

# Gustine High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Gustine High School
<b>Street</b>	501 North Ave.
<b>City, State, Zip</b>	Gustine, Ca, 95322
<b>Phone Number</b>	209-854-6414
<b>Principal</b>	Adam Cano
<b>Email Address</b>	acano@gustineusd.org
<b>School Website</b>	<a href="https://www.gustineusd.org/">https://www.gustineusd.org/</a>
<b>County-District-School (CDS) Code</b>	24736192431807

## 2022-23 District Contact Information

<b>District Name</b>	Gustine Unified School District
<b>Phone Number</b>	(209) 854-3784
<b>Superintendent</b>	Bryan Ballenger
<b>Email Address</b>	bballenger@gustineusd.org
<b>District Website Address</b>	<a href="http://www.gustineusd.org">www.gustineusd.org</a>

## 2022-23 School Overview

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 591. Approximately 82.40% of the student population is Hispanic and 11.68% percent is White (Non-Hispanic), with 5.93% classified as Black/African American Hawaiian/Pacific Islander, Asian, or multiple races. 25% of our students are identified as English Learners. Our current data shows that 59% are of low-socioeconomic status, but we are still finalizing this percentage, and all students are 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 28 certificated teachers, one teacher without a full credential and one who taught outside their certification area, and one 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." Our responsibility is 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.

### Gustine High School's Vision:

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 and productive members of their community. We are committed to supporting and guiding each learner so that they can excel to their fullest potential.

### Gustine High School's Mission:

At Gustine High School, we foster the whole student to achieve their fullest potential by setting high expectations, providing rigorous and relevant instruction, and building strong relationships 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:

## 2022-23 School Overview

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

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	153
Grade 10	160
Grade 11	165
Grade 12	124
Total Enrollment	602

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	0.8
Filipino	0.3
Hispanic or Latino	82.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.2
White	12.0
English Learners	25.4
Foster Youth	0.2
Homeless	0.5
Migrant	3.2
Socioeconomically Disadvantaged	77.2
Students with Disabilities	13.8

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.60	87.85	74.30	87.13	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.70	2.38	2.30	2.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.90	3.14	3.00	3.58	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	1.10	1.40	12115.80	4.41
<b>Unknown</b>	2.00	6.64	4.40	5.17	18854.30	6.86
<b>Total Teaching Positions</b>	30.20	100.00	85.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.90	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.30	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of one per student.

**Year and month in which the data were collected**

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<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> <p>No Red Ink  Novel: Of Mice and Men  Novel: The Odyssey  Prestwick House Vocabulary</p>	Yes	0.0 %
<b>Mathematics</b>	<p>Gustine High School adopted CPM Math in June 2022 for Integrated I, II and III math courses.</p> <p>In CPM the math classes are structured to actively involve every student in the process of learning math. The problem-based lessons provide a balance of basic skills, conceptual understanding, and problem solving strategies. CPM aligns to the mathematics framework. CPM continues to pursue research from multiple domains such as cognitive science, psychology, mathematics educations, and the learning sciences to inform curriculum and professional learning design, evaluate the effectiveness of the program under particular conditions at the local level to understand how to best support mathematics teaching and learning at the 9-12 level.</p>	Yes	0.0 %
<b>Science</b>	<p>The high school has adopted an online-based curriculum, STEMscopes. STEMscopes is NGSS aligned science curriculum. This curriculum is made available 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>The textbook Essentials of Anatomy and Physiology (3rd edition) written by Frederic Martini and Edwin Bartholomew is implemented in Anatomy and Physiology. The course also implements the application's manual that coincides with this textbook. The Essentials of Anatomy and Physiology textbook is available in the classroom.</p>	No	0.0 %

	<p>The textbook Chemistry (6th edition) written by Steven Zumdahl and Susan A. Zumdahl is used for the AP Chemistry course. The AP Classroom online practice questions and video lessons produced by College Board are also used to prepare students for the AP Exam.</p>		
<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: World History, Culture, and Geography: Modern World IMPACT McGraw-Hill 2019  U.S. History: United States History and Geography IMPACT McGraw-Hill 2019  U.S. Government: Principles of American Democracy IMPACT McGraw-Hill 2019  Economics: Principles of Economics IMPACT McGraw-Hill 2019</p> <p>Approved curriculum and course of study by the College Board  AP World History  AP US History  AP Government - also using AMSCO U.S. Government and Politics 3rd edition as a supplemental - digital licenses, AP Classroom materials, and Collegeboard lessons.</p>	Yes	0.0 %
<b>Foreign Language</b>	<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 I - Pearson: Abriendo Paso: Temas y Lecturas. Authors: Jose M. Diaz and Maria F. Nadel @2014  Pearson: Abriendo Paso: Gramatica. Authors: Jose M. Diaz and Maria F. Nadel @2007  Novels: Macario - Bruno Traven and La casa en Mango Street - Sandra Cisneros</p> <p>AP Spanish language - aligned with College Board Curriculum: Vista Higher Learning: Temas. Authors: Parthena Draggett, Cole Conlin, Max Ehrsam, Elizabeth Millan @2020. This is a digital curriculum purchased in October 2022. This is a 6-year contract.  Novel: Como agua para chocolate de Laura Esquivel</p> <p>AP Spanish Literature - aligned with College Board McDougal Littell: Abriendo Puertas antologia de literatura Tomo I  McDougal Littell Abriendo Puertas antologia de literatura Tomo II</p>	No	0.0 %



