

**BOARD OF TRUSTEES REGULAR BOARD MEETING
GUSTINE UNIFIED SCHOOL DISTRICT
1500 MEREDITH AVENUE
GUSTINE, CA 95322
WEDNESDAY, FEBRUARY 9, 2022
Closed Session – 6:00 p.m. Open Session – 7:00 p.m.**

I. CALL TO ORDER - 6:00 p.m. – *OPEN SESSIONS OF THIS MEETING WILL BE RECORDED*

A. Roll Call

Mr. Gary Silva, President
Mr. Zachery Ramos, Clerk
Mr. Kevin Bloom, Board Member
Mr. Kevin Cordeiro, Board Member
Mrs. Loretta Rose, Board Member
Miss Alondra Meza Camarillo, Student Board Member

B. Public Comment

The public may comment on any closed session agenda item.

II. CLOSED SESSION

A. Public Employee Discipline/Dismissal/Release [Gov't Code Section 54957]

B. Conference with Labor Negotiator Bryan Ballenger, Superintendent – GRTA/CSEA (Govt. Code 54954.5 (f) pursuant to Govt. Code 54957.6)

C. Conference with Legal Counsel – Anticipated Litigation (Government Code Section 54956.9 (c)) – One Case

III. RECONVENE TO OPEN SESSION – 7:00 p.m.

A. Pledge of Allegiance

B. Report from Closed Session

C. Revision/Ordering of Agenda

D. Adoption of Agenda

E. Disability-Related Modifications

Request for any disability-related modification or accommodation, including auxiliary aids or services in order to participate in the public meeting, may be made by contacting the Gustine Unified School District Office at (209) 854-3784 as soon as possible. Agendas and other writings may also be requested in alternative formats, as outlined in Section 12132 of the Americans with Disabilities Act.

IV. REPORTS AND PRESENTATIONS

A. Student ASB Reports – GHS

B. Student Board Member Report – Alondra Meza Camarillo

C. Board Reports

D. Superintendent Report

E. Financial Report

V. CONSENT AGENDA

Items under Consent are considered as a group. Only one motion is necessary to approve these items. Consent items are of a routine nature and for which the Superintendent recommends approval. In accordance with the law, the public has a right to comment on any agenda item. At the request of any member of the Board, any item of the Consent Agenda shall be removed and given individual consideration for action as a regular action item on the agenda.

A. Personnel

1. Bair, Ana – Resignation, Yard Duty, GES
2. Victoria, Lino – Hire JV Girls' Soccer Coach, GHS
3. Laupua, Solomona – Hire Varsity Boys' Basketball Coach, GHS
4. LaBry, Ronnie – Hire JV Boys' Basketball Coach, GHS
5. Gallichio, Yolanda – Hire Varsity Softball Coach, GHS
6. Lopez, Marisabel – Resignation, Bus Driver, GUSD
7. Shahbaz, Nineb – Hire Coed Tennis Coach, GHS
8. Victoria, Lino – Hire Tack & Field Coach, GHS
9. Kahlon, Amitoh – Resignation, Math Teacher, GHS
10. LaBry Ronnie – Hire Strength & Conditioning, GHS
11. Campbell, Richard – Assign Volunteer Varsity Baseball Coach, GHS

B. Minutes

1. January 12, 2022, Regular Meeting

C. Yearly Renewals and Contracts

1. Softchoice (Renewal)
2. Document Tracking Services (Renewal)

D. Donations

1. Tri Counties Bank - \$500.00 to GHS
2. Estate of Matthew Fantazia – \$21.66 to Romero Elementary School

VI. INFORMATION/DISCUSSION/REPORT

A. A-G Improvement Grant Draft Plan

B. Supplemental Update to the Annual Update and Mid-Year Report

VII. COMMUNICATION FROM THE PUBLIC

Members of the public may bring before the Board matters that are not listed on the agenda. The Board may refer such a matter to the Superintendent or designee or take it under advisement, but shall not take action at that time. Comments will be accepted during this time concerning any action item on the agenda. The Board will consider all comments prior to taking action on the item as listed on the agenda in the Action Item section. (Gov. Sec. 54954.3) Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item (BP 9323).

VIII. ACTION

A. Warrants

Recommendations:

It is recommended that the Board of Trustees ratify the warrants.

B. 2020-2021 District Audit

Recommendations:

It is recommended that the Board of Trustees approve the 2020-2021 District Audit.

C. Board Policy Updates December 2021 (Second Reading)

Recommendations:

1. It is recommended that the Board of Trustees waive the reading of Board Policy Updated December 2021.
2. It is recommended that the Board of Trustees approve Board Policy Updates December 2021.

D. GES, RES, GMS, GHS, and PHS SARCs

Recommendations:

It is recommended that the Board of Trustees approve GES, RES, GMS, GHS, and PHS SARCs.

E. CSBA Delegate Assembly Election for 2022

Recommendations:

It is recommended that the Board of Trustees may vote for one candidate in the Merced County Subregion 8-D.

F. GES & RES English Language Development PD

Recommendations:

It is recommended that the Board of Trustees approve the GES & RES English Language Development PD.

G. A.L.I.C.E. Training & Certification

Recommendations:

It is recommended that the Board of Trustees approve the A.L.I.C.E. Training and Certification for all GUSD Staff members.

IX. ADVANCED PLANNING

- A. Reg. Board Mtg. March 9, 2022 @ 7:00 p.m. @ DO
- B. MCSBA Spring Dinner, March 23, 2022 @ 5:00 p.m. @ GMS
- C. Reg. Board Mtg. April 13, 2022 @ 7:00 p.m. @ DO
- D. Future Agenda Items

X. ADJOURN TO CLOSED SESSION (If needed)

XI. RECONVENE TO OPEN SESSION

XII. REPORT FROM CLOSED SESSION

XIII. ADJOURNMENT

REPORTS AND PRESENTATIONS



Gustine High School

Principal – Adam Cano; Assistant Principal – Brian Chubon
Counselors - Ashley Ramirez, Jasmine King



I hope all is well with everyone and your New Year is off to a great start. We have a lot going on at the high school which is typical heading in the springtime. I first want to congratulate the FFA Advisors and students for putting on a successful FFA dinner. Your hard work and dedication are appreciated.

Winter sports are really in full swing due to several cancellations so teams are having to play on Saturdays and Sundays to get games in to make sure all our league contests are played. Spring sports start on January 31st with softball and baseball starting their tryouts followed by tennis, track, and boys golf. ASB will be hosting their winter formal on Saturday, February 12th at the Al Gomen Center. All students will be required to wear a mask and test prior to the dance. Teen Truth will be coming to GHS on February 15th for a mental health and drug awareness assembly.

The counseling department has balloted for classes starting with and completing next year's seniors and incoming freshmen. They are balloting next year's juniors this week and next and will finish off with next year's sophomores. We hope to have balloting complete by March 31st.

We have finalized our mid-year review visit for WASC so please mark your calendars for a virtual visit on March 6th and 7th, 2023. We have set a date for our College and Career Fair. This date is March 25th and I will keep you updated as we get closer to the event date.

Thank you for your continued support.

Adam Cano, Principal - Gustine High School

Romero Elementary School
13500 W. Luis Road
Santa Nella, CA 95322
(209) 854-6177 Office
(209) 826-6858 Fax



Nicholas Freitas
Principal
nfreitas@gustineusd.org

Mariana Franco
Bilingual Liaison
Attendance Clerk
mfranco@gustineusd.org

Jacqueline Garcia
School Secretary
jagarcia@gustineusd.org

Cara Oliveira
Health Services Aide
cnunes@gustineusd.org

Administrative Report to the Gustine Unified School District Board

February 2022

Name: Nicholas Freitas – Principal

School Enrollment: 235

Monthly Highlights:

January brought fun activities and several presentations to our Romero students. We held our Principal's Coffee in our Science and Art room with Sergio from the MAPS program introducing himself and the program to our parents. The students also enjoyed the monthly Fun Friday activities with their classmates. We have continued our work with



the MCOE Math department. The teachers and students are enjoying the CRA (Concrete Representational, Abstract) approach to math.



would have to pay. The students were shocked at the cost of living and learned a bit about the value of a dollar.

The Gustine Police Department gave a tobacco awareness presentation for the 3rd - 5th graders. The students learned about the differences between cigarettes and vaping pens. They were attentive and asked a lot of thought-provoking questions.

The 3rd-grade classes received the annual presentation by Mosquito Abatement regarding how and why we study mosquitos, what they do to control them, and mosquito-borne diseases.

Our school counselor, Mrs. Estacio, held a presentation for the 5th graders showing them the reality of what careers they would need to live certain lifestyles. They went over budgeting and the different types of bills they



Gustine Unified School District Maintenance and Operations

Russell Hazan

Director of Maintenance and Operations

2/9/22

MONTHLY REPORT

This past month has been a bit of a challenge as the maintenance and custodial departments have been struggling with man power issues. We have been working hard to keep up with the work load and I would like to thank all of the employees in those departments that have stepped up to pick up the slack where it is needed.

Romero Elementary School:

- Test and repair irrigation
- HVAC repairs
- HVAC filter replacement
- Weed abatement
- Basic maintenance and work order completion as needed

Gustine Elementary School:

- Weed abatement
- Repair plumbing in cafeteria
- HVAC repairs
- Test and repair irrigation
- Installed new bark in flower beds
- Gopher abatement
- Basic maintenance and work order completion as needed

Gustine Middle School:

- HVAC repair and maintenance
- Gopher abatement
- Test and repair irrigation
- Set up student pickup and drop off area
- Weed abatement
- Basic maintenance and work order completion as needed

Gustine High School:

- Test and repair irrigation
- Repaired 3 inch water main
- Spring sports field prep
- Winter sports field prep
- HVAC repairs
- Power swept parking lot
- Weed abatement
- Basic maintenance and work order completion as needed



Ethan Eleshio
Gustine High School
2021-2022 Commissioner of Academics

February Board Report

ASB: ASB held a successful Little Reds Night on Tuesday, February 1st. The Winter Homecoming also starts on Monday, February 7th, and will be continuing until the 12th. For that entire week ASB will be holding fun break activities for the students to enjoy. ASB will be hosting the Winter Formal at the Al Goman Center on Saturday, February 12th. ASB will also be welcoming the Teen Truth speaker on February 15.

FFA: FFA has recently held the Project Competition awards on Wednesday, February 3rd. FFA will also be holding a MFE/ALA on the 11th of February. Also FFA week will be starting on the 28th of February. We would also like to congratulate all of the FFA members for their placements in the Project Comp.

Sports: Girls and Boys soccer is coming to an end and is holding their senior night's on the 10th and 11th of February. Boys soccer is continuing their season by going into the playoffs. Girls basketball will be having their senior night February 7th, and Boys basketball will be holding their senior night February 11th. Also, the Baseball and Softball teams have recently started holding conditioning and practicing in preparation for the upcoming season.



Gustine Unified Student Board Member Report



First league basketball games of the season

Last week were some of the first league boys basketball games of the season. After having so many games postponed, the team is happy to be competing and the student body is excited to be cheering in the Redzone once again. ASB hosted Little Reds Night on Feb. 1 and had a good turn out. The Little Reds met all of our players and were treated to fun spirit wear and awesome games.

Soccer is likely to be playoff bound

Both soccer teams have done great this season! They remained undefeated in the league for the majority of the season and now rest towards the top of the league. Both teams had their senior nights and were overflowed with gratitude toward their teammates, parents, and coaches. It's a good time to be playing soccer for GHS.

Principal Student summit chats

These past few weeks Mr. Cano and I have held our first principal student summit chats. We have met with diverse groups of students and have heard some of the following things. Students would like to see a broader variety of elective courses, more college/career prep classes, a mental health wellness center to go into talk to someone during the day, and after school tutoring. We are now using the support period to go in and talk to classes. A variety of questions are asked using a survey that is then used to drive the conversation.

A MARVELous homecoming is approaching...

The past couple of weeks GHS ASB has been planning a winter homecoming for this year. The theme set is Marvel superheroes. The week is set to celebrate winter sports through a blacklight rally, festive dress up days, and a winter formal.

Rotary speech contestants

This past month, GHS had three contestants compete in our local Rotary Speech contest. The results were as follows: 1st place, Nayeli Padilla; 2nd place, Yasmin Martinez; 3rd place, Celia Avila. All contestants took home a cash prize and the wonderful experience of sharing the youth perspective on service through public speaking.

Four months left for the senior class

With four months left in the school year, this years class president decided to share this message with our seniors:



GUSTINE HIGH SCHOOL'S CLASS OF 2022,

we only have four months left on this campus. Four more months to attend sporting events as students supporting our classmates in the Redzone. Four more months to cheer during rallies as a class together. Four more months to visit with friends and teachers on campus. And lastly, four more months to enjoy life as a high school student. I know a portion of us want to rush through it all and be done already but I encourage you all to slow down and enjoy the little moments we have now. We've come a long way and are almost to the end. Finish strong, Reds. Don't forget to enjoy it all because it only happens once. xx

It served as a reminder to enjoy every moment left in their high school experience and as encouragement to remain involved and active members of our student body!

Trip to GMS

Several of our high school students will be visiting the middle school to speak to the eighth graders about student life in high school. Topics will include extracurricular activities and any questions they may have.

by **Alondra Meza Camarillo** on February 2, 2022



**CACFP Centers
Summation Report**

Agency Name: Gustine Unified School District	Vendor Number: 73619Z	CNIPS ID: 01963-CACFP-24-PS-CS	Review ID: 33872
Address: 1500 Meredith Avenue	City: Gustine	Zip: 95322	County: Merced
Contact Person: Jason Lugo	Title: Director		Telephone: 209-398-4624

Program Types: ☐ Adult Care ☒ At-risk ☐ Child Care ☐ Emergency Shelters ☐ Head Start ☐ School Age

Type of Review: ☒ First ☐ First Follow-up ☐ Second Follow-up ☐ Ninety-day ☐ Program Assistance

Areas Reviewed for Compliance

Performance Standard 1: Financial Viability <input type="checkbox"/> 100 Financial Management Performance Standard 2: Administrative Capability <input type="checkbox"/> 200 Procurement Procedures <input type="checkbox"/> 220 Program Resources <input type="checkbox"/> 240 Policies and Procedures <input type="checkbox"/> 280 Pricing Program	Performance Standard 3: Program Accountability <input type="checkbox"/> 300 Enrollment <input type="checkbox"/> 500 Eligibility <input type="checkbox"/> 600 Meal Counts <input type="checkbox"/> 700 Licensing Requirements <input type="checkbox"/> 800 Meal Requirements <input checked="" type="checkbox"/> 900 Fiscal Accountability <input type="checkbox"/> 1000 Training <input type="checkbox"/> 1100 Facility Review <input type="checkbox"/> 1200 Safety and Sanitation <input type="checkbox"/> 1300 Civil Rights
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Place an (R) at the end of all repeat findings.

Summary of Review Findings

Review Month: November 2021 Review Dates: December 13-17, 2021

☐ All areas found to be in compliance. No action is required. This review is closed. Congratulations on an excellent administrative review (AR).

☒ One or more performance standards (PS) were not in compliance. The noncompliant areas are checked above.

☐ A **follow-up review** may be conducted because of noncompliance in PS 1, PS 2, or PS 3.


☐ Serious deficiencies (SD) were found during your AR. If permanent, acceptable corrective action documentation (CAD) is not implemented, the California Department of Social Services (DSS) will propose to terminate your Child and Adult Care Food Program (CACFP) agreement. If the CACFP agreement is terminated, your organization and responsible parties will be placed on the National Disqualified List (NDL) and will remain on the NDL until such time as the DSS, in consultation with the U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS) determines that the SDs have been corrected, or until seven years after their disqualification. However, if any debt relating to the SDs has not been repaid, your organization and responsible parties will remain on the NDL until the debt has been repaid. These actions are being taken pursuant to Title 7, *Code of Federal Regulations* (7 CFR), sections 226.6(c)(3) and (7)(v).

Agency is required to submit CAD by: January 31, 2022

Submit CAD to:

Ja Yang, Child Nutrition Consultant
California Department of Social Services
CACFP Branch
1330-C East Shaw Avenue, Mail Station 28-23
Fresno, CA 93710
Phone: 916-858-9369
Email: Ja.Yang@dss.ca.gov

The findings of this review are the results of an assessment of a sample of your program records for the current year. All program records must be retained for a period of three years plus the current year.

Signature of Agency Representative: 	Date: <u>1-31-22</u>
Signature of State Representative:	Date:

(Agency signature does not designate agreement with reviewer comments)

Summation Report

Agency Name:	Vendor Number:	CNIPS ID:	Review ID:
Gustine Unified School District	73619Z	01963-CACFP-24-PS-CS	33872

Commendations/Highlights:

The reviewer would like to commend Gustine Unified School District (GUSD) for their commitment and hard work in continuing to provide meals to the children despite the challenges of COVID-19.

Comments:

The Child Adult Care Food Program (CACFP) is a Federally funded program that provides payments for eligible meals served to participants who meet age and income requirements. Meals served by participating institutions and facilities must meet minimum guidelines set by the United States Department of Agriculture (USDA). The CACFP helps institutions and facilities serve well-balanced, nutritious meals to participants in their care.

The California Department of Social Services (DSS), [CACFP Branch/Office of Audit Services (OAS)], completed an Administrative Review (AR) of the GUSD At-Risk Afterschool program on December 13-17, 2021. November 2021 was the month of review, since this was the last claim submitted in the Child Nutrition Information and Payment System (CNIPS).

The compliance areas of review are listed on page one of this summation report. The areas out of compliance are marked with an X. The findings, technical assistance, comments, and required correction action with timelines are included throughout this summation report. Please review the technical assistance provided to assist with correcting the findings.

