- o Earthquake
- o Explosion

- o Fire (offsite)
- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza or COVID 19
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Tsunami
- o Utility Failure

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

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	27	6	12	6	26	5	14	5	26	6	16	3
Mathematics	20	17	11	1	21	15	10	1	25	6	13	3
Science	29	2	11	2	24	7	8		24	8	7	3
Social Science	32	2	6	6	28	2	10	3	26	10	4	8

\*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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselors*	284

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

\*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 2018-2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,067.31	869.96	6,197.35	69,186.10
District	N/A	N/A	5,799.19	76,588.82
Percent Difference - School Site and District	N/A	N/A	6.6	-10.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-22.3	-9.0

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

**Types of Services Funded (Fiscal Year 2019-2020)**

Gustine High School receives funding from several sources including Title I, Title III, State Lottery, LCFF, Carl Perkins Tech Education grants, CTE Grant, Prop 20 for instructional materials and unrestricted funds. These funds are used to support student achievement through the use of teacher evidence-based technology to enhance learning. instructional coach at the 9-12 grade level, instructional aides, and supplies/materials for programs and targeted groups of students. Programs for English Learners are supported with state adopted materials, technology and professional development and a bilingual intervention aide (position to fill as of 1/12/21).

**Teacher and Administrative Salaries (Fiscal Year 2018-2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48,565.	\$47,145
Mid-Range Teacher Salary	69,988	\$74,952
Highest Teacher Salary	91,321	\$96,092

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	131,098	\$116,716
Average Principal Salary (Middle)	137,498	\$120,813
Average Principal Salary (High)	143,141	\$131,905
Superintendent Salary	N/A	\$192,565
Percent of Budget for Teacher Salaries	31.0	31.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

#### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All courses	8	14.6

\*Where there are student course enrollments of at least one student.

#### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	44	44	20

Teachers participate in professional development (PD) at the site- and district-levels. Faculty attended 3 days of training hosted by colleagues and district personnel to develop instructional strategy use and technology knowledge focused on effective online teaching and learning. Sessions included the use of Screencastify, GoGuardian, Zoom, GoogleClassroom, GoToConnect, FlipGrid, EdPuzzle, Kahoot, Padlet, and Bitmoji; additional sessions were held for our teachers who specialize in working with students with disabilities and English language learners.

In addition, most teachers have been fully trained to utilize the adopted curricula and instructional materials to maximize efficacy. Specifically, the Math department is attending 10 training sessions during the 2020-2021 school year through the Merced County Office of Education to improve the implementation of the adopted curriculum. English Language Arts teachers have attended one initial training with a consultant from myPerspectives and will attend two more sessions during the current school year. In addition, the WASC coordinators and site administrators attended a 2-day training-of-trainers session through Illuminate to help guide PLCs in data-informed decision-making.

Staff development has focused on supporting our subgroups who have historically underperformed on local and state assessments, as well as in the classroom; these include our English language learners, our special education students, and our most populated subgroup, our socio-economically disadvantaged students. All staff was trained in the use of the push-in model for working with students with disabilities. In addition, teachers in the Social Science department attended UDL training in the 2019-2020 school year. The Special Education, World Languages, and AVID teachers provide faculty with specific instructional strategies to help meet the needs of our identified subgroups. These include WICOR and language-learning strategies, as well as ways to scaffold and differentiate instruction to provide multiple means of access, representation, and expression for all learners.