	<p>McDougal Littell Abriendo puertas ampliando perspectivas - McDougal Littell</p> <p>Spanish I, II, and III Glencoe/McGraw Hill: ¡Asi se dice! (Level 1), with student workbooks / Author: Conrad J. Schmitt 2009</p> <p>ELD 1, 2, 3, &amp; 4 Edge Preliminary, Level A, Level B, and Level C. National Geographic Learning: CENGAGE Learning. David W. Moore, Deborah J. Short, Michael W. Smith, Alfred W. Tatum 2014. P</p> <p>Spanish for Speakers 2: 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 2</p>		
<b>Health</b>	<p>Gustine High School utilizes Check-the-Facts approved modules as a state requirement for our students.</p> <p>Check the Facts curriculum - Our Comprehensive Sexual Health Curriculum consists of ten presentations covering topics such as:</p> <p>Anatomy, Conception, &amp; Fetal Development</p> <p>Gender Identity, stereo-types &amp; Allyship</p> <p>Sexually transmitted Infections &amp; Contraception</p> <p>Social Media Awareness &amp; Safety</p> <p>Healthy Relationships</p>	Yes	0.0 %
<b>Visual and Performing Arts</b>			n/a
<b>Science Laboratory Equipment</b> (grades 9-12)	Science laboratory equipment is updated every year and supplies are ordered every school year according to need.		n/a

## School Facility Conditions and Planned Improvements

The FIT or Williams compliance inspections are done by the Merced County Office of Education (MCOE). The most recent inspection, either district or Williams, is available when this SARC is prepared and utilized for this report. Inspection reports are maintained at the GUSD district office. Gustine High School also has yearly site inspections by the Gustine Fire Department to assure the campus is meeting all necessary safety requirements.

The rating scale used for this inspection is as follows:

99% - 100% = Exemplary: School meets most/all standards of good repair. Noted deficiencies, if any, are not significant.

90% - 98.99% = Good: School maintained in good repair with some isolated deficiencies from wear/tear or are being mitigated.

75% - 89.99% = Fair: School is not in good repair with some critical or widespread deficiencies and repairs are necessary.

00% - 74.99% = Poor: School facilities are in poor condition with deficiencies of various degrees throughout and major repairs are necessary.

The results of the most recent report available for this campus are disaggregated below.

There is construction taking place onsite at Gustine High School, so there is a lot of dust and dirt on the campus. The deficiencies noted (excluding the auditorium ceiling have already been repaired

Year and month of the most recent FIT report

October 2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	41	N/A	29	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	7	N/A	13	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	157	156	99.36	0.64	41.03
<b>Female</b>	87	87	100.00	0.00	47.13
<b>Male</b>	70	69	98.57	1.43	33.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	126	125	99.21	0.79	35.20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	61.90
<b>English Learners</b>	37	36	97.30	2.70	2.78
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	113	112	99.12	0.88	32.14
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	22	22	100.00	0.00	9.09

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	157	157	100.00	0.00	7.01
<b>Female</b>	87	87	100.00	0.00	6.90
<b>Male</b>	70	70	100.00	0.00	7.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	126	126	100.00	0.00	5.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	9.52
<b>English Learners</b>	37	37	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	113	113	100.00	0.00	6.19
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	22	22	100.00	0.00	4.55

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	16.78	NT	15.86	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	294	292	99.32	0.68	16.78
<b>Female</b>	154	152	98.7	1.3	18.42
<b>Male</b>	140	140	100	0	15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	244	242	99.18	0.82	14.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	37	37	100	0	27.03
<b>English Learners</b>	68	67	98.53	1.47	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	223	221	99.1	0.9	14.48
<b>Students Receiving Migrant Education Services</b>	11	11	100	0	9.09
<b>Students with Disabilities</b>	41	39	95.12	4.88	7.69







## Gustine High School Career Technical Education

Gustine High School provides various courses, including Career Technical Education courses. Many have the dual purpose of preparing students for college and careers. Our special populations, such as English Learners and Resource/SDC students, are included in our CTE courses. Curriculum and projects are modified to enable EL and special education students 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 interviews.