At the time of the AR, GUSD was operating At-Risk Afterschool under the approved USDA Child Nutrition Response Numbers, if applicable:

- #87 Nationwide Waiver to Allow Non-Congregate Meal Service
- #88 Nationwide Waiver of Meal Times Requirements
- #89 Nationwide Waiver to Allow Parents and Guardians to Pick Up Meals for Children
- #91 Nationwide Waiver to Allow Specific Meal Pattern Flexibility in the CACFP

A meal observation was conducted by video call:

Site Name and CNIPS ID: Romero Elementary / 9068
Date: October 19, 2021
Meal Type: Congregate
Site Visit Type: Unannounced

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Summation Report

Agency Name: Gustine Unified School District	Vendor Number: 73619Z	CNIPS ID: 01963-CACFP-24-PS-CS	Review ID: 33872
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Technical assistance, resources and guidance provided on the CACFP:

- Training and Technical Assistance Provided:
 - October 29, 2021- Training and technical assistance was provided to program administrators and staff on the following:
 - ☒ Administrative Review Guidance
 - ☒ Program Integrity Plan
 - ☒ #87 Nationwide Waiver to Allow Non-Congregate Meal Service
 - ☒ #88 Nationwide Waiver of Meal Times Requirements
 - ☒ #89 Nationwide Waiver to Allow Parents and Guardians to Pick Up Meals for Children
 - ☒ #91 Nationwide Waiver to Allow Specific Meal Pattern Flexibility in the CACFP
 - ☐ #93 Nationwide Waiver of Area Eligibility in Afterschool Programs and for Family Day Care Home Providers
 - ☐ #96 Nationwide Waiver of Onsite Monitoring Requirements for Sponsors in the CACFP
 - ☐ The agency had not opted in to any of the USDA COVID-19 Child Nutrition Response Waivers at the time of review. The reviewer provided information on these flexibilities and the requirement of a program integrity plan, should the agency elect to opt in to the above-mentioned waivers.
 - ☐ Additional:
- Compliance Area 100: Financial Management
 - At the time of the review, the agency's Non-profit Status Worksheet demonstrated there was an excess of three month's operating expenses in the amount of \$344,500.85. The agency currently has a plan in place to spend down the excess. An approved Inter-program Vending Agreement is in place to assist with the allocation of the excess towards salaries/benefits, food supplies, and food purchases.
 - For information on how to account for all costs of operation through the consistent use of generally accepted accounting principles (GAAP), refer the CDE MB CACFP-06-2017, **Recording of All Costs Through Generally Accepted Accounting Principles** <https://www.cde.ca.gov/ls/nu/cc/mbcacfp062017.asp>
 - For further guidance on the CACFP financial management, refer to USDAs' **FNS Instructions 796-2, Revision 4** (<https://fns-prod.azureedge.net/sites/default/files/796-2%20Rev%204.pdf>).
- Compliance Area 600: Meal Count
 - Section 226.17a(p) of 7 CFR states in part:


In addition to other reporting requirements under this part, at-risk afterschool care centers must report the total number of at-risk afterschool snacks and/or (in eligible States) the total number of at-risk afterschool meals served to eligible children based on daily attendance rosters or sign-in sheets.
 - Additional information can be found on the CDE CACFP **Administrative Manual Section 5.1: Claims for Reimbursement** (<https://www.cde.ca.gov/ls/nu/cc/cacfpmanualesec5-1.asp>).

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- Compliance Area 1000: Training**
 - For the CACFP staff training and documentation requirements, refer to the **CACFP Administrative Manual Section 12.1: Training Requirements** located at <https://www.cde.ca.gov/ls/nu/cc/cacfpmanualec12-1.asp>
 - When conducting training that includes civil rights, subject matter must include, but is not limited to, the following:
 - Collection and use of data
 - Effective public notification systems
 - Complaint procedures
 - Compliance review techniques
 - Resolution of noncompliance
 - Requirements for reasonable accommodation of persons with disabilities
 - Requirements for language assistance
 - Conflict resolution, and
 - Customer service.
 - FNS Instruction 113-1: Civil Rights Guidance and Enforcement–Nutrition Programs and Activities, XI
 - Civil Rights Training can be accessed in the CDE Course Catalog located at: <https://www.cde.ca.gov/ls/nu/ed/course410.asp>
- For the latest program guidance, go to the web page for the **Child and Adult Care Food Program Administrative Manual for Centers and Day Care Home Sponsors** located at: <https://www.cde.ca.gov/ls/nu/cc/cacfpmanualtablecontent.asp>
- The following USDA FNS web pages offer program resources and guidance for operating the CACFP:
 - <http://www.fns.usda.gov/cacfp/cacfp-handbooks>
 - <https://www.fns.usda.gov/cacfp/management-improvement>
 - <http://www.fns.usda.gov/cacfp/meals-and-snacks>
- For a list of all current CACFP Management Bulletins (MB), visit the CDE CACFP Web page at <https://www.cde.ca.gov/ls/nu/cc/mb.asp>
- For a list of all current USDA Food and Nutrition Services (FNS) CACFP Policy Memoranda, visit the USDA FNS CACFP Web page at https://www.fns.usda.gov/resources?f%5B0%5D=program%3A9088&f%5B1%5D=resource_type%3A15

Signature of Agency Representative: 	Date: 1-31-22
Approval Signature of State Representative:	Date:

Summation Report

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Performance Standard 3—Program Accountability Compliance Area 900: Fiscal Accountability

Findings:

The agency did not have time accounting records, Personnel Activity Reports (PARS) or equivalent documentation to support labor costs charged to the CACFP. Two employees charged to the CACFP were not participating in CACFP duties during the month of review. Three additional employees, who conducted CACFP duties in the month of review, were incorrectly charged to the SNP account. Although the agency had documentation such as job descriptions and service contracts for the CACFP hours conducted by the three employees, the documentation was not sufficient in identifying the dates worked and actual hours worked, the employee's activities according to the actual hours worked, the funding source to which the employee's time and effort was charged to, that the hours coincide with the employee's pay period, and/ or the certification of the hours worked during the pay period by the employee.

Section VIII (I)(23)(c)(2) of the FNS Instruction 796-2 Revision 4 states in part:

Time and attendance reports for all labor costs (salaries, wages and benefits) charged to the Program for hourly or salaried employees for part-time, full-time or piece-work. These reports must identify the total time actually worked by the employee, not just the time spent on Program activities.

(a) At a minimum, these reports must include:

- (i) Start time;
- (ii) End time; and
- (iii) Absences.

(b) The report must be prepared timely and coincide with the employee's pay period.

(i) For employees with fixed start and end times, the time and attendance report must be prepared daily for all periods of absences beyond normal meal and break periods.

(ii) For employees with variable start and end times, the time and attendance report must be prepared daily. Unless required by the institution, employees with established start and end times are not required to complete daily sign-in and sign-out sheets. At the discretion of the State agency, daily sign-in and sign-out sheets may be required for employees with variable start and end times, unless prohibited by a negotiated labor-management agreement between the institution and its employees.

Section VIII (I)(23)(c)(3) of the FNS Instruction 796-2 Revision 4 states in part:

Time distribution reports. To establish the portion of costs that may be claimed for reimbursement or charged to the institution's nonprofit food service account as Program labor, a daily log or other time distribution method must be used.

(a) These reports must be completed by all employees, both full-time and part-time, and must account for the total activity for which each employee is compensated.

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Performance Standard 3—Program Accountability Compliance Area 900: Fiscal Accountability

- (b) The portion of the labor costs charged to the institution's nonprofit food service account must be allocated based on the hours worked for Program and non-Program activities and within the Program for administrative and operating cost labor.
- (c) A separate report for each employee is required.
- (d) The reports must reflect an after-the-fact determination of the actual activity of each employee.
- (e) Budget estimates and time studies of any kind are not acceptable documentation.

Technical Assistance:

- For guidance about federal and state requirements pertaining to equivalent documentation of employee time and effort for multifunded employees, refer to the CDE MB **SNP-04-2018, Equivalent Documentation for Multifunded Employees** (<https://www.cde.ca.gov/ls/nu/sn/mbsnp042018.asp>). Though this MB was intended for school food authorities, this guidance will still pertain to agencies that have multifunded employees.

Additional resource for documenting employee time and effort also include, but not limited to:

- CDE MB **SNP-06-2014 Documenting Employee Time and Effort in SNP**, (<http://www.cde.ca.gov/ls/nu/sn/mbsnp062014.asp>).
- CDE MB **CACFP-03-2015, Documenting Employee Time and Effort in CACFP** (<https://www.cde.ca.gov/ls/nu/cc/mbcacfp032015.asp>).
- For guidance to school food authorities (SFA) for tracking CACFP and School Nutrition Program (SNP) revenues and expenditures, refer to CDE MB **CACFP-07-2015, School Food Authorities Revenue and Expenditure Tracking for CACFP and SNP** (<http://www.cde.ca.gov/ls/nu/sn/mbsnp27cacfp072015.asp>).

Comments:

The Program Integrity Unit (PIU) will conduct a final review and validation of the dollar amounts listed in the summation report for disallowed expenses, prior to closing the review. PIU will notify the Child Nutrition Operator of any revisions or adjustments required.

(Continue next page)


Summation Report

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Performance Standard 3—Program Accountability
Compliance Area 900: Fiscal Accountability

Submit Required Corrective Action by: January 31, 2022

- 1) Provide documentation to show the charges to the correct account(s) for the two employees who did not conduct CACFP duties during the month of review but were charged to the CACFP account and for the three employees who conducted CACFP duties during the month of review but were incorrectly charged to the SNP account.
- 2) Provide written policies and/or procedures to ensure that time accounting records, PARS, or equivalent documentation to support labor costs charged to the CACFP is completed and kept and is permanently corrected, include:
 - a. date of implementation.
 - b. roles and responsibilities of staff.
 - c. title of person responsible to ensure the processes/procedures are followed accurately and the frequency of monitoring to prevent reoccurrence of the finding.
 - d. record retention.
- 3) Train all responsible staff on the new policies and procedures. Provide a copy of the agenda including topics covered, date, and sign in sheets.

Signature of Agency Representative: 	Date: 1-31-22
Approval Signature of State Representative:	Date:

Summation Report

Agency Name: Gustine Unified School District	Vendor Number: 73619Z	CNIPS ID: 01963-CACFP-24-PS-CS	Review ID: 33872
Performance Standard 3—Program Accountability Compliance Area 900: Fiscal Accountability			
<p>Corrective Action(s) Documentation: Complete your response in this box or use separate sheets as needed. Sign and date at the bottom of this page. Return this report with documents to support your response to the reviewer by the date above.</p>			
Signature of Agency Representative: 		Date: 1-31-22	
Approval Signature of State Representative:		Date:	

Corrective Action Responses:

- 1) GUSD corrected this finding by generating payroll transfers for the employees who did and did not conduct duties in the CACFP program. Copies of the document showing the transactions are attached.
- 2) Beginning 07/01/21 Gustine Unified School District will confirm the employees conducting duties in the CACFP program have a signed employee contract stating they will conduct duties in the CACFP program and what the hours are and what the pay rate is. This document will be prepared by Marisol Juarez, HR Specialist and entered by Dina Posey, in Payroll. The Food Services Director will give the information to the HR department at the beginning of the school year and before the first payroll of the school year. The Chief Business Officer will follow up on this process on a monthly or quarterly basis. These payroll records will be kept for the required time of three years.
- 3) See attached.



Handwritten signature of Christine Ortega in cursive script, written over a horizontal line.

Chief Business Officer,

Christine Ortega

1-28-22

Handwritten date "1-28-22" written above a horizontal line.

Date

GUSTINE UNIFIED SCHOOL DISTRICT


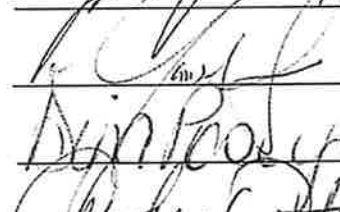
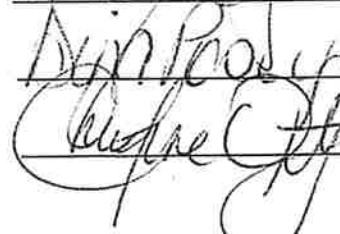
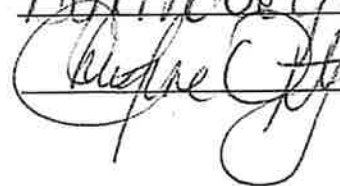
CACFP PROGRAM: Policies & Procedures

January 28, 2022

At the beginning of school year, Food Services Director will determine which employees will be conducting duties in the CACFP program. Those employee names will be given to Human Resources, so the contract can be completed and signed by the employee. The contract then is forwarded to Payroll and Mrs. Posey will enter it into the payroll system. A binder is kept at the payroll desk with the current school year contracts. If there are any changes to the employees conducting duties in the CACFP program, Food Services Director will go through those same steps for the addition or replacement.

Chief Business Officer will soft audit the payroll quarterly in order to monitor and to prevent reoccurrence of the finding.

- 1) Food services Director (Sodexo) – Jason Lugo
- 2) Human Resources Specialist – Marisol Juarez
- 3) Payroll department - Dina Posey
- 4) Chief Business Officer – Christine Ortega


01/28/2022

01/28/2022

01/28/2022


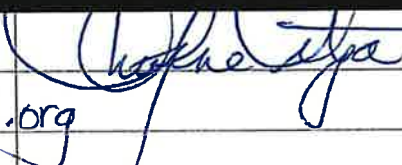
CACFP Administrative Review Conference Sign-in Sheet

Agency Name: Gustine Unified School District CNIPS ID: 01963-CACFP-24-PS-CS Review ID: 33872

Reviewer(s): Ja Yang Date: 12/20/2021

☐ Entrance Conference ☒ Exit Conference

Please write your name, title, and sign to confirm your attendance at the entrance or exit conference indicated above.

Name	Title	Contact Information (Phone/E-mail)	Signature
Christine Ortega	Chief Business Officer	209-854-3784 cortega@gustineusd.org	

The Program Integrity Unit (PIU) conducts a final review and validation of the number of eligibility adjustments, disallowed meals and of the dollar amounts for disallowed expenses mentioned in the summation report prior to closing the review. PIU will provide the final eligibility totals, the number of disallowed meals and amounts for disallowed expenses. PIU will notify the Child Nutrition Operator of any revisions or adjustments required.

February 09, 2022
Board Meeting

Transfers & Deposits
Nov 2021-Jan 31st 2022

014 Gustine Unified School Dist.
Gen

Transfer Transactions

J3765 TF0100 L.00.01 02/03/22 PAGE 1

Date last used from: 11/01/2021 To 01/31/2022
Transaction Number from: 0 To 999999
Date entered from: 00/00/0000 To 99/99/9999

APPROVED TRANSACTIONS ONLY

Number	Date	Entered	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	Debit	Credit
LN. Di	Detail	descr				
920233	11/01/2021	11/01/2021	20-21 5th APP TITLE II PART A	Entered by: RMAT Approved: 11/01/2021 JEJO		
4. 014	20-21 5th	TITLE II PART A	01-4035-0-8290.00-0000-0000-000-000-000			63,650.00
			TOTAL AMOUNT	0.00*		63,650.00*
920238	11/02/2021	11/02/2021	21-22 OCT STATE AID APPORTNMNT	Entered by: RMAT Approved: 11/02/2021 JEJO		
35. 014	STATE AID		01-0000-0-8011.00-0000-0000-000-000-000			1,186,602.00
36. 014	AB 602		01-6500-0-8311.00-5001-0000-000-000-000			46,726.00
37. 014	LCFF TF to MCOE		01-0000-0-7142.00-0000-9200-000-000-000	25,783.00		
			TOTAL AMOUNT	25,783.00*		1,233,328.00*
620347	11/04/2021	11/08/2021	21-22 CYBERSECURITY (KNOWBE4)	Entered by: RVEL Approved: 11/09/2021 CNEL		
7. 014	CYBER SECURITY ANNUAL CHARGE		01-0000-0-5860.00-0000-7700-112-000-000	1,195.74		
			TOTAL AMOUNT	1,195.74*		0.00*
920245	11/04/2021	11/04/2021	Current Unsec Airplane 100521	Entered by: RMAT Approved: 11/04/2021 JEJO		
10. 014	Current Unsecured Airplane		01-0000-0-8042.00-0000-0000-000-000-000			672.46
			TOTAL AMOUNT	0.00*		672.46*
920246	11/04/2021	11/04/2021	Current Unsecured \$1 100521	Entered by: RMAT Approved: 11/04/2021 JEJO		
20. 014	Current Unsecured		01-0000-0-8042.00-0000-0000-000-000-000			241,956.69
			TOTAL AMOUNT	0.00*		241,956.69*
620355	11/08/2021	11/08/2021	CREDIT FOR T COFFEE TF620217	Entered by: SBET Approved: 11/15/2021 RCAS		
1. 014	CR CCHNG NTRK T COFFEE		01-3010-0-5200.00-1110-1000-115-000-000			444.44
			TOTAL AMOUNT	0.00*		444.44*
920258	11/15/2021	11/15/2021	To reverse TF - 920246	Entered by: RMAT Approved: 11/15/2021 JEJO		
20. 014	Current Unsecured		01-0000-0-8042.00-0000-0000-000-000-000	241,956.69		
			TOTAL AMOUNT	241,956.69*		0.00*
920259	11/15/2021	11/15/2021	Current Unsecured \$1 100521	Entered by: RMAT Approved: 11/15/2021 JEJO		
20. 014	Current Unsecured		01-0000-0-8042.00-0000-0000-000-000-000			259,526.39
			TOTAL AMOUNT	0.00*		259,526.39*
920262	11/16/2021	11/16/2021	Reversal of TF - 920238	Entered by: RMAT Approved: 11/16/2021 JEJO		
35. 014	STATE AID		01-0000-0-8011.00-0000-0000-000-000-000	1,186,602.00		
36. 014	AB 602		01-6500-0-8311.00-5001-0000-000-000-000	46,726.00		
37. 014	LCFF TF to MCOE		01-0000-0-7142.00-0000-9200-000-000-000	25,783.00		
			TOTAL AMOUNT	1,233,328.00*		25,783.00*
920266	11/17/2021	11/17/2021	PERS OCT 2021 REFUNDS	Entered by: JOGO Approved: 11/17/2021 RHAR		
57. 014	GARCIA, JACQUELINE EE		01-0100-0-9557.00-0000-0000-000-000-000			2.99
58. 014	GARCIA, JACQUELINE ER		01-0100-0-9557.00-0000-0000-000-000-000			9.80
			TOTAL AMOUNT	0.00*		12.79*
920268	11/17/2021	11/17/2021	21-22 1st APP EXP LEARN OPP PR	Entered by: RMAT Approved: 11/18/2021 JEJO		
16. 014	21-22 1st APP EXP LEARN OPP PR		01-2600-0-8590.00-0000-0000-000-000-000			480,984.00
			TOTAL AMOUNT	0.00*		480,984.00*

Date last used from: 11/01/2021 To 01/31/2022
Transaction Number from: 0 To 999999
Date entered from: 00/00/0000 To 99/99/9999

APPROVED TRANSACTIONS ONLY

Number	Date	Entered	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	Debit	Credit
LN. Di	Detail	descr				
920285	11/29/2021	11/29/2021	20-21 4th APP LRN LSS GEER I	Entered by: RMAT Approved: 11/30/2021 JEJO		
10. 014	20-21 4th APP LRN LSS GEER I	01-3215-0-8290.00-0000-0000-000-000-000				4,457.00
		TOTAL AMOUNT		0.00*		4,457.00*
920322	11/29/2021	12/13/2021	21-22 NOV STATE AID APPORTNMNT	Entered by: RMAT Approved: 12/14/2021 JEJO		
35. 014	STATE AID	01-0000-0-8011.00-0000-0000-000-000-000				1,186,602.00
36. 014	AB 602	01-6500-0-8311.00-5001-0000-000-000-000				46,726.00
37. 014	LCFF TF to MCOE	01-0000-0-7142.00-0000-9200-000-000-000		25,783.00		
77. 014	LEARN LOSS MITIG FUND	01-3220-0-8290.00-0000-0000-000-000-000		128,761.00		
		TOTAL AMOUNT		154,544.00*		1,233,328.00*
920295	11/30/2021	12/02/2021	21-22 1st APP MAND BLK GRANT	Entered by: RMAT Approved: 12/02/2021 JEJO		
21. 014	21-22 1st APP MAND BLK GRANT	01-0000-0-8550.00-0000-0000-000-000-000				73,834.00
		TOTAL AMOUNT		0.00*		73,834.00*
620399	12/01/2021	12/06/2021	MCSBA Fall Conference 2021	Entered by: KSTE Approved: 12/07/2021 CNEL		
1. 014	Gustine USD G.Silva-PO#220025	01-0000-0-5200.00-0101-7110-112-000-000		200.00		
38. 014	Gustine USD G. Silva PO#220025	01-0000-0-5200.00-0101-7110-112-000-000		200.00		
39. 014	Gustine USD K. Bloom PO#220025	01-0000-0-5200.00-0101-7110-112-000-000		200.00		
40. 014	Gustine USD L. Rose PO#220025	01-0000-0-5200.00-0101-7110-112-000-000		200.00		
41. 014	Gustine USD Z. Ramos PO#220025	01-0000-0-5200.00-0101-7110-112-000-000		200.00		
42. 014	Gustine USD Cordeiro PO#220025	01-0000-0-5200.00-0101-7110-112-000-000		200.00		
43. 014	Gustine USD BallengerPO#220025	01-0000-0-5200.00-0101-7150-112-000-000		200.00		
		TOTAL AMOUNT		1,400.00*		0.00*
920296	12/02/2021	12/02/2021	STRS 22-04 P&I PULLS	Entered by: NHAH Approved: 12/03/2021 RHAR		
9. 014	STRS 22-04 P&I PULLS	01-0100-0-9557.00-0000-0000-000-000-000		29.77		
		TOTAL AMOUNT		29.77*		0.00*
620434	12/08/2021	12/08/2021	LEGAL RETAINER JUL-DEC 21	Entered by: KSTE Approved: 12/13/2021 CNEL		
14. 014	LEGAL RETAIN JUL-DEC21-GUSTINE	01-0000-0-5801.00-0000-7150-112-000-000		6,483.75		
		TOTAL AMOUNT		6,483.75*		0.00*
920321	12/13/2021	12/13/2021	21-22 2nd QTR EPA APPORTION	Entered by: RMAT Approved: 12/14/2021 JEJO		
21. 014	21-22 2nd QTR EPA APPORTION	01-1400-0-8012.00-0000-0000-000-000-000				1,100,197.00
		TOTAL AMOUNT		0.00*		1,100,197.00*
920335	12/15/2021	12/15/2021	21-22 AG CAREER TECH EDU INC	Entered by: RMAT Approved: 12/16/2021 JEJO		
3. 014	21-22 AG CAREER TECH EDU INC	01-7010-0-8590.00-0000-0000-000-000-000				18,948.00
		TOTAL AMOUNT		0.00*		18,948.00*
920338	12/15/2021	12/15/2021	20-21 2ND APP IN-PERSON INSTR	Entered by: RMAT Approved: 12/16/2021 JEJO		
19. 014	20-21 2ND APP IN-PERSON INSTR	01-7422-0-8590.00-0000-0000-000-000-000				434,904.00
		TOTAL AMOUNT		0.00*		434,904.00*
920348	12/28/2021	12/28/2021	21-22 Timber Yield \$1	Entered by: RMAT Approved: 12/28/2021 JEJO		
19. 014	21-22 Timber Yield \$1	01-0000-0-8022.00-0000-0000-000-000-000				0.10
		TOTAL AMOUNT		0.00*		0.10*

Date last used from: 11/01/2021 To 01/31/2022
Transaction Number from: 0 To 999999
Date entered from: 00/00/0000 To 99/99/9999

APPROVED TRANSACTIONS ONLY

Number	Date	Entered	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	Debit	Credit
LN. Di	Detail	descr				
920350	12/28/2021	12/28/2021	Current Unsecured \$1 112521	Entered by: RMAT Approved: 12/28/2021 JEJO		
20. 014	Current Unsecured \$1 112521	01-0000-0-8042.00-0000-0000-000-000				4,819.48
		TOTAL AMOUNT		0.00*		4,819.48*
920351	12/28/2021	12/28/2021	Current Secured \$1 110321	Entered by: RMAT Approved: 12/28/2021 JEJO		
20. 014	Current Secured \$1 110321	01-0000-0-8041.00-0000-0000-000-000				158,609.34
		TOTAL AMOUNT		0.00*		158,609.34*
920352	12/29/2021	12/29/2021	21-22 Dec State Apportionment	Entered by: RMAT Approved: 12/30/2021 NDWY		
35. 014	STATE AID	01-0000-0-8011.00-0000-0000-000-000				1,186,602.00
36. 014	AB 602	01-6500-0-8311.00-5001-0000-000-000				46,726.00
37. 014	LCFF TF to MCOE	01-0000-0-7142.00-0000-9200-000-000-000		25,783.00		
		TOTAL AMOUNT		25,783.00*		1,233,328.00*
920353	12/29/2021	12/29/2021	20-21 6th APP CARES ESSER I	Entered by: RMAT Approved: 12/29/2021 JEJO		
8. 014	20-21 6th APP CARES ESSER I	01-3210-0-8290.00-0000-0000-000-000				59.00
		TOTAL AMOUNT		0.00*		59.00*
920356	12/29/2021	12/29/2021	20-21 3rd APP ARPAct ESSER III	Entered by: RMAT Approved: 12/29/2021 JEJO		
17. 014	20-21 3rd APP ARPAct ESSER III	01-3213-0-8290.00-0000-0000-000-000				153,394.00
		TOTAL AMOUNT		0.00*		153,394.00*
920357	12/29/2021	12/29/2021	20-21 3rd APP CRRSA ESSER II	Entered by: RMAT Approved: 12/29/2021 JEJO		
17. 014	20-21 3rd APP CRRSA ESSER II	01-3212-0-8290.00-0000-0000-000-000				545,496.00
		TOTAL AMOUNT		0.00*		545,496.00*
920358	12/29/2021	12/29/2021	21-22 1st APP EDU EFFECT BLOCK	Entered by: RMAT Approved: 12/29/2021 JEJO		
21. 014	21-22 1st APP EDU EFFECT BLOCK	01-6266-0-8590.00-0000-0000-000-000				326,616.00
		TOTAL AMOUNT		0.00*		326,616.00*
920359	12/29/2021	12/29/2021	21-22 1st APP EDU EFFECT BLOCK	Entered by: RMAT Approved: 12/29/2021 JEJO		
21. 014	21-22 1st APP EDU EFFECT BLOCK	01-6266-0-8590.00-0000-0000-000-000		326,616.00		
		TOTAL AMOUNT		326,616.00*		0.00*
920360	12/29/2021	12/29/2021	21-22 1st APP EDU EFFECT BLOCK	Entered by: RMAT Approved: 12/29/2021 JEJO		
21. 014	21-22 1st APP EDU EFFECT BLOCK	01-6266-0-8590.00-0000-0000-000-000				326,616.00
		TOTAL AMOUNT		0.00*		326,616.00*
920361	12/30/2021	12/30/2021	To reverse TF - 920356	Entered by: RMAT Approved: 01/04/2022 NDWY		
17. 014	20-21 3rd APP ARPAct ESSER III	01-3213-0-8290.00-0000-0000-000-000		153,394.00		
		TOTAL AMOUNT		153,394.00*		0.00*
920362	12/30/2021	12/30/2021	20-21 3rd APP ARPAct ESSER III	Entered by: RMAT Approved: 01/04/2022 NDWY		
33. 014	20-21 ESSER III (ARP Act) 80%	01-3213-0-8290.00-0000-0000-000-000				122,715.20
34. 014	20-21 ESSER III (ARP Act) 20%	01-3214-0-8290.00-0000-0000-000-000				30,678.80
		TOTAL AMOUNT		0.00*		153,394.00*

Date last used from: 11/01/2021 To 01/31/2022
Transaction Number from: 0 To 999999
Date entered from: 00/00/0000 To 99/99/9999

APPROVED TRANSACTIONS ONLY

Number	Date	Entered	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	Debit	Credit
LN. Di	Detail	descr				

920398	12/30/2021	01/14/2022	STALE DATED CHECKS	Entered by: NHAI Approved: 01/18/2022 JEJO		
10. 014	S/D	C#00898942	MERDITH CABRAL	01-0000-0-8699.00-0000-0000-000-000-000		3.01
11. 014	S/D	C#00898954	ANTONIO GONZALE	01-0000-0-8699.00-0000-0000-000-000-000		4.98
12. 014	S/D	C#00898968	YESENIA LOZA	01-0000-0-8699.00-0000-0000-000-000-000		24.20
13. 014	S/D	C#00898970	NANCY MACIEL	01-0000-0-8699.00-0000-0000-000-000-000		12.65
14. 014	S/D	C#00903215	TIFFANY MACIEL	01-0000-0-8699.00-0000-0000-000-000-000		12.65
15. 014	S/D	C#00898996	MISTY WISDOM	01-0000-0-8699.00-0000-0000-000-000-000		4.22
			TOTAL AMOUNT		0.00*	61.71*
920399	12/31/2021	01/14/2022	21-22 2ND QTR INT .654207%	Entered by: RMAT Approved: 01/18/2022 JEJO		
82. 014	2ND	QTR INT		01-0000-0-8660.00-0000-0000-000-000-000		16,648.10
83. 014	2ND	QTR INT		11-0000-0-8660.00-0000-0000-000-000-000		63.31
84. 014	2ND	QTR INT		13-5310-0-8660.00-0000-0000-000-000-000		348.14
85. 014	2ND	QTR INT		14-0000-0-8660.00-0000-0000-000-000-000		73.89
86. 014	2ND	QTR INT		21-0000-0-8660.00-0000-0000-000-000-000		2,054.45
87. 014	2ND	QTR INT		25-9465-0-8660.00-0000-0000-000-000-000		733.46
88. 014	2ND	QTR INT		35-0000-0-8660.00-0000-0000-000-000-000		1,760.53
89. 014	2ND	QTR INT		40-9450-0-8660.00-0000-0000-000-000-000		524.03
			TOTAL AMOUNT		0.00*	22,205.91*
920403	12/31/2021	01/18/2022	21-22 1ST QTR LOTTERY	Entered by: RMAT Approved: 01/18/2022 JEJO		
31. 014	21-22	1STQUARTER LOTTERY		01-1100-0-8560.00-0000-0000-000-000-000		128,846.43
32. 014	21-22	1STQUARTER LOTT PROP 20		01-6300-0-8560.00-0000-0000-000-000-000		1,968.09
			TOTAL AMOUNT		0.00*	130,814.52*
920411	12/31/2021	01/20/2022	21-22 CURRENT SECURED \$1	Entered by: RMAT Approved: 01/21/2022 JEJO		
20. 014	21-22	CURRENT SECURED \$1		01-0000-0-8041.00-0000-0000-000-000-000		1,067,916.71
			TOTAL AMOUNT		0.00*	1,067,916.71*
920412	12/31/2021	01/21/2022	21-22 PR SEC HOPRT \$1	Entered by: RMAT Approved: 01/21/2022 JEJO		
20. 014	21-22	PR SEC HOPRT \$1		01-0000-0-8021.00-0000-0000-000-000-000		614.03
			TOTAL AMOUNT		0.00*	614.03*
920413	12/31/2021	01/21/2022	21-22 CURRENT SECURED \$1	Entered by: RMAT Approved: 01/21/2022 JEJO		
20. 014	21-22	CURRENT SECURED \$1		01-0000-0-8041.00-0000-0000-000-000-000		891,414.39
			TOTAL AMOUNT		0.00*	891,414.39*
920414	12/31/2021	01/21/2022	21-22 PR SEC HOPRT \$1	Entered by: RMAT Approved: 01/21/2022 JEJO		
20. 014	21-22	PR SEC HOPRT \$1		01-0000-0-8021.00-0000-0000-000-000-000		174.68
			TOTAL AMOUNT		0.00*	174.68*
920415	12/31/2021	01/20/2022	21-22 SB8 SUP HOPRT \$1	Entered by: RMAT Approved: 01/21/2022 JEJO		
20. 014	21-22	SB8 SUP HOPRT \$1		01-0000-0-8044.00-0000-0000-000-000-000		651.87
			TOTAL AMOUNT		0.00*	651.87*
220008	01/01/2022	01/12/2022	indirect for 1st & 2nd qtr	Entered by: CORT Approved: 01/12/2022 RMAT		
1. 014	1st	qtr Ind RS 6391		11-6391-0-7350.00-0000-7210-112-000-000	524.15	
2. 014	1st	qtr Ind RS 6391		01-0000-0-7350.00-0000-7210-112-000-000		524.15
3. 014	Due to	/due from		01-0000-0-9319.00-0000-0000-000-000-000	524.15	
			CONTINUED			

Date last used from: 11/01/2021 To 01/31/2022

Transaction Number from: 0 To 999999

Date entered from: 00/00/0000 To 99/99/9999

APPROVED TRANSACTIONS ONLY

Number	Date	Entered	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	Debit	Credit
LN. Di	Detail	descr				
220008	CONTINUED					
4. 014	Due to /due from		11-6391-0-9619.00-0000-0000-000-000-000			524.15
			TOTAL AMOUNT		1,048.30*	1,048.30*
220009	01/01/2022	01/12/2022	2nd qtr ind	Entered by: CORT Approved: 01/12/2022 RMAT		
1. 014	Ind 2nd qtr		11-6391-0-7350.00-0000-7210-112-000-000		995.10	
2. 014	Ind 2nd qtr		01-0000-0-7350.00-0000-7210-112-000-000			995.10
3. 014	Due to /due from		01-0000-0-9319.00-0000-0000-000-000-000		995.10	
4. 014	Due to /due from		11-6391-0-9619.00-0000-0000-000-000-000			995.10
			TOTAL AMOUNT		1,990.20*	1,990.20*
620474	01/03/2022	01/03/2022	FY 21-22 Funding 50%	Entered by: KWEI Approved: 01/13/2022 CNEL		
14. 014	FY 21-22 State Mntl Hlth 50%		01-6546-0-8590.00-5001-0000-000-000-000			23,831.00
			TOTAL AMOUNT		0.00*	23,831.00*
920364	01/03/2022	01/03/2022	STRS 22-05 P&I PULLS	Entered by: NHAH Approved: 01/05/2022 RHAR		
8. 014	STRS 22-05 P&I PULLS		01-0100-0-9557.00-0000-0000-000-000-000		3.49	
			TOTAL AMOUNT		3.49*	0.00*
620487	01/07/2022	01/07/2022	21-22 DEPOSIT GUSTINE-CGM	Entered by: RROD Approved: 01/10/2022 RCAS		
1. 014	GUSTINE/GUSDMIDDLE/4/11-4/13		01-3010-0-5865.00-1110-1000-115-000-000		1,237.50	
			TOTAL AMOUNT		1,237.50*	0.00*
920390	01/13/2022	01/18/2022	20-21 EXP LEARN OPP GRANT	Entered by: RMAT Approved: 01/18/2022 JEJO		
41. 014	20-21 ELO		01-7425-0-8590.00-0000-0000-000-000-000			11,751.20
42. 014	20-21 ELO PARA		01-7426-0-8590.00-0000-0000-000-000-000			68,071.80
			TOTAL AMOUNT		0.00*	79,823.00*
920391	01/13/2022	01/13/2022	21-22 2nd APP TITLE I PART A	Entered by: RMAT Approved: 01/18/2022 JEJO		
17. 014	21-22 2nd APP TITLE I PART A		01-3010-0-8290.00-0000-0000-000-000-000			113,250.00
			TOTAL AMOUNT		0.00*	113,250.00*
920394	01/13/2022	01/13/2022	20-21 6th APP TITLE I PART A	Entered by: RMAT Approved: 01/18/2022 JEJO		
11. 014	20-21 6th APP TITLE I PART A		01-3010-0-8290.00-0000-0000-000-000-000			177,587.00
			TOTAL AMOUNT		0.00*	177,587.00*
920397	01/13/2022	01/13/2022	21-22 WIOA TITLE II	Entered by: RMAT Approved: 01/18/2022 JEJO		
1. 014	21-22 WIOA TITLE II		11-3905-0-8290.00-0000-0000-000-000-000			1,426.00
2. 014	21-22 WIOA TITLE II		11-3913-0-8290.00-0000-0000-000-000-000			137.00
			TOTAL AMOUNT		0.00*	1,563.00*
620511	01/19/2022	01/19/2022	SPELLING BEE 12/7-8/21	Entered by: KSTE Approved: 01/19/2022 CNEL		
23. 014	Gustine Elm SB Fee PO#220482		01-0824-0-5805.00-1110-1000-110-000-105		40.00	
			TOTAL AMOUNT		40.00*	0.00*
920410	01/20/2022	01/20/2022	21-22 PR SEC HOPRT \$1	Entered by: RMAT Approved: 01/21/2022 JEJO		
20. 014	21-22 PR SEC HOPRT \$1		01-0000-0-8021.00-0000-0000-000-000-000			12,573.29
			TOTAL AMOUNT		0.00*	12,573.29*