Gustine High School has collaborated with Modesto Junior College to allow students to earn college credits concurrently. We have specific courses that have been articulated. Articulation will enable students to earn college credits if they earn an A or B and may include additional testing. We also offer students the opportunity to take dual enrollment courses. This means students will be enrolled in MJC, taking classes in person or online while still attending Gustine High School.

### Ag Mechanics Pathway

Ag Shop Skills (Introductory course)  
Ag Mechanics II (Concentrator course)  
Ag Mechanics III/IV (Capstone course) CSU/UC G Requirement  
ROP Internships in AG Mech (Capstone course) CSU/UC G Requirement

### Ornamental Horticulture Pathway

Explorations in Agriculture (Introductory course)  
Art & History of Floral Design (Concentrator course) CSU/UC F Requirement-Articulated  
Floral Design II (Capstone course)  
The Environmental Horticulture Science (Capstone course) CSU/UC G Requirement

### Ag Wood Pathway

Ag Shop Skills (Introductory course)  
Ag Wood (Concentrator course)  
Ag Wood II/III (Capstone course) CSU/UC G Requirement

### Agri-Science Pathway

Explorations in Agriculture (Introductory course)  
Agricultural Biology (Concentrator course) CSU/UC D Requirement  
Ag Farm to Fork (Capstone course) CSU/UC G Requirement  
ROP Internships in AG Science (Capstone course) CSU/UC G Requirement

### Patient Care Pathway

Health Careers - (Introductory course) CSU/UC G Requirement  
ROP Medical Technologies (Capstone course) CSU/UC G Requirement

### Business Management Pathway

Business Applications (Introductory course)  
Business and Marketing (Concentrator course)  
Virtual Enterprise (Capstone course) CSU/UC G Requirement

Introduction to Animal Science CSU/UC G Requirement- Articulated

CTE Advisory Team 2022-2023

First Name Last Name Job Title Company  
Jaime Farao Retired Ag Instructor Merced College  
Melvin Alamo Retired Dairyman Valley Holsteins

## 2021-22 Career Technical Education Programs

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 Operator Bloom Farming/Bloom Chemical

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	406
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.51
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.94

## B. Pupil Outcomes

### 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.9%	95.9%	96.9%	95.2%	97.2%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Gustine High School parents and community members provide valuable leadership by serving on our School Site Council. Through this, we establish school-wide goals, work, and agree on the GHS SPSA (single plan for student achievement). Parents also give much 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, which is discussed in School Site Council. 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 topics or concerns about Gustine High's needs and where we believe funds will be best used. Gustine High School parents also have the opportunity to participate in college and career events put on by our counseling department so parents can clearly understand and assist their children, as well as help navigate the issues related to 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 who help support and give input into the decision-making process at GHS.

An additional resource for parents is our newly formed Parent Engagement Committee group. This group meets once every month to discuss school concerns, academics, safety, and the needs of our parents and students. This year's events include guest speakers for our parent engagement groups on various topics. We signed on with Scholar Systems to come in and present on what we call Parent University nights. The discussions range from effective communication with your child to financial literacy. These topics are also addressed in the School Site Council and English Language Advisory Council meetings. Parents also have the opportunity to bond with their children at our semesterly Paint Nights hosted by Rachel Sandoval of Merced County Behavioral Health. This organization is a school and home-based program for parent/student needs.

Families are informed by site administrators or individual teachers of various supports that are available at school. In addition, we utilize resources from our local police department and partner with the City of Gustine to have a full-time School Resource Officer and MAPS team (mental health) to present educational presentations to our students and parents. Gustine High School also has district mental health and behavioral clinicians they can reach out to if they have any questions or concerns. We partner with local colleges to support our students and parents in registration, enrollment, and financial education. We also partner with Merced Counties Strengthening Families, with specific resources and supports available for our students and families.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>		1.7	5.1		4.5	8.1		8.9	7.8
<b>Graduation Rate</b>		95.9	92.4		93.6	89.6		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	118	109	92.4
<b>Female</b>	60	55	91.7
<b>Male</b>	58	54	93.1
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	99	91	91.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	16	16	100.0
<b>English Learners</b>	27	24	88.9
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	105	96	91.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	21	19	90.5