014 Gustine Unified School Dist.
Gen

Transfer Transactions

J3765 TF0100 L.00.01 02/03/22 PAGE 6

Date last used from: 11/01/2021 To 01/31/2022
Transaction Number from: 0 To 999999
Date entered from: 00/00/0000 To 99/99/9999

APPROVED TRANSACTIONS ONLY

Number	Date	Entered	Description	Debit	Credit
LN. Di	Detail	descr	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2		
920432	01/26/2022	01/26/2022	19-20 10TH APP TITLE III ELS		
	1. 014	19-20 10TH APP TITLE III ELS	01-4203-0-8290.00-0000-0000-000-000-000		854.00
			TOTAL AMOUNT	0.00*	854.00*
920437	01/27/2022	01/27/2022	21-22 JAN ADVANCED APPORT		
	35. 014	STATE AID	01-0000-0-8011.00-0000-0000-000-000-000		1,186,602.00
	36. 014	AB 602	01-6500-0-8311.00-5001-0000-000-000-000		46,726.00
	37. 014	LCFF TF to MCOE	01-0000-0-7142.00-0000-9200-000-000-000	25,783.00	
			TOTAL AMOUNT	25,783.00*	1,233,328.00*
920438	01/31/2022	01/31/2022	20-21 6TH APP TITLE II ESSA		
	6. 014	20-21 6TH APP TITLE II ESSA	01-4035-0-8290.00-0000-0000-000-000-000		2,498.00
			TOTAL AMOUNT	0.00*	2,498.00*
			DISTRICT TOTAL	2,200,616.44**	11,836,557.30**
			GRAND TOTAL	2,200,616.44***	11,836,557.30***

February 09, 2022 Board Meeting

NUTRITION SERVICES REPORT
THROUGH Jan 31 2022

Gustine Unified School District - Monthly Board Report
Food Services Department

Cafeteria Fund Budget Report

As of 1.31.22

Summary by Objects	2021-22 First Interim	Rec/Exp Year To Date	Encumbered	Balance	Percent Remaining
TOTAL REVENUES	\$ 1,267,406	\$ * 974,959	\$ -	\$ 292,447	* 23.1%
EXPENSES					
Total Classified Salaries	\$ 373,560	\$ 206,311	\$ 146,401	\$ 20,848	5.6%
Total Employee Benefits	\$ 164,914	\$ 85,368	\$ 66,934	\$ 12,612	7.6%
Vehicle/Maintenance Supplies	77,857	9,592	6,631	61,634	79.2%
Supplies & Software	7,519	4,175	0	3,344	44.5%
Non-Capitalized Equipment	4,000	0	0	4,000	100.0%
Food & Food Supplies	319,003	72,270	0	246,733	77.3%
Total Books and Supplies	\$ 408,379	\$ 86,037	\$ 6,631	\$ 315,711	77.3%
Mileage	200	0	0	200	100.0%
Dues & Memberships	2,100	0	0	2,100	100.0%
Repairs and Maintenance/ RM vehicles	5,300	2,350	1,650	1,300	24.5%
Software License	2,500	0	0	2,500	100.0%
Professional Services	58,800	52,165	0	6,635	11.3%
Other Services, Fees & Operating	72,000	19,502	0	52,498	72.9%
Total Other Operating Expense	\$ 140,900	\$ 74,016	\$ 1,650	\$ 65,234	46.3%
Total Equipment & Capital Outlay	\$ 64,550	\$ -	\$ -	\$ 64,550	** 0.0%
Total Indirect Costs	\$ 40,280	\$ -	\$ -	\$ 40,280	100.0%
TOTAL EXPENSES	\$ 1,192,583	\$ 451,732	\$ 221,616	\$ 519,235	43.5%
NET PROFIT / (LOSS)	\$ 74,823				

*Revenues are on a reimbursement basis.

Meals Served by Location	For the month of Jan 2022				School Days 18
	Total Meals	Avg Meals/Day	Highest Count	Enrollment & Avg % Eating	
Gustine Elementary School			581	510	
<i>Breakfast</i>	3,287	183	206	36%	
<i>Lunch</i>	4,996	278	304	54%	
<i>Snack</i>	4,305	239	259	47%	
<i>Supper</i>	4,651	258	277	51%	
Total	17,239	958	1,046		
Romero Elementary School			277	223	
<i>Breakfast</i>	1,827	102	117	46%	
<i>Lunch</i>	2,780	154	165	69%	
<i>Snack</i>	1,820	101	110	45%	
<i>Supper</i>	1,831	102	112	46%	
Total	8,258	459	504		
Gustine Middle School			230	388	
<i>Breakfast</i>	3,213	179	223	46%	
<i>Lunch</i>	3,357	187	204	48%	
<i>Snack</i>	261	15	20	4%	
<i>Supper</i>	439	24	26	6%	
Total	7,270	404	473		
Gustine High & Pioneer School			404	587	
<i>Breakfast</i>	5,732	318	404	54%	
<i>Lunch</i>	2,731	152	170	26%	
<i>Snack</i>	-	-	-		
<i>Supper</i>	-	-	-		
Total	8,463	470	574		
GRAND TOTAL				1708	
<i>Breakfast</i>	14,059	1,004	950	59%	
<i>Lunch</i>	13,864	990	843	58%	
<i>Snack</i>	6,386	456	389	27%	
<i>Supper</i>	6,921	494	415	29%	

CONSENT AGENDA

MINUTES

**MINUTES OF THE REGULAR MEETING GOVERNING BOARD
GUSTINE UNIFIED SCHOOL DISTRICT
JANUARY 12, 2022**

TIME AND PLACE

The regular meeting of the Gustine Unified School District Board of Education was held on Wednesday, January 12, 2022. The meeting was held in the Board Room, 1500 Meredith Avenue, Gustine, California.

CALL TO ORDER

The meeting was called to order at approximately 6:00 p.m. by Board President, Gary Silva. The Board went into Closed Session and reconvened to Open Session at approximately 7:01 p.m.

BOARD MEMBERS PRESENT

Mr. Gary Silva, Board President, Mr. Kevin Bloom, Mr. Kevin Cordeiro, Mr. Zachery Ramos, and Mrs. Loretta Rose. Student Board member Miss Alondra Meza Camarillo was present during open session.

REPORT FROM CLOSED SESSION

Nothing to report.

APPROVAL OF AGENDA

Dr. Ballenger amended the agenda by adding VIII. Action Item J. Select a Merced County School Board Member Representative.

Mrs. Rose made a motion to approve the amended agenda, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

REPORTS AND PRESENTATIONS

- A. Student ASB Reports – GES Student ASB Representative Mileena Lange gave her report to the Board on various activities at GES.

GMS Student ASB Representative Denyze Elizalde gave her report to the Board on various activities at GMS.

GHS Student ASB Representative Ethan Eleshio gave his report to the Board on various activities at GHS.

- B. Alondra Meza Camarillo's Board Report – Student Board Member gave her report to the Board on various ongoing activities at Gustine High School.

- C. Board Reports – Mrs. Rose stated that she and Mr. Silva met with the architect and project manager and looked over some of the projects.

Mr. Ramos hopes everyone had a good winter break. Congratulations to the Business Club at GHS for reopening the store. Thanked RES PTC for all their hard work and to the Bush Family.

Mr. Silva hoped everyone had a good Christmas and Happy New Year.

- D. Superintendent Report – Dr. Ballenger reminded everyone about the Ag Boosters Dinner on January 22nd. He looks forward to attending this event. Something new for the county is ACSA will be holding an Every Student Succeeds Breakfast on April 29th. All of the districts' nominees will be recognized. A student is then chosen and goes on to State. Our student who was chosen is Daniel Gomes.

CONSENT AGENDA

Mr. Cordeiro made a motion to approve the Consent Agenda as presented, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

COMMUNICATION FROM THE PUBLIC

None

ACTION ITEMS

- A. Warrants – Mrs. Rose made a motion to ratify the warrants, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- B. Resolution NO. 2021-22-10 Adjusted Trustee Area Boundaries
1. Mr. Silva opened the Public Hearing at 7:15 p.m. There being no comments, the Public Hearing was closed at 7:19 p.m.
 2. Mr. Cordeiro made a motion to waive the reading of Resolution NO. 2021-22-10 Adjusted Trustee Area Boundaries, seconded by Mrs. Rose. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
 3. Mrs. Rose made a motion to approve Resolution NO. 2021-22-10 Adjusted Trustee Area Boundaries with Map C, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- C. Board Policy Updates December 2021 (First Reading) – Mr. Cordeiro made a motion to waive the reading of Board Policy Updates December 2021, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- D. Surplus Bus 01-6 and Bus 06-3 – Mr. Cordeiro made a motion to declare Bus 01-6 and Bus 06-3 as surplus, seconded by Mr. Ramos. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- E. GES LED Display – Mr. Cordeiro made a motion to approve the purchase of the LED Display Unit, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- F. Gustine Elementary School Library Furniture – Mr. Ramos made a motion to approve the library furniture purchase, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- G. Sherman Garnett GHS Staff Professional Development – Mrs. Rose made a motion to

approve Sherman Garnett GHS Staff Professional Development Day, seconded by Mr. Ramos. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

- H. Replacement/Addition Hotspots, Gustine Adult School - Mr. Ramos made a motion to approve the Replacement/Addition Hotspots for Gustine Adult School, seconded by Mr. Cordeiro. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- I. Gustine Elementary School Accelerated Reader/Star Renewal – Mr. Ramos made a motion to approve the Accelerated Reader/Star license renewal, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 5-0.
- J. Select a Merced County School Board Member Representative – Mr. Cordeiro made a motion to nominate Mrs. Rose as the MCSBA Representative to serve January 2022 through December 2023, seconded by Mr. Bloom. Student Representative Preferential Vote: Aye. Motion carried, 5-0.

ADVANCED PLANNING

- A. Annual CTA School Board Dinner, January 31, 2022 @ 5:30 PM
- B. Reg. Board Mtg. February 9, 2022 @ 7:00 p.m. @ DO
- C. Reg. Board Mtg. March 9, 2022 @ 7:00 p.m. @ DO
- D. MCSBA Spring Dinner, March 23, 2022
- E. Future Agenda Items

- 1. Mrs. Rose would like to have a Board Training Workshop to go over budget and board policies. The date will be set at a later time.

ADJOURN TO CLOSED SESSION

The Board adjourned to Closed Session at 7:39 p.m. Student Representative left the meeting at this time.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 8:36 p.m.

REPORT FROM CLOSED SESSION

In regards to Student Discipline Case NO. 2021-22-09, the Board voted unanimously to expel for the fall semester and spring semester.

In regards to Student Discipline Case NO. 2021-22-10, the Board voted unanimously to expel for the fall semester and spring semester.

ADJOURNMENT

Mr. Cordeiro made a motion to adjourn the meeting, seconded by Mr. Bloom. Motion carried, 5-0. Meeting adjourned at 8:37 p.m.

APPROVED AND ADOPTED

Zachery Ramos, Clerk

YEARLY CONTRACT RENEWALS



Softchoice
20 Mowat Avenue
Toronto, ON M6K 3E8

Sales/Order desk
Phone: (800) 268-7638
Fax: (800) 268-7639

Quote	Q-843203
Date	25-Jan-2022

Quote

Ship To :

Gustine Unified School District
1500 MEREDITH AVE.
GUSTINE, CA 95322

Quote Prepared For

Gustine Unified School District

Phone:

Email:

Quote Sent By

Madeline Pokora

madeline.pokora@softchoice.com

Phone: 312-655-9002

Fax:

Anniversary Date

Authorization Number

Agreement End Date

Comments

CAMSA EES - Annual quote - 02/01 - ENR # 61753899

Item #	Mfg SKU #	Description	Qty	Billing Frequency	Start Date	End Date	Usage Country	License Type	Unit Price	Extended Price
2000279432	AAA-73004	M365 EDU A3 ShrdSvr ALNG SubsVL MVL PerUsr (Original)	133	Upfront	01-Feb-2022	31-Jan-2023	United States	Subscription	\$48.49	\$6,449.17
2000279430	AAA-73002	M365 EDU A3 ShrdSvr ALNG SubsVL MVL PerUsr STUUseBnft (Original)	1500	Upfront	01-Feb-2022	31-Jan-2023	United States	Subscription	\$0.00	\$0.00
2000279574	M6K-00001	O365EDUA1 ShrdSvr ALNG SubsVL MVL PerUsr	88	Upfront	01-Feb-2022	31-Jan-2023	United States	Subscription	\$0.00	\$0.00

[illegible]

Payment options are only available in listed currency and not billable in other currencies. Pricing, availability, and special offers are subject to change at any time. This document and the transaction(s) to which it pertains are governed by Softchoice's online terms of sale, unless a separate purchase agreement was signed by both your company and Softchoice, in which case, that separate agreement will govern. Softchoice's terms of sale can be found <http://www.softchoice.com/softchoice-terms-and-conditions-for-products>

Signature :

US - California Education - Microsoft ESS (CAMSA) -
Please note all products priced in accordance to the CAMSA Microsoft contract.



LICENSING AGREEMENT

This Agreement effective **March 15, 2022**, is made and entered into by **Gustine Unified School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
 - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
 - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
 - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.



- I. License Fee. Licensee shall pay a fee of **\$1,500**.
- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
 - (i) Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
 - * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
 - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
10606 Camino Ruiz, Suite 8-132
San Diego, CA 92126
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Date: January 26, 2022

Licensee

By: _____

Date: _____

Gustine Unified School District



January 26, 2022

Gustine Unified School District
1500 Meredith Ave.
Gustine, CA 95322

Re: Document Tracking Services

INVOICE #9532206

Pursuant to the licensing agreement between Gustine Unified School District and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [3/15/22 to 3/15/23]:	\$1,500
5 schools and District Personnel = 6 sites	
License Agreement includes up to 5 documents	

Translation Services

2022 Spanish School Accountability Report Card:	\$150
\$150 x 5 School Accountability Report Cards	
2022 Spanish School Plan for Student Achievement:	\$1,431
Detailed Word Count and Fee Schedule Provided on Page 2 of Invoice	
Word Count to be Reviewed at Time of Translation	

Total Balance Due: \$3,081

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Director
Document Tracking Services
10606 Camino Ruiz, Suite 8-132
San Diego, CA 92126
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Thank you!

Approved Per Payment (Signature)

Name/Role (Printed)

INFORMATION ITEMS

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Gustine Unified School District	\$75,000+

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Gustine High School will use the additional funds to provide:

- Credit Recovery in all A-G courses--Student success class, Saturday Session, Intersession, and summer school
- Professional development for teachers
- Review grading practices
- Continue to support the work of CVNIC to work on strategies and use data from early warning systems of students who may be off track.
- Provide counseling and early intervention as needed to address when students are not successful in A-G courses. Adopt a standardized work process for the review and documentation of transcripts that clarifies roles and responsibilities of all involved to ensure students have a fair

opportunity to complete the A-G course pattern by grade 12.

Provide Mandatory Tutoring

- Require tutoring for students failing and monitor their academic growth
- Conduct Cycles of Continuous Improvement for A-G Completion (Schedule meetings with the counseling team and school district to review A-G data at the end of each grading period to ensure students' proper placement in credit recovery and discuss possible curriculum and instruction challenges
- Possibly partnering with UC Merced to continue work with A-G completion.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students in GUSD have access to A-G courses. In 2021 38% of students who graduated completed A-G courses. During the 2020 school year, 42% All Students, 17.6% of English Learners, and 34% Low Income completed the A-G courses.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 2,185

Students who received letter grades of "D", "F", or "No Credit" in the spring semester of 2020 and the 2020-21 school year were provided several opportunities to recover credits. Gustine High School provided summer school in 2020 and 2021 to allow students to recover credits directly following the end of the school year. Students worked through an online credit recovery program with tutorials and teacher assistance as needed.

Students who failed two semesters repeated classes or recovered credits online. A student success class was offered during the school day to recover credits during a period during the regular school day.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

This plan will encompass the goals and actions of the LCAP, especially Goal 1: Academic Achievement.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Provide access to Pre-AP courses at Gustine High School	Unknown
Provide 2 days of teacher and/or administrator professional development to obtain AP certification	Unknown
Provide access to AP Computer Science courses at all high schools	Unknown

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 2021-22 Budget Amount as Reported in the Budget Overview for Parents	Actual 2021-22 Budget Amount	Difference
Total LCFF Funds	\$21,114,362	\$21,699,974	\$585,612
LCFF supplemental and concentration grants (Portion of Total LCFF)	\$5,006,599	\$5,605,484	\$598,885
All other state funds	\$3,765,761	\$4,503,182	\$737,421
All local funds	\$357,450	\$435,237	\$77,787
All federal funds	\$4,641,708	\$10,241,354	\$5,599,646
Total projected revenue	\$29,879,281	\$36,879,748	\$7,000,467
Total budgeted general fund expenditures	\$28,288,641	\$36,617,970	\$8,329,329

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gustine Unified School District	Bryan Ballenger Superintendent	bballenger@gustineusd.org 209.854.3784

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Gustine Unified School District has received additional funds that were not included during the adoption of the 2021-22 Local Control and Accountability Plan. These funds include Educator Effectiveness Block Grant, A-G Improvement Grant, and the Expanded Learning Opportunities Program. The district has engaged the our educational partners through a variety of ways including surveys, information and reports during board meetings, and parent engagement meetings. School-based colleagues have been engaged through surveys, staff meetings, District Leadership Team meetings, monthly MTSS meetings (teachers, administrators, counselors). Students have been engaged through surveys and empathy interviews.