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	628	621	249	40.1
Female	314	314	124	39.5
Male	314	307	125	40.7
American Indian or Alaska Native	3	3	3	100.0
Asian	3	3	0	0.0
Black or African American	5	5	3	60.0
Filipino	3	3	0	0.0
Hispanic or Latino	519	514	208	40.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	7	7	5	71.4
White	77	75	29	38.7
English Learners	166	164	75	45.7
Foster Youth	2	2	2	100.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	488	482	208	43.2
Students Receiving Migrant Education Services	34	34	17	50.0
Students with Disabilities	87	85	48	56.5

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.95	6.20	2.45
<b>Expulsions</b>	0.33	0.10	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.33	7.48	0.80	5.45	0.20	3.17
<b>Expulsions</b>	0.00	1.91	0.00	0.69	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	7.48	1.91
<b>Female</b>	5.41	0.00
<b>Male</b>	9.55	3.82
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	7.71	2.12
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	6.49	1.30
<b>English Learners</b>	9.04	2.41
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	8.20	2.46
<b>Students Receiving Migrant Education Services</b>	11.76	2.94
<b>Students with Disabilities</b>	11.49	3.45

## 2022-23 School Safety Plan

Our school site has a Safe School Plan that is reviewed and updated annually. Plans are reviewed with staff annually at the beginning of each school year. Gustine High School Site Council (SSC) reviews and approves our Safe School Plan. Emergency drills are conducted to prepare students and staff for an emergency. We strive to maintain a safe, healthful, nurturing, and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff helps keep the campus clean and litter free. We ensure the campus is clean, any vandalism is corrected, and the campus is presentable. A representative of the priority Gustine Unified and its School Board set on safety and appearance. The district has one SRO who monitors the high school campus and is shared with our district schools. The safety plan was presented to the School Site Council in both English and Spanish and will be approved by SSC in January 2023 and placed on the board agenda for approval in February 2023.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	16	3
Mathematics	25	6	13	3
Science	24	8	7	3
Social Science	26	10	4	8

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	12	6
Mathematics	28	6	10	5
Science	27	5	6	6
Social Science	29	3	8	9



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	14	3
Mathematics	22	9	16	1
Science	20	10	12	2
Social Science	17	14	11	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	602

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,184.02	975.38	8,208.65	76,768.28
District	N/A	N/A	6,071.13	\$76,893
Percent Difference - School Site and District	N/A	N/A	29.9	-0.2
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	21.8	-3.1

## 2021-22 Types of Services Funded

The state's Local Control Funding Formula (LCFF) provides general funding for the base and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the Gustine Unified School District Board and developed by the district in partnership with stakeholders, including parents, students, school employees, and other stakeholders. Several meetings are held throughout the school year to gain input from multiple stakeholders to ensure funds support the instructional needs of all students. Gustine High School receives funding from several sources, including Title I, which serves our economically disadvantaged student population, Title III, which is our Limited English Proficient Student Program; State Lottery, which covers athletic and curriculum needs; Carl Perkins Tech Education grants; and CTE Grants which support the efforts our FFA programs, A-G Grant for college and career readiness, Expanded Learning Opportunity Program, and ESSRS funding to support our Mental Health, BCBA and extra instructional aide needs in special education.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,565	\$48,503
Mid-Range Teacher Salary	\$80,748	\$74,912
Highest Teacher Salary	\$91,321	\$100,321
Average Principal Salary (Elementary)	\$124,301	\$122,160
Average Principal Salary (Middle)	\$130,497	\$127,632
Average Principal Salary (High)	\$135,812	\$137,578
Superintendent Salary	\$152,893	\$198,665
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	13.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	1
Social Science	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	9

## Professional Development

Our professional development is based on the needs of our students and teachers, assessed through observations, surveys, disaggregation of SBAC data, PBIS data, and other assessment data. Teachers in Gustine Unified have completed professional training courses designed to support educational priorities and objectives. Staff Development Days provide continuous learning opportunities for administrators, teachers, and classified personnel.

As a district, we are committed to offering teachers various professional learning opportunities and options for personalized professional development. Gustine Unified provides professional learning in all subjects (Math, ELA, Science, ELD, Special Education, etc.) for our 9-12 teachers throughout the school year. Gustine Unified also provides training dedicated to CPM Math, Be Glad Training, Co-teaching coaching, and observation support from Merced County Office of Ed.

Gustine Unified's new teacher mentors provide support and assessment opportunities for all first and second-year. Teachers must increase their understanding of their professional development, enabling them to effectively meet their students' diverse learning needs. The district mentors, called TIPS mentors, are trained to coach, work with adult learners, and structure new teachers' lesson plans. In addition to staff development days, teachers participate in workshops and conferences on the following: Literacy, Math ELD, and SPED Strategies, as well as ongoing textbook adoptions or piloting new curriculum needs. Staff also get an opportunity to learn from one another in their weekly Professional Learning Community department meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	12	53