Surveys were sent to families, students, and staff in September of 2021 regarding ESSER funds and Educator Effectiveness Block Grant. During the November, December, and February board meetings the public and the board of education were presented with information regarding additional funds and the public was invited to comment on the plans and funding. The District English Learner Advisory Committee has been informed and input was sought regarding additional funds.

During the month of February, March and April, the district will hold community meeting for all educational partners to review additional funds of the A-G Improvement Grant, Expanded Learning Opportunities Program, Universal TK, and a review of and future LCAP planning.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

With the additional concentration grant add-on funding, GUSD will be able to continue with the expanded contracts for our additional staff supporting these students. The district has added a dedicated ELD period to support our newcomer students in their English Language

Development class at the high school. Intervention programs and additional staff to support low-income, English Learners, and foster youth will be provided at all sites to support the high numbers of unduplicated students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

COVID Emergency Relief Funds and Expanded Learning Opportunities were used to support professional development. We also dedicated these funds to expanded summer school programming, credit recovery, instructional materials, and one-time technology purchases. In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August-May 2020-2021. The district continued to expand our engagement through board meetings and surveys to inform the educational partners of the new funds received and used input to develop plans. Beginning in February of 2022, the district will hold meetings to further engage with our educational partners regarding additional funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Gustine Unified School district has made student and staff safety a top priority. During the recent surge in COVID-19 infections, additional staff have been utilized to ensure all families and employees have access to testing and contact tracing is taking place. All sites have been provided access to all PPE as advised by the Merced County Health Department. The ESSER and ARP funds have provided the district with additional support in the classroom and during intervention time. The additional supports include compensating instructors to provide additional tutorials and interventions within the school day and after school.

The ESSER III Expenditure Plan was developed based on input from surveys, district Leadership team meetings, presentation at board meetings and district English Learner Advisory Committee, student meetings as well as previous input throughout the 2020-2021 and 2021-2022 school years. The district received feedback from from all community groups. The ESSER III Expenditure Plan was approved on October 7, 2021.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Gustine Unified School District has utilized all funds correlating with the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan to be consistent with the Local Control and Accountability Plan (LCAP). All of the additional funds supplement actions consistent with the following LCAP Goals: 1) Academic Achievement, 2) Positive School Climate and Culture, and 3) Parent, Family, and Community Partnerships.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Mid-Year LCAP Update

February 9, 2022

Kim Medeiros

Curriculum and Instruction Coordinator

Gustine Unified School District

Background

Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- The Supplement for the Annual Update for the 2021–22 LCAP;
 - All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
 - Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.
-

Impact to the Budget Overview for Parents

When the Gustine Unified School District adopted our LCAP and Budget on June 23, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Budget Item	As adopted in BOP	Amount per Budget Act	Difference
Total LCFF Funds	\$21,114,362	\$21,699,974	\$585,612
LCFF Supplemental/Concentration Grants	\$5,006,599	\$5,605,484	\$598,885
All other state funds	\$3,765,761	\$4,503,182	\$737,421
All local funds	\$357,450	\$435,237	\$77,787
All federal funds	\$4,641,708	\$10,241,354	\$5,599,646
Total projected revenue	\$29,879,281	\$36,879,748	\$7,000,467
Total budgeted general fund expenditures	\$28,288,641	\$36,617,970	\$8,329,329

Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

1. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).
 2. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.
 3. A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.
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Supplement for the Annual Update for the 2021–22 LCAP

The Supplement has five prompts:

4. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation. [i.e., the ESSER III Plan]
 5. A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.
-

Prompt 1: Educational Partner Engagement for Budget Act funds:

Gustine Unified School District has received additional funds that were not included during the adoption of the 2021-22 Local Control and Accountability Plan. These funds include Educator Effectiveness Block Grant, A-G Improvement Grant, and the Expanded Learning Opportunities Program. The district has engaged the our educational partners through a variety of ways including surveys, information and reports during board meetings, and parent engagement meetings. School-based colleagues have been engaged through surveys, staff meetings, District Leadership Team meetings, monthly MTSS meetings (teachers, administrators, counselors). Students have been engaged through surveys and empathy interviews.

Surveys were sent to families, students, and staff in September of 2021 regarding ESSER funds and Educator Effectiveness Block Grant. During the November, December, and February board meetings the public and the board of education were presented with information regarding additional funds and the public was invited to comment on the plans and funding. The District English Learner Advisory Committee has been informed and input was sought regarding additional funds.

During the month of February, March and April, the district will hold community meeting for all educational partners to review additional funds of the A-G Improvement Grant, Expanded Learning Opportunities Program, Universal TK, and a review of and future LCAP planning.

- *Educator Effectiveness Block Grant November and December 2021*
- *A-G Completion Improvement Grant-Board Meeting on February 9, 2022*
- *Expanded Learning Opportunities Program February 2022*
- *Pre-K Planning and Implementation February 2022*

Prompt 2: Use of additional Concentration Funding:

With the additional concentration grant add-on funding, GUSD will be able to continue with the expanded contracts for our additional staff supporting these students. The district has added a dedicated ELD period to support our newcomer students in their English Language Development class at the high school. Intervention programs and additional staff to support low-income, English Learners, and foster youth will be provided at all sites to support the high numbers of unduplicated students.

Prompt 3: Educational Partner Engagement for One-Time Federal Funds:

Gustine Unified School district has made student and staff safety a top priority. During the recent surge in COVID-19 infections, additional staff have been utilized to ensure all families and employees have access to testing and contact tracing is taking place. All sites have been provided access to all PPE as advised by the Merced County Health Department. The ESSER and ARP funds have provided the district with additional support in the classroom and during intervention time. The additional supports include compensating instructors to provide additional tutorials and interventions within the school day and after school.

The ESSER III Expenditure Plan was developed based on input from surveys, district Leadership team meetings, presentation at board meetings and district English Learner Advisory Committee, student meetings as well as previous input throughout the 2020-2021 and 2021-2022 school years. The district received feedback from all community groups. The ESSER III Expenditure Plan was approved on October 7, 2021.

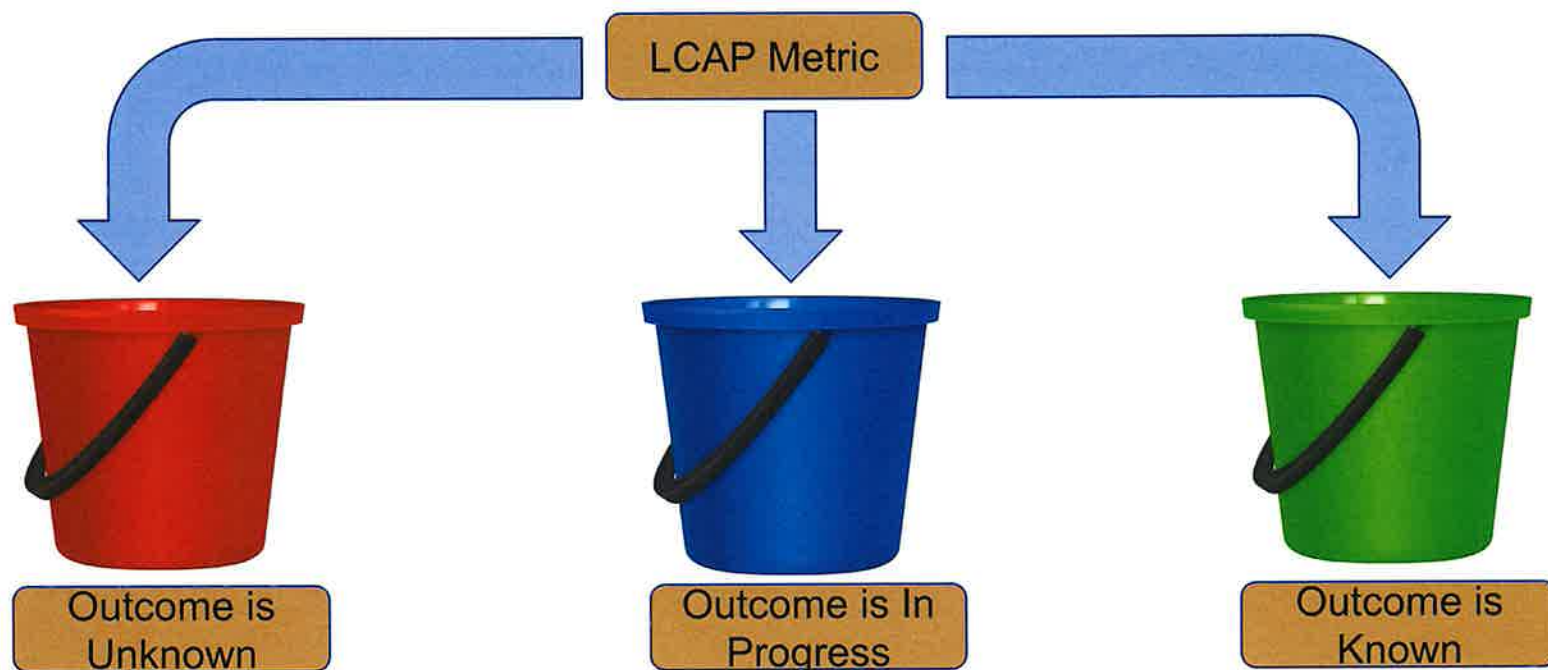
Prompt 4: Implementation of the ESSER III Expenditure Plan:

Gustine Unified School district has made student and staff safety a top priority. During the recent surge in COVID-19 infections, additional staff have been utilized to ensure all families and employees have access to testing and contact tracing is taking place. All sites have been provided access to all PPE as advised by the Merced County Health Department. The ESSER and ARP funds have provided the district with additional support in the classroom and during intervention time. The additional supports include compensating instructors to provide additional tutorials and interventions within the school day and after school.

Prompt 5: Using fiscal resources consistent with LCAP:

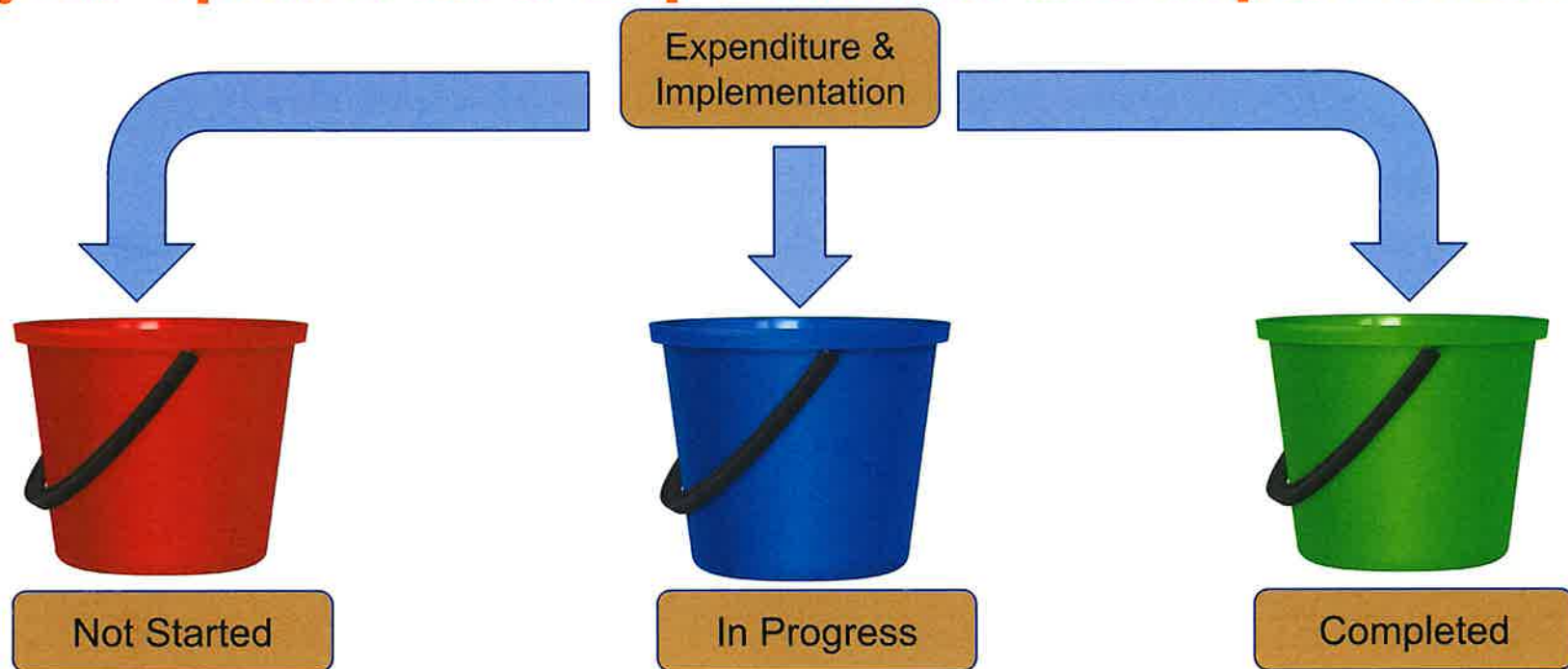
Gustine Unified School District has utilized all funds correlating with the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan to be consistent with the Local Control and Accountability Plan (LCAP). All of the additional funds supplement actions consistent with the following LCAP Goals: 1) Academic Achievement, 2) Positive School Climate and Culture, and 3) Parent, Family, and Community Partnerships.

Mid-year Update: LCAP Metrics



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through December 31, 2021..

LCAP Goal 1

Academic Achievement

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

LCAP Goal 1 Metrics

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Percent of Teachers that are highly qualified (LCFF Priority 1)	100%	100%	100%
Maintain the percent of Students with access to standards-aligned instructional materials and/or curriculum frameworks based on current adoptions and purchases (LCFF Priority 1)	100%	100%	100%
Increase the percent of TK-12 teachers that participate in adopted academic standards and/or curriculum frameworks professional development by 3% (LCFF Priority 2)	90%	96%	99%
Maintain that All Students, including English Learner students, will have access to CCSS and adopted academic content and performance standards and English Learners will also have access to ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency (LCFF Priority 2)	100%	100%	100%
Increase the CAASPP ELA Percent of students who meet or exceed standard in grades 3-8 by 5% (LCFF Priority 4)	Based on the 2019-2020 Dashboard was the % who met or exceeded standard was 31.71%	N/A	46.71%

LCAP Goal 1

Metrics

(Continued)

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Increase the CAASPP Math Percent of students who meet or exceed standard in grades 3-8 by 5% (LCFF Priority 4)	Based on the 2019-2020 Dashboard the % who met or exceeded standard was 17.5%	N/A	32.5%
Increase the percent of students who met a-g requirements by 5% (LCFF Priority 4)	33.3%	38%*	47.5%
Increase the percent of EL who progressed at least one ELPI level or maintained a level 4 by 5% (LCFF Priority 4)	48.4%	N/A	63.5%
Increase the percent of ELs who were reclassified by 5% (LCFF Priority 4)	5.1%	3% (19 students)	20.1%
Increase the percent of AP test scores of 3 or higher per student enrolled in grades 10-12 by 3% (LCFF Priority 4)	6%	6.5%	15%
Increase the percent of 11th graders who met or exceeded standards in ELA by 5% (LCFF Priority 4)	22%	19% (based on i-Ready diagnostic 2 scores)	37%
Increase the percent of 11th graders who met or exceeded standards in math by 5% (LCFF Priority 4)	11%	N/A	26%
Maintain the number of middle school dropouts (LCFF Priority 5)	0	0	0
Decrease the percent of high school dropout rates (LCFF Priority 5)	4.5%	4%	1.5%
Increase the percent of students enrolled in a CTE pathway course by 5% (LCFF Priority 7)	65%	50%	80%

LCAP Goal 1

Metrics

(Continued)

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Increase the CAASPP Math Percent of students who meet or exceed standard in grades 3-8 by 5% (LCFF Priority 4)	Based on the 2019-2020 Dashboard the % who met or exceeded standard was 17.5%	N/A	32.5%
Increase the percent of students who met a-g requirements by 5% (LCFF Priority 4)	33.3%	38%*	47.5%
Increase the percent of EL who progressed at least one ELPI level or maintained a level 4 by 5%(LCFF Priority 4)	48.4%	N/A	63.5%
Increase the percent of ELs who were reclassified by 5% (LCFF Priority 4)	5.1%	3% (19 students)	20.1%
Increase the percent of AP test scores of 3 or higher per student enrolled in grades 10-12 by 3% (LCFF Priority 4)	6%	6.5%	15%
Increase the percent of 11th graders who met or exceeded standards in ELA by 5% (LCFF Priority 4)	22%	19% (based on iReady diagnostic 2 scores)	37%
Increase the percent of 11th graders who met or exceeded standards in math by 5% (LCFF Priority 4)	11%	N/A	26%
Maintain the number of middle school dropouts (LCFF Priority 5)	0	0	0
Decrease the percent of high school dropout rates (LCFF Priority 5)	4.5%	4%	1.5%
Increase the percent of students enrolled in a CTE pathway course by 5% (LCFF Priority 7)	65%	50%	80%

LCAP Goal 1

Metrics

(Continued)

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Increase percent of students who are L/EL/FY who are enrolled in AVID by 3% (LCFF Priority 7)	Low Income 82% English Learner 5.6% Foster Youth 0%	Low Income 75% English Learner 8.8% Foster Youth 0%	Low Income 91% English Learners 14.6% Foster Youth 9%
Increase the percent of students successfully completing CTE pathways by 3% (LCFF Priority 8)	22%	18.2%	31%
Increase i-Ready scores in English Language Arts (3-8) by 5% (LCFF Priority 4)	26.79%	25%	41.79%
Increase i-Ready scores in mathematics (3-8) by 5% (LCFF Priority 4)	18%	11%	33%
Increase the high school graduation rate by 2% (LCFF Priority 5)	95%	95.5%	100%
Increase the percentage of Special Day students by 2% who are participating in general education classes by one class per year. (LCFF Priority 7)	23%	23%	29%

LCAP Goal 1 - Actions

Actions and Services

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Curriculum and Instruction Curriculum and Instruction leadership will conduct meetings as needed with site leaders and selected content leaders to review and recommend curriculum, plan and coordinate district professional development, and recommend instructional methods to the governing board.	No	LCFF \$188,097	LCFF \$80,000	\$268,097.00	\$273,312.68
1.2	Academic Intervention and Enrichment Low Income students, English Learners, Foster Youth, and Students with Disabilities have lower rates of academic achievement as evidenced by state and local measures.	Yes	LCFF 132,500	LCFF \$5,700	\$138,200.00	\$133,339.47

1.3	<p>Multi-Tiered Systems of Support (MTSS) District data states that LowIncome students, English Learners, Foster Youth, and Students with Disabilities have higher needs in the areas of academic, behavioral, and Social Emotional health as evidenced by state and local measures.</p> <p>In order to improve the quality and access to interventions and supports, the Multi-Tiered Systems of Support (MTSS) services for English Learners, low income and Foster Youth through a system of on-going analysis of student performance and progress will be improved. District teams will meet to review progress and create additional supports as needed. Professional Learning Communities (PLC) teams and teacher leaders will utilize the district Visible Learning Blueprint training and graphs to track the progress to improve outcomes for students. Specific time is allotted every Monday for teams to meet and plan.</p> <p>Teachers will be provided with support, resources, data systems, participation in instructional rounds, and grade-level collaboration time to participate in Professional Learning Communities to promote authentic and timely assessment and review of student progress and performance as a means to strengthen instruction, monitor performance gaps between student groups, and to identify students for academic and enrichment interventions, including students with disabilities.</p> <p>This action will increase and improve the support services provided for English Learners, Foster Youth, and Students with Disabilities in the areas of academics, behavioral, and Social Emotional health as evidenced by survey data and decreases in referrals for intervention, behavioral, and SEL among the stated student groups.</p>	Yes	LCFF \$108,391.68	LCFF \$12,000	\$120,391.68	\$4,011.96
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Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.4	<p>High Quality Staff Professional Development and Instructional Coaching Gustine Unified School District is always working toward improvement. In order to continually improve the practices of educators and instructional aides as well as improve the outcomes for students, the district and sites will provide ongoing opportunities for professional development and continue to recruit and retain high quality staff.</p> <p>GUSD will improve capacity and implement district initiatives through professional development and coaching. GUSD will establish a culture of excellence by providing teachers annual training and support in using research-based practices in delivering, differentiating, and continually improving standards-based instruction in their core content area(s) by promoting standards-based rigor, equity through culturally responsive and inclusive content and teaching practices, and social emotional learning. Professional development will also be provided in the Sciences of Reading, Hattie's Visible Learning, MTSS, PLCs, new teacher induction, new teacher mentoring, administrator coaching and training, Advanced Placement courses, as well as other professional development emphasizing low income, foster youth, Special Education, and English Learners.</p> <p>The expected outcomes will be changes to instruction and knowledge based on the provided professional development. This will be measured by collecting data during classroom walk throughs and surveys from staff and students.</p>	Yes	LCFF \$62,000	LCFF \$121,800	\$183,800.00	\$86,176.24

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non- Personnel Expenses	Total Funds	Mid-Year Report
1.5	<p>Experiential Learning</p> <p>Eighty-three percent of the district's students are low-income and often do not have the opportunity to participate in experiential learning activities.</p> <p>In order to provide academic learning experiences for low income students, sites will provide experiential learning activities and events for students. These experiences will allow students to connect conceptual knowledge, apply skills, and reflect on the learning process. This funding will support academically focused fieldtrips and learning events.</p> <p>The expected outcomes are to increase the number of students who are academically engaged and have the opportunities to participate in academic learning experiences and solidify classroom learning as measured by surveys regarding academic engagement.</p>	Yes	LCFF \$6,000	LCFF \$32,500	\$38,500.00	\$4,143.75
1.6	<p>College and Career Readiness</p> <p>District and state data demonstrate that low-income students (34.4%), English Learners (6.7%), and Special Education (6.7%) students have lower rates of college and career preparedness than all students (41.5%).</p> <p>In order to enhance and expand students' opportunities in college and career readiness, staff will monitor and encourage the enrollment of student groups in Career Technical education courses, AVID, and increase dual/concurrent enrollment. Funding will be provided to cover fees and supplies associated with dual enrollment or work experience.</p> <p>Enhance and expand student opportunities to learn about College and Career Readiness and to experience innovative authentic learning through a broad course of study, including elective courses aligned to Career and Technical Education standards and Career Ready Practices, which support CCSS. Gustine High School will also participate in the Networked Improvement Communities for mathematics to improve the college acceptance rate of Latinx students to four year universities.</p> <p>Expected outcomes will include increased rates of college and career readiness among Low-income students, English learners, and Special Education students.</p>	Yes	LCFF \$223,455.48	LCFF \$34,300	\$257,755.48	\$91,920.53

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non- Personnel Expenses	Total Funds	Mid-Year Report
1.7	<p>Additional Student Supports</p> <p>Gustine Unified School district's Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Based on local data, many students need additional time and support in the classroom and afterschool. Students also need access to literacy services and books. Parent surveys show an increased need for access to books for their students to continue to read at home.</p> <p>GUSD will provide instructional aides to support and extend the academic achievement and learning progress of unduplicated students. This will occur within the school day and after school as needed. Library Media Aides will be provided to provide additional literacy services and time for students to have access to a wide variety of books.</p> <p>Funds will also be provided to update library books and research supplies.</p> <p>The outcomes from this goal are to increase achievement and provide books for students to checkout of library.</p>	Yes	LCFF \$52,500	LCFF \$12,000	\$64,500.00	\$72,093.29

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses		Non- Personnel Expenses		Total Funds	Mid-Year Report
1.8	<p>English Language Learner Supports Based on state and local data, 37% of English Learners are Long Term English Learners and 5% of English Learners were reclassified in 19-20. GUSD will increase services to English Learner students and reclassified students by expanding intervention support and programs. These programs will help in the language acquisition of English Learners because teachers will strategically use language targets during designated and integrated ELD. Lesson plans will be developed weekly and will include an area for English Learners to ensure language acquisition supports are present. Administrators will monitor the progress of English Learners by analyzing and collecting data from walk-throughs.</p> <p>In order to increase language acquisition, the English Learner Coalition team will meet monthly to review the progress of English Learners, research and develop language acquisition programs and classes, and provide suggestions for improving the supports provided to English Learners.</p> <p>The district will also provide professional development in the latest research-based practices in designated and integrated English Language Development and support. Services will be improved by supporting teachers in the strategic use of student performance data for continuous improvement.</p> <p>This action is expected to decrease the number of long term English Learners, increase reclassification, and demonstrate progress on the ELPI.</p>	Yes	LCFF	\$6,000	LCFF	\$7,000	\$92,000.00	\$32,323.84
			Federal	\$30,000	Federal	49,000		

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.9	<p>Academic Counseling The California Dashboard and district data show a discrepancy between all students and English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment.</p> <p>School counselors will meet with unduplicated students to encourage completion of CTE pathways, monitor progress toward graduation and a-g readiness, and provide interventions and academic plans to ensure all students are prepared for college and career.</p> <p>This will be measured by increasing the number of English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment as measured by local data in the student information system of Aeries</p>	Yes	LCFF \$270,582	LCFF \$5,500	\$276,082.00	\$254,630.53
1.10	<p>Technology Integration Many low income students do not have access to technology tools, internet, or they have the support to effectively use technology tools to access support in academic areas.</p> <p>This action will increase the integration of technology into classrooms. Students will be provided with Chromebooks and improved internet access as well as digital tools such as Google Apps for education and other digital supports necessary to improve access to core content areas and prepare for college and career. Each site will ensure common areas and classrooms are equipped with technology tools such as projectors, screens, speakers, and microphones. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.</p> <p>This action will be measured by survey data provided by classroom teachers and students which will indicate that technology use is increasing and students are benefitting from the integration of</p>	Yes	LCFF \$0	LCFF \$90,000	\$90,000.00	\$5,595.91

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.11	<p>Supplies for Unduplicated Students There are many low-income students in the district who are not able to participate in learning experiences due to not having proper materials.</p> <p>In order to provide all students with a positive learning experience to be prepared for college and career, basic materials and supplies will be purchased to support the academic needs of low income, foster youth, and English Learners. This will ensure that unduplicated students have the necessary materials to fully participate in the academic program.</p> <p>This action will be measured by increased engagement in academic activities as measured by teacher surveys.</p>	Yes		LCFF \$10,000	\$10,000.00	\$24,513.85
1.12	<p>Classroom Environment To increase a positive learning environment and create opportunities for collaboration, furniture will be purchased to provide flexible seating, collaboration tables, and equipment to work as a team. This action will provide space and furniture needed for increased collaboration and teamwork.</p>	No		LCFF \$33,500	\$33,500.00	\$13,180.03

LCAP Goal 2

Positive School Climate and Culture

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

LCAP

Goal 2

Metrics

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Increase the percent of Facilities in Good Repair Increase FIT report by .5% LCFF Priority 1)	98.91%	97.21%	100%
Increase Attendance Rates by .5% (LCFF Priority 5)	95.64 for all students	88.73%	97.14%
Decrease chronic absenteeism by 2% (LCFF Priority 6)	11.4% for all students	11%	5.4%
Decrease the number of suspensions by 10 (LCFF Priority 6)	120	60	less than 90
Decrease the number of expulsions by 1(LCFF Priority 6)	2	6	0
Increase the percent of students, families, and staff who state that they agree or strongly agree that they feel school connectedness by 5% (LCFF Priority 6)	Students 78.3% Families 74% Staff 85%	Students 70% Families Unknown Staff 77%	Students 93.3% Families 89% Staff 100%
Increase the percent of students, families, and staff who feel that school is safe by 3% (LCFF Priority 6)	Students 83% Families 90.3% Staff 92.5%	Students 57% Families Unknown Staff 73%	Students 91% Families 99.3% Staff 100%
Increase the percent of students, families, and staff who believe schools are clean and well maintained by 3%. (LCFF Priority	Students 78% Families 93.3% Staff 90.1%	Students 67% Families Unknown Staff 85%	Students 87% Families 100% Staff 99.1%

LCAP Goal 2 Actions

Actions and Services

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	Safe Facilities To increase FIT percentages and ensure student and staff safety, GUSD will provide regular maintenance, repairs, and updates to school and district buildings and grounds. All district sites will ensure regular cleaning and sanitizing of high touch surfaces to maintain good health. The district will also begin the process of updating facilities at the old middle school to possibly create additional classrooms, meeting rooms, CTE sites, etc. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.	No	LCFF	\$210,984	LCFF	\$329,000	\$539,984.00	\$96,890.12
2.2	Support Services for Social Emotional Mental Health Low income students, English Learners, and Foster Youth do not have access to outside counseling and mental health services. There has been an increased need for services for students in these groups. School counselors and psychologists will offer counseling and mental health services district-wide to help students resolve personal or interpersonal problems among low income students, English Learners, and foster youth. They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Support services will include Social and Emotional Learning through programs, classroom presentations, small group, and individual sessions. By expanding these services and supports for students the academics, behavior, and social emotional needs of identified groups will be improved as measured by surveys and referrals.	Yes	LCFF	\$317,632	LCFF	12,000	\$464,924.00	\$454,158.15
			Federal	\$135,292				

LCAP

Goal 2

Actions

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non- Personnel Expenses	Total Funds	Mid-Year Report
2.3	<p>Health Services for Lowincome, Foster Youth, SPED</p> <p>Low income and foster students in the district do not have adequate access to health and dental services.</p> <p>In order to address this need the district will provide an equal level of health services at all sites in order to provide better care to students. The district will continue to support a full time School Nurse in order to provide more comprehensive care to low income and foster youth as well to better serve all students. Health aides work with low-income and foster youth families to connect them with health services such as dental care, vision support, and other health needs.</p> <p>Upon enrollment, the district nurse will meet with each foster student and complete a health screening for vision, dental, and hearing.</p> <p>The outcome of this action will be improved attendance based on decreased absences for basic health reasons and improved overall health of students.</p>	Yes	<p>LCFF 203,018</p> <p>Federal 35,000</p>	LCFF \$1,500	\$239,518.00	\$260,553.41
2.4	<p>Engagement, Enrichment, and Leadership</p> <p>District data shows that low-income students have fewer opportunities to participate in enrichment activities. Opportunities for engagement, enrichment, and leadership will be increased by providing funding for sites and stipends to coach, organize, and create additional student activities. This action includes events and guest speakers in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Transportation will be provided so low-income students have the opportunity to participate.</p> <p>The district and sites will continue to expand leadership opportunities for students to ensure student voice drives strategies and initiatives. A district student advisory committee will be established and sites will continue to support student leadership through ASB, student board, and other clubs on campus. Training for students and materials will be provided.</p> <p>The intended outcomes for this action will be increased membership and participation of low-income students in leadership, clubs, and activities as measured by surveys and club rosters.</p>	Yes	LCFF 13,632.12	LCFF \$40,000	\$53,632.12	\$16,320.13

LCAP

Goal 2

Actions

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non- Personnel Expenses	Total Funds	Mid-Year Report
2.5	<p>School Safety School safety is a priority at each of the school sites. There is a need to provide proper materials, equipment, and signage to keep the campuses safe. There is also a need for additional supervision during passing periods and breaks where students congregate in common areas. These areas are where the sites see most disruptive behaviors based on referrals and suspensions.</p> <p>Campus Supervisors, the School Resource Officer (SRO), and Assistant Principals will work together to provide a safe school campus for students and staff as well as improve student conduct by being present, building healthy relationships, and monitoring the school campuses. The SRO will provide presentations in classrooms and at school assemblies to build a positive community and work together with students in a supportive, proactive way. A Teacher in Charge role will be assigned at each school site to maintain student safety in the absence of administrators.</p> <p>In order to maintain communication and safety, materials such as radios, equipment and supplies as well as additional services to ensure all school sites are secure and staff and students are safe.</p> <p>This action will be measured by increased outcomes on the student and staff survey regarding overall safety on campus, as well as a decrease in referrals and suspensions.</p>	Yes	LCFF 603,000	LCFF \$23,800	\$626,800.00	\$305,037.32
2.6	<p>Positive Behavior Intervention Supports (PBIS) Gustine Unified works to teach all students appropriate behaviors through the evidence-based three-tiered Positive Behavioral Interventions and Supports (PBIS) framework that uses data, systems, and strategies to improve student outcomes each day. Supplies and materials will be purchased as incentives and rewards for following expected behaviors. The sites will improve data collection ways to track data and successful outcomes. This action will be measured by decreased referrals, suspensions, and expulsions. The student survey will also reflect an increase in the number of students stating that good behaviors are recognized and they feel safe at school.</p>	Yes		LCFF \$24,500	\$24,500.00	\$16,814.28

LCAP Goal 2 Actions

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non- Personnel Expenses	Total Funds	Mid-Year Report
2.7	<p>Attendance Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. To address this need, Gustine Unified School District will continue to provide District Student Support Services coordinating district efforts to improve attendance.</p> <p>School sites will partner with outside agencies in focused efforts to reduce chronic absenteeism and increase attendance rates. Continue Attendance Review Board and develop strategies, supports, and incentives for students to ensure higher attendance rates and avoid chronic absenteeism. Improve upon the tiered re-engagement strategies through family partnerships and home visits to determine why the student is absent from school and create plans to re-engage in the school system. Data will be tracked to determine best practices and to monitor attendance trends.</p>	Yes	LCFF \$3,500	LCFF \$27,100	\$30,600.00	150,777.64

LCAP Goal 3

Family and Community Partnerships

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

LCAP Goal 3 - Metrics

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Increase the percent of parents reporting that they agree or strongly agree they opportunities to be part of decisions about the school through surveys and advisory groups by 3% (LCFF Priority 3)	78%	Unknown	87%
Increase the % of attendance for advisory group parent members by 2% (DELAC, DAC,SSC, ELAC, Special Education Parent Meeting)	DELAC 87.5% District Advisory Committee 81.25% ELAC 58.3%	DELAC 100% District Advisory Committee Not Started ELAC Unknown	DELAC 93.5% District Advisory Committee 87.25% ELAC 64.3%
	School Site Council 68.75%	School Site Council Unknown	School Site Council 74.75%
	Special Education Parent Group- Create Baseline 21-22	Special Education Parent Group- Create Baseline 21-22	Special Education Parent Group–Based on baseline
Increase the percent of parents of unduplicated students who attend a capacity building workshop linked to learning and/or social and emotional growth by 5%.	10%	Unknown	25%

LCAP Goal 3 Actions

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non- Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>Parent Capacity Building Increase and improve opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to understand and be involved in district processes and school activities, advisory groups, and strategies to support learning at home. Promote parent leadership to ensure all families know the representatives to the advisory groups to encourage active engagement in the school and district community.</p> <p>This action will be measured by the number of parents attending capacity building workshops as well as greater participation and attendance at meetings of school site council, DELAC, ELAC, and district advisory committee.</p>	Yes	LCFF \$11,200	LCFF \$29,500	\$40,700.00	\$2,400.00
3.2	<p>Engagement Opportunities The district needs to increase and improve the number of engagement opportunities for families of unduplicated student groups.</p> <p>The district and school sites will plan and promote activities, programs, and showcase events to highlight and celebrate student and parent successes in order to build community and belonging to increase the participation of parents of English Learners, Foster Youth, and Low Income. These engagements will build greater understanding of the academic program, increase communication between school and home, as well as provide general opportunities for families to engage in the school community in a positive way.</p> <p>The outcome will be measured by attendance of the families of unduplicated pupils as well as the increased level of satisfaction of engagement opportunities among unduplicated families.</p>	No	LCFF \$500	LCFF \$16,000	\$16,500.00	\$4,153.02

LCAP

Goal 3

Actions

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non- Personnel Expenses	Total Funds	Mid-Year Report
3.3	<p>Child Care for Parents to Engage Many low-income families and families of English Learners do not participate in meetings due to child care responsibilities based on survey data.</p> <p>In order to increase access and the ability for parents of English Learners and Low-income students to attend school meetings child care will be provided.</p> <p>The outcome will be measured by increased attendance by parents of English Learners and low-income students.</p>	Yes	LCFF \$1,750	LCFF \$1,500	\$3,250.00	\$0
3.4	<p>Family Partnerships GUSD needs to increase the participation of families of Low-Income students and English Learners as measured by attendance at school functions.</p> <p>In order to build family partnerships, each site will have a dedicated family bilingual liaison to reach out to families to build partnerships with families to increase engagement, convey school information, ensure all parent meetings are interpreted. The liaisons will build connections and ensure that the families are not only aware of events, but will also ensure that needs are met regarding participation such as interpretation and childcare.</p> <p>The outcome of this goal will be increased participation in school functions as measured through sign in sheets and increased participation as indicated in surveys from families and school staff.</p>	Yes	LCFF \$1,950		\$1,950.00	\$0

LCAP Goal 3 Actions

Goal/ Action	Action Title/Description	Contributing	Personnel Expenses	Non- Personnel Expenses	Total Funds	Mid-Year Report
3.5	<p>Structures for Communication According to survey data, many families are not aware of events, activities, and schedules. The district seeks to improve its communication with families.</p> <p>To promote ongoing and open communication among all stakeholders in English and Spanish that maintains a culture of respect, integrity and inclusion through site personnel, programs, an updated website, multiple forms of district/site communication, office/communication supplies, and document translation services. This will include a variety of tools including Parent Square, websites, email communication, text messaging, postage.</p>	No		LCFF \$48,500	\$48,500.00	\$11,564.44

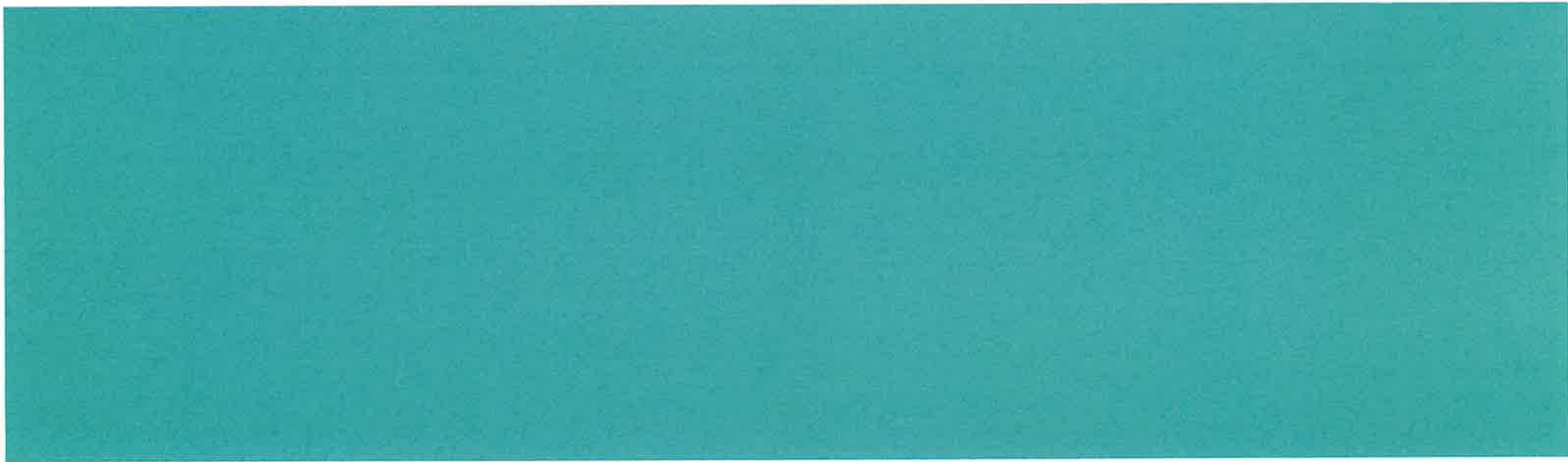
Closing

The continuing impacts of the COVID-19 Pandemic, including the challenges of hiring staff, implementing health and safety protocols, and addressing learning acceleration needs due to the impacts of distance learning, has presented many challenges the first half of the school year.

Despite these challenges, the Gustine Unified School District is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

Questions?



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gustine Unified School District	Bryan Ballenger Superintendent	bballenger@gustineusd.org (209) 854-3784

Goal 1

Academic Achievement

Gustine Unified School District will increase student achievement and prepare students to be college and career ready by providing opportunities for access to a broad course of study, academic counseling and intervention supports, technology and research based curriculum, provided by a high quality professional staff, as evidenced by state and local data.

Rationale

Gustine Unified School District has low achievement in the areas of English Language Arts and Mathematics as measured by CAASPP scores in 2019 and i-Ready Scores in 2021. There is a discrepancy in achievement between all students and student groups. In order to increase achievement and college and career readiness, a variety of supports and actions are planned to address the disparities in achievement. Based on local data, there is a need to increase the literacy and mathematics for our student groups. Many of the actions under this goal are specifically targeted to meet the needs of our student groups.

Goal 1 actions include increasing opportunities to access a broad course of study by adding an additional CTE business pathway and improve academic counseling to ensure that all low income, foster youth, and English Learners are college and career ready. Interventions and support will take place at all school sites through specific time set aside within the school day for support periods at all school sites. Experiential and hands on learning will provide low income students and English Learners with connections to learning and hands on experiences. Curriculum will be purchased to ensure access of tools to support the language needs of English Learners and provide the scaffolding supports for low achieving students. 83% of students in Gustine Unified are low income so devices and internet access will be purchased to support the learning of that student group. Technology integration into the classroom will provide additional supports and access to low income students. High Quality professional development will occur with a focus on strategies for English Learners and low income students. Visible learning strategies will be incorporated and tracked for implementation across the district. This strategies are research based and have a high effect size. Outside agencies, Instructional coaches, and teachers will provide support and training on research based practices to teach reading and math that support low income students and English Learners. Additional professional development will occur through the lens of best meeting the needs of our largest student groups. Gustine Unified will continue to work to retain high quality staff through professional development and induction support.

The outcomes of this goal will be measured by CAASPP Scores, i-Ready ELA and Math (K-8), Visible Learning Blueprint CFA's (local data), ELPAC, and increasing the numbers of CTE pathway completion, and increasing the number of low income students in AVID courses. The district will also work to increase A-G completion for low income students and English Learners.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percent of Teachers that are highly qualified (LCFF Priority 1)	100%	100%	100%
	Maintain the percent of Students with access to standards-aligned instructional materials and/or curriculum frameworks based on current adoptions and purchases (LCFF Priority 1)	100%	100%	100%
	Increase the percent of TK-12 teachers that participate in adopted academic standards and/or curriculum frameworks professional development by 3% (LCFF Priority 2)	90%	96%	99%
	Maintain that All Students, including English Learner students, will have access to CCSS and adopted academic content and performance standards and English Learners will also have access to ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency (LCFF Priority 2)	100%	100%	100%
	Increase the CAASPP ELA Percent of students who meet or exceed standard in grades 3-8 by 5% (LCFF Priority 4)	Based on the 2019-2020 Dashboard was the % who met or exceeded standard was 31.71%	N/A	46.71%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase the CAASPP Math Percent of students who meet or exceed standard in grades 3-8 by 5% (LCFF Priority 4)	Based on the 2019-2020 Dashboard the % who met or exceeded standard was 17.5%	N/A	32.5%
	Increase the percent of students who met a-g requirements by 5% (LCFF Priority 4)	33.3%	38%*	47.5%
	Increase the percent of EL who progressed at least one ELPI level or maintained a level 4 by 5%(LCFF Priority 4)	48.4%	N/A	63.5%
	Increase the percent of ELs who were reclassified by 5% (LCFF Priority 4)	5.1%	3% (19 students)	20.1%
	Increase the percent of AP test scores of 3 or higher per student enrolled in grades 10-12 by 3% (LCFF Priority 4)	6%	6.5%	15%
	Increase the percent of 11th graders who met or exceeded standards in ELA by 5% (LCFF Priority 4)	22%	19% (based on iReady diagnostic 2 scores)	37%
	Increase the percent of 11th graders who met or exceeded standards in math by 5% (LCFF Priority 4)	11%	N/A	26%
	Maintain the number of middle school dropouts (LCFF Priority 5)	0	0	0
	Decrease the percent of high school dropout rates (LCFF Priority 5)	4.5%	4%	1.5%
	Increase the percent of students enrolled in a CTE pathway course by 5% (LCFF Priority 7)	65%	50%	80%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase percent of students who are LI/EL/FY who are enrolled in AVID by 3% (LCFF Priority 7)	Low Income 82% English Learner 5.6% Foster Youth 0%	Low Income 75% English Learner 8.8% Foster Youth 0%	Low Income 91% English Learners 14.6% Foster Youth 9%
	Increase the percent of students successfully completing CTE pathways by 3% (LCFF Priority 8)	22%	18.2%	31%
	Increase i-Ready scores in English Language Arts (3-8) by 5% (LCFF Priority 4)	26.79%	25%	41.79%
	Increase i-Ready scores in mathematics (3-8) by 5% (LCFF Priority 4)	18%	11%	33%
	Increase the high school graduation rate by 2% (LCFF Priority 5)	95%	95.5%	100%
	Increase the percentage of Special Day students by 2% who are participating in general education classes by one class per year. (LCFF Priority 7)	23%	23%	29%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Curriculum and Instruction Curriculum and Instruction leadership will conduct meetings as needed with site leaders and selected content leaders to review and recommend curriculum, plan and coordinate district		No	LCFF \$188,097	LCFF \$80,000	\$268,097.00	\$273,312.68

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	professional development, and recommend instructional methods to the governing board.								
1.2	<p>Academic Intervention and Enrichment Low Income students, English Learners, Foster Youth, and Students with Disabilities have lower rates of academic achievement as evidenced by state and local measures.</p> <p>As determined by each school site, administration, teachers, and leadership will increase reading and math intervention programs which may include intervention teachers, additional classroom support, the purchase of specific intervention curriculum, tutoring support in core academic areas, and utilize intervention programs with priority services for Low Income pupils, English Learners, and Foster Youth, and Students with Disabilities. Funding will also support a variety of additional academic intervention and enrichment opportunities that help accelerate student understanding and engagement in learning.</p> <p>This action will increase the academic achievement in</p>		Yes	LCFF	132,500	LCFF	\$5,700	\$138,200.00	\$133,339.47

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Year Report
	the areas of English Language Arts and Mathematics as evidenced by increases in i-Ready Diagnostic scores, higher levels of reading achievement based on phonemic awareness assessments, and increases in meeting or exceeding standards on the CAASPP assessments.						
1.3	<p>Multi-Tiered Systems of Support (MTSS) District data states that Low Income students, English Learners, Foster Youth, and Students with Disabilities have higher needs in the areas of academic, behavioral, and Social Emotional health as evidenced by state and local measures.</p> <p>In order to improve the quality and access to interventions and supports, the Multi-Tiered Systems of Support (MTSS) services for English Learners, low income and Foster Youth through a system of on-going analysis of student performance and progress will be improved. District teams will meet to review progress and create additional supports as needed. Professional Learning Communities (PLC) teams and teacher</p>		Yes	LCFF \$108,391.68	LCFF \$12,000	\$120,391.68	\$4,011.96

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>leaders will utilize the district Visible Learning Blueprint training and graphs to track the progress to improve outcomes for students. Specific time is allotted every Monday for teams to meet and plan.</p> <p>Teachers will be provided with support, resources, data systems, participation in instructional rounds, and grade-level collaboration time to participate in Professional Learning Communities to promote authentic and timely assessment and review of student progress and performance as a means to strengthen instruction, monitor performance gaps between student groups, and to identify students for academic and enrichment interventions, including students with disabilities.</p> <p>This action will increase and improve the support services provided for English Learners, Foster Youth, and Students with Disabilities in the areas of academics, behavioral, and Social Emotional health as evidenced by survey data and decreases in referrals for intervention, behavioral, and SEL among the stated student groups.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.4	<p>High Quality Staff Professional Development and Instructional Coaching</p> <p>Gustine Unified School District is always working toward improvement. In order to continually improve the practices of educators and instructional aides as well as improve the outcomes for students, the district and sites will provide ongoing opportunities for professional development and continue to recruit and retain high quality staff.</p> <p>GUSD will improve capacity and implement district initiatives through professional development and coaching. GUSD will establish a culture of excellence by providing teachers annual training and support in using research-based practices in delivering, differentiating, and continually improving standards-based instruction in their core content area(s) by promoting standards-based rigor, equity through culturally responsive and inclusive content and teaching practices, and social emotional learning. Professional development will also be provided in the Sciences of Reading, Hattie's Visible Learning,</p>		Yes	LCFF	\$62,000	LCFF	\$121,800	\$183,800.00	\$86,176.24

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>MTSS, PLCs, new teacher induction, new teacher mentoring, administrator coaching and training, Advanced Placement courses, as well as other professional development emphasizing low income, foster youth, Special Education, and English Learners.</p> <p>The expected outcomes will be changes to instruction and knowledge based on the provided professional development. This will be measured by collecting data during classroom walk throughs and surveys from staff and students.</p>								
1.5	<p>Experiential Learning Eighty-three percent of the district's students are low-income and often do not have the opportunity to participate in experiential learning activities.</p> <p>In order to provide academic learning experiences for low income students, sites will provide experiential learning activities and events for students. These experiences will allow students to connect conceptual knowledge, apply skills, and reflect on the learning process. This</p>		Yes	LCFF	\$6,000	LCFF	\$32,500	\$38,500.00	\$4,143.75

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>funding will support academically focused field trips and learning events.</p> <p>The expected outcomes are to increase the number of students who are academically engaged and have the opportunities to participate in academic learning experiences and solidify classroom learning as measured by surveys regarding academic engagement.</p>								
1.6	<p>College and Career Readiness District and state data demonstrate that low-income students (34.4%), English Learners (6.7%), and Special Education (6.7%) students have lower rates of college and career preparedness than all students (41.5%).</p> <p>In order to enhance and expand students' opportunities in college and career readiness, staff will monitor and encourage the enrollment of student groups in Career Technical education courses, AVID, and increase dual/concurrent enrollment. Funding will be provided to cover fees and supplies associated with dual enrollment or work experience.</p>		Yes	LCFF	\$223,455.48	LCFF	\$34,300	\$257,755.48	\$91,920.53

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Enhance and expand student opportunities to learn about College and Career Readiness and to experience innovative authentic learning through a broad course of study, including elective courses aligned to Career and Technical Education standards and Career Ready Practices, which support CCSS.</p> <p>Gustine High School will also participate in the Networked Improvement Communities for mathematics to improve the college acceptance rate of Latinx students to four year universities.</p> <p>Expected outcomes will include increased rates of college and career readiness among Low-income students, English learners, and Special Education students.</p>						
1.7	<p>Additional Student Supports</p> <p>Gustine Unified School district's Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Based on</p>		Yes	LCFF \$52,500	LCFF \$12,000	\$64,500.00	\$72,093.29

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>local data, many students need additional time and support in the classroom and afterschool. Students also need access to literacy services and books. Parent surveys show an increased need for access to books for their students to continue to read at home.</p> <p>GUSD will provide instructional aides to support and extend the academic achievement and learning progress of unduplicated students. This will occur within the school day and after school as needed. Library Media Aides will be provided to provide additional literacy services and time for students to have access to a wide variety of books. Funds will also be provided to update library books and research supplies.</p> <p>The outcomes from this goal are to increase achievement and provide books for students to check out of library.</p>								
1.8	<p>English Language Learner Supports</p> <p>Based on state and local data, 37% of English Learners are Long Term English Learners and 5% of English Learners were</p>		Yes	LCFF	\$6,000	LCFF	\$7,000	\$92,000.00	\$32,323.84
				Federal	\$30,000	Federal	49,000		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>reclassified in 19-20. GUSD will increase services to English Learner students and reclassified students by expanding intervention support and programs. These programs will help in the language acquisition of English Learners because teachers will strategically use language targets during designated and integrated ELD. Lesson plans will be developed weekly and will include an area for English Learners to ensure language acquisition supports are present. Administrators will monitor the progress of English Learners by analyzing and collecting data from walk-throughs. In order to increase language acquisition, the English Learner Coalition team will meet monthly to review the progress of English Learners, research and develop language acquisition programs and classes, and provide suggestions for improving the supports provided to English Learners.</p> <p>The district will also provide professional development in the latest research-based practices in designated and integrated English Language Development and support. Services will be improved</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>by supporting teachers in the strategic use of student performance data for continuous improvement.</p> <p>This action is expected to decrease the number of long term English Learners, increase reclassification, and demonstrate progress on the ELPI.</p>						
1.9	<p>Academic Counseling The California Dashboard and district data show a discrepancy between all students and English Learners, Foster Youth, low income students, and students with special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment.</p> <p>School counselors will meet with unduplicated students to encourage completion of CTE pathways, monitor progress toward graduation and a-g readiness, and provide interventions and academic plans to ensure all students are prepared for college and career.</p> <p>This will be measured by increasing the number of English Learners, Foster Youth, low income students, and students with</p>		Yes	LCFF \$270,582	LCFF \$5,500	\$276,082.00	\$254,630.53

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	special needs who are a-g ready, enrolled in Career Technical Education (CTE) courses, and enrolled in dual/concurrent enrollment as measured by local data in the student information system of Aeries.						
1.10	<p>Technology Integration Many low income students do not have access to technology tools, internet, or the have the support to effectively use technology tools to access support in academic areas.</p> <p>This action will increase the integration of technology into classrooms. Students will be provided with Chromebooks and improved internet access as well as digital tools such as Google Apps for education and other digital supports necessary to improve access to core content areas and prepare for college and career. Each site will ensure common areas and classrooms are equipped with technology tools such as projectors, screens, speakers, and microphones. This action emphasizes support to low income students, foster youth, and English learners that may not have access</p>		Yes	LCFF \$0	LCFF \$90,000	\$90,000.00	\$5,595.91

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>to internet or technology at home.</p> <p>This action will be measured by survey data provided by classroom teachers and students which will indicate that technology use is increasing and students are benefitting from the integration of technology.</p>						
1.11	<p>Supplies for Unduplicated Students</p> <p>There are many low income students in the district who are not able to participate in learning experiences due to not having proper materials.</p> <p>In order to provide all students with a positive learning experience to be prepared for college and career, basic materials and supplies will be purchased to support the academic needs of low income, foster youth, and English Learners. This will ensure that unduplicated students have the necessary materials to fully participate in the academic program.</p> <p>This action will be measured by increased engagement in academic activities as measured by teacher surveys.</p>		Yes		LCFF \$10,000	\$10,000.00	\$24,513.85

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.12	Classroom Environment To increase a positive learning environment and create opportunities for collaboration, furniture will be purchased to provide flexible seating, collaboration tables, and equipment to work as a team. This action will provide space and furniture needed for increased collaboration and teamwork.		No		LCFF \$33,500	\$33,500.00	\$13,180.03

Goal 2

Positive School Climate and Culture

GUSD will provide an inclusive and supportive learning environment by providing clean and safe facilities, student support services for social emotional learning and mental health, as well as extra and co-curricular activities as measured by state and local data.

Rationale

Gustine Unified School district will continue to focus on providing an inclusive and supportive learning environment in order to increase student success. After analyzing state and local data, the data shows that although suspensions decreased, before the school closures in March of 2020, the sites were on track to increase the suspension rate and Gustine Unified is "Red" on the California Dashboard. According to a local survey, it was identified that 83% of students feel safe or very safe in schools.

The actions in this goal include providing campus supervisors to be visible and make connections with students and maintain a safe environment. An additional counselor will join the counseling team to provide social-emotional and counseling services which have increased greatly in need. Support staff will work to create additional extra curricular activities to ensure students feel more connected and involved in the schools. PBIS will be improved in all school sites to ensure that students know and understand behavioral expectations and increase school safety. Facilities will continue to be updated and cleaned to increase cleanliness.

This goal will include a variety of activities to improve the FIT reports scores; increase positive responses to school safety and connected on local surveys from students, families, and staff; increase attendance rates and decrease chronic absenteeism; and decrease discipline referrals and suspension rates. The district will also conduct empathy interviews to gain a better student perspective in the school environment.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase the percent of Facilities in Good Repair Increase FIT report by .5% LCFF Priority 1)	98.91	97.21%	100%
	Increase Attendance Rates by .5% (LCFF Priority 5)	95.64 for all students	88.73%	97.14%
	Decrease chronic absenteeism by 2% (LCFF Priority 6)	11.4% for all students	11%	5.4%
	Decrease the number of suspensions by 10 (LCFF Priority 6)	120	60	less than 90
	Decrease the number of expulsions by 1 (LCFF Priority 6)	2	6	0
	Increase the percent of students, families, and staff who state that they agree or strongly agree that they feel school connectedness by 5% (LCFF Priority 6)	Students 78.3% Families 74% Staff 85%	Students 70% Families Unknown Staff 77%	Students 93.3% Families 89% Staff 100%
	Increase the percent of students, families, and staff who feel that school is safe by 3% (LCFF Priority 6)	Students 83% Families 90.3% Staff 92.5%	Students 57% Families Unknown Staff 73%	Students 91% Families 99.3% Staff 100%
	Increase the percent of students, families, and staff who believe schools are clean and well maintained by 3%. (LCFF Priority	Students 78% Families 93.3% Staff 90.1%	Students 67% Families Unknown Staff 85%	Students 87% Families 100% Staff 99.1%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	Safe Facilities To increase FIT percentages and ensure student and staff safety, GUSD will provide regular maintenance, repairs, and updates to school and district buildings and grounds. All district sites will ensure regular cleaning and sanitizing of high touch surfaces to maintain good health. The district will also begin the process of updating facilities at the old middle school to possibly create additional classrooms, meeting rooms, CTE sites, etc. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.		No	LCFF	\$210,984	LCFF	\$329,000	\$539,984.00	\$96,890.12
2.2	Support Services for Social Emotional and Mental Health Low income students, English Learners, and Foster Youth do not have access to outside counseling and mental health services. There has been an increased need for services for students in these groups.		Yes	LCFF	\$317,632	LCFF	12,000	\$464,924.00	\$454,158.15
				Federal	\$135,292				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>School counselors and psychologists will offer counseling and mental health services district-wide to help students resolve personal or interpersonal problems among low income students, English Learners, and foster youth. They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. Support services will include Social and Emotional Learning through programs, classroom presentations, small group, and individual sessions.</p> <p>By expanding these services and supports for students the academics, behavior, and social emotional needs of identified groups will be improved as measured by surveys and referrals.</p>						
2.3	<p>Health Services for Low income, Foster Youth, SPED</p> <p>Low income and foster students in the district do not have adequate access to health and dental services.</p>		Yes	LCFF 203,018 Federal 35,000	LCFF \$1,500	\$239,518.00	\$260,553.41

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>In order to address this need the district will provide an equal level of health services at all sites in order to provide better care to students. The district will continue to support a full time School Nurse in order to provide more comprehensive care to low income and foster youth as well to better serve all students. Health aides work with low-income and foster youth families to connect them with health services such as dental care, vision support, and other health needs.</p> <p>Upon enrollment, the district nurse will meet with each foster student and complete a health screening for vision, dental, and hearing.</p> <p>The outcome of this action will be improved attendance based on decreased absences for basic health reasons and improved overall health of students.</p>						
2.4	<p>Engagement, Enrichment, and Leadership</p> <p>District data shows that low income students have fewer opportunities to participate in enrichment activities. Opportunities for</p>		Yes	LCFF 13,632.12	LCFF \$40,000	\$53,632.12	\$16,320.13

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Year Report
	<p>engagement, enrichment, and leadership will be increased by providing funding for sites and stipends to coach, organize, and create additional student activities. This action includes events and guest speakers in order to encourage students to participate in school through activities, enrichment, clubs, and the arts. Transportation will be provided so low income students have the opportunity to participate.</p> <p>The district and sites will continue to expand leadership opportunities for students to ensure student voice drives strategies and initiatives. A district student advisory committee will be established and sites will continue to support student leadership through ASB, student board, and other clubs on campus. Training for students and materials will be provided.</p> <p>The intended outcomes for this action will be increased membership and participation of low income students in leadership, clubs, and activities as measured by surveys and club rosters.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Year Report
2.5	<p>School Safety School safety is a priority at each of the school sites. There is a need to provide proper materials, equipment, and signage to keep the campuses safe. There is also a need for additional supervision during passing periods and breaks where students congregate in common areas. These areas are where the sites see most disruptive behaviors based on referrals and suspensions.</p> <p>Campus Supervisors, the School Resource Officer (SRO), and Assistant Principals will work together to provide a safe school campus for students and staff as well as improve student conduct by being present, building healthy relationships, and monitoring the school campuses. The SRO will provide presentations in classrooms and at school assemblies to build a positive community and work together with students in a supportive, proactive way. A Teacher in Charge role will be assigned at each school site to maintain student safety in the absence of administrators.</p> <p>In order to maintain communication and safety,</p>		Yes	LCFF 603,000	LCFF \$23,800	\$626,800.00	\$305,037.32

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>materials such as radios, equipment and supplies as well as additional services to ensure all school sites are secure and staff and students are safe.</p> <p>This action will be measured by increased outcomes on the student and staff survey regarding overall safety on campus, as well as a decrease in referrals and suspensions.</p>						
2.6	<p>Positive Behavior Intervention Supports (PBIS)</p> <p>Gustine Unified works to teach all students appropriate behaviors through the evidence-based three-tiered Positive Behavioral Interventions and Supports (PBIS) framework that uses data, systems, and strategies to improve student outcomes each day. Supplies and materials will be purchased as incentives and rewards for following expected behaviors. The sites will improve data collection ways to track data and successful outcomes. This action will be measured by decreased referrals, suspensions, and expulsions. The student survey will also reflect an increase in the number of students stating that good</p>		Yes		LCFF \$24,500	\$24,500.00	\$16,814.28

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	behaviors are recognized and they feel safe at school.						
2.7	Attendance Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued growth in attendance rates according to the most current state and local data. To address this need, Gustine Unified School District will continue to provide District Student Support Services coordinating district efforts to improve attendance. School sites will partner with outside agencies in focused efforts to reduce chronic absenteeism and increase attendance rates. Continue Attendance Review Board and develop strategies, supports, and incentives for students to ensure higher attendance rates and avoid chronic absenteeism. Improve upon the tiered re-engagement strategies through family partnerships and home visits to determine why the student is absent from school and create plans to re-engage in the school system. Data will be tracked to determine best practices and to monitor attendance trends.		Yes	LCFF \$3,500	LCFF \$27,100	\$30,600.00	150,777.64

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Year Report

Goal 3

GUSD will create partnerships with parents, families and the community to provide meaningful opportunities that will build the capacity of all in order to inform and enhance student achievement as well as celebrate student learning.

Rationale

Gustine Unified School District recognizes the importance on creating partnerships with parents, families, and the community. Based on survey responses, input from the District Advisory Committee, and other stakeholder input, the district will include parent capacity building activities to increase opportunities and build the capacity of our families. During stakeholder engagement, it was also noted that childcare needs to be provided so parents can fully engage in meetings. In order to reach more parents and increase engagement, community liaisons will not only provide translation and interpretation, but they will reach out to families to build connections and ensure they are aware of opportunities and school activities. The actions and metrics in this goal reflect input from families who specifically asked for trainings to increase capacity to be involved and support their children at home.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase the percent of parents reporting that they agree or strongly agree they opportunities to be part of decisions about the school through surveys and advisory groups by 3% (LCFF Priority 3)	78%	Unknown	87%
	Increase the % of attendance for advisory group parent members by 2% (DELAC, DAC, SSC, ELAC, Special Education Parent Meeting)	DELAC 87.5% District Advisory Committee 81.25% ELAC 58.3% School Site Council 68.75% Special Education Parent Group- Create Baseline 21-22	DELAC 100% District Advisory Committee Not Started ELAC Unknown School Site Council Unknown Special Education Parent Group- Create Baseline 21-22	DELAC 93.5% District Advisory Committee 87.25% ELAC 64.3% School Site Council 74.75% Special Education Parent Group--Based on baseline

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase the percent of parents of unduplicated students who attend a capacity building workshop linked to learning and/or social and emotional growth by 5%.	10%	Unknown	25%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	<p>Parent Capacity Building</p> <p>Increase and improve opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to understand and be involved in district processes and school activities, advisory groups, and strategies to support learning at home. Promote parent leadership to ensure all families know the representatives to the advisory groups to encourage active engagement in the school and district community.</p> <p>This action will be measured by the number of parents attending capacity building workshops as well as greater participation and attendance at meetings of school site council, DELAC, ELAC, and district advisory committee.</p>		Yes	LCFF	\$11,200	LCFF	\$29,500	\$40,700.00	\$2,400.00

Goal/ Action	Action Title/ Description	Timespan	Contributing		Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
3.2	<p>Engagement Opportunities The district needs to increase and improve the number of engagement opportunities for families of unduplicated student groups.</p> <p>The district and school sites will plan and promote activities, programs, and showcase events to highlight and celebrate student and parent successes in order to build community and belonging to increase the participation of parents of English Learners, Foster Youth, and Low Income. These engagements will build greater understanding of the academic program, increase communication between school and home, as well as provide general opportunities for families to engage in the school community in a positive way.</p> <p>The outcome will be measured by attendance of the families of unduplicated pupils as well as the increased level of satisfaction of engagement opportunities among unduplicated families.</p>		No	LCFF	\$500	LCFF	\$16,000	\$16,500.00	\$4,153.02
3.3	Child Care for Parents to Engage		Yes	LCFF	\$1,750	LCFF	\$1,500	\$3,250.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Many low income families and families of English Learners do not participate in meetings due to child care responsibilities based on survey data.</p> <p>In order to increase access and the ability for parents of English Learners and Low income students to attend school meetings child care will be provided.</p> <p>The outcome will be measured by increased attendance by parents of English Learners and low income students.</p>						
3.4	<p>Family Partnerships GUSD needs to increase the participation of families of Low Income students and English Learners as measured by attendance at school functions.</p> <p>In order to build family partnerships, each site will have a dedicated family bilingual liaison to reach out to families to build partnerships with families to increase engagement, convey school information, ensure all parent meetings are interpreted. The liaisons will build connections and ensure that the families are not only aware of events, but will also ensure that needs</p>		Yes	LCFF \$1,950		\$1,950.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>are met regarding participation such as interpretation and child care.</p> <p>The outcome of this goals will be increased participation in school functions as measured through sign in sheets and increased participation as indicated in surveys from families and school staff.</p>						
3.5	<p>Structures for Communication According to survey data, many families are not aware of events, activities, and schedules. The district seeks to improve its communication with families.</p> <p>To promote ongoing and open communication among all stakeholders in English and Spanish that maintains a culture of respect, integrity and inclusion through site personnel, programs, an updated website, multiple forms of district/site communication, office/communication supplies, and document translation services. This will include a variety of tools including Parent Square, websites, email communication, text messaging, postage,</p>		No		LCFF \$48,500	\$48,500.00	\$11,564.44

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>incorporating the use of apps, and traditional communication.</p> <p>The outcome of this action will be based on the number of families who report being aware of events, activities and meetings.</p>						

ACTION ITEMS

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**February 9, 2022

AGENDA ITEM TITLE: Warrants**AGENDA SECTION:** Action**PRESENTED BY:** Dr. Bryan Ballenger, Superintendent**RECOMENDATIONS:**

It is recommended that the Board of Trustees ratify the warrants.

SUMMARY:

Monthly warrants are presented to the Board to ratify.

FISCAL IMPACT: Total of Warrants**BUDGET CATEGORY:** All District Funds

Batch status: A All

From batch: 0018

To batch: 0018

Include Revolving Cash: Y


Include Address: N

Include Object Desc: Y

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

APPROVED FOR PAYMENT



**MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER**

Gustine

DATE: 1/11/22
DISTRICT FUND: 01 - 5070 BATCH# 18
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT
TOTAL AMOUNT OF REGISTER: \$ 392,855.94

**01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065**

**CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)**

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.19 01/11/22 11:45 PAGE 1
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
105268/00		AMERICAN FIDELITY FLEX						
PV-220360	01/10/2022	2009051A	01-0100-0-9556.00-0000-0000-000-000	NN		1,585.00		
			MISC DISTRICT VOL-DEDS (1)					
		TOTAL PAYMENT AMOUNT		1,585.00 *		1,585.00		
104859/00		APPLEGATE TEEPLES DRILLING CO.						
220598	PO-220570	01/10/2022	139823	1 01-8150-0-5630.00-0000-8110-112-000-000	NN F	3,650.00	3,650.00	
				REPAIRS/MAINT - BUILDING				
220599	PO-220571	01/10/2022	13329	1 01-8150-0-5630.00-0000-8110-112-000-000	NN F	1,350.00	1,350.00	
				REPAIRS/MAINT - BUILDING				
		TOTAL PAYMENT AMOUNT		5,000.00 *		5,000.00		
104318/00		AVAYA INC						
PV-220367	01/10/2022	39195274	01-0000-0-5922.00-0000-7200-112-000-000	NN		211.23		
			COMMUNICATION - TELEPHONE SVCS					
		TOTAL PAYMENT AMOUNT		211.23 *		211.23		
105595/00		BLACKOUT WINDOW TINTING						
220419	PO-220427	01/11/2022	23225	1 01-1100-0-5866.00-1110-1000-111-000-000	NY F	850.00	850.00	
				PROFESSIONAL SERVICES				
		TOTAL PAYMENT AMOUNT		850.00 *		850.00		
012751/00		BSN SPORTS LLC						
220450	PO-220430	01/11/2022	914162277	1 01-1100-0-4300.00-1801-4200-310-000-000	NN F	1,418.74	987.63	
				SUPPLIES				
		TOTAL PAYMENT AMOUNT		987.63 *		987.63		
102075/00		CALIFORNIA ASSOCIATION						
220451	PO-220431	01/10/2022	103399	1 01-7010-0-4300.00-1110-1000-310-000-000	NN F	3,290.00	3,290.00	
				SUPPLIES				
		TOTAL PAYMENT AMOUNT		3,290.00 *		3,290.00		

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.19 01/11/22 11:45 PAGE 2
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO	GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
105355/00		CALIFORNIA LANDSCAPE SUPPLY						
220436	PO-220415	01/07/2022	52476	1	01-1100-0-4300.00-1801-4200-310-000-000	NN F	4,945.91	4,945.91
					SUPPLIES			
					TOTAL PAYMENT AMOUNT	4,945.91 *		4,945.91
016633/00		CENTRAL SANITARY SUPPLY CO						
220594	PO-220566	01/10/2022	1214159	1	01-3212-0-4300.00-0000-8110-112-000-000	NN F	4,900.00	4,836.59
					SUPPLIES			
220595	PO-220567	01/10/2022	1214160	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	1,364.80	1,364.80
					SUPPLIES			
					TOTAL PAYMENT AMOUNT	6,201.39 *		6,201.39
102271/00		COAST HARDWARE						
220382	PO-220361	01/10/2022	496603	1	01-0824-0-4300.00-1110-1000-310-000-201	NN F	49.69	43.19
					SUPPLIES			
220596	PO-220568	01/10/2022	491136	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	7.75	7.75
					SUPPLIES			
220596	PO-220568	01/10/2022	496241	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	68.10	68.10
					SUPPLIES			
220596	PO-220568	01/10/2022	496257	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	56.25	56.25
					SUPPLIES			
220596	PO-220568	01/10/2022	496267	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	16.23	16.23
					SUPPLIES			
220596	PO-220568	01/10/2022	496372	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	33.28	33.28
					SUPPLIES			
220596	PO-220568	01/10/2022	496431	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	3.02	3.02
					SUPPLIES			
220596	PO-220568	01/10/2022	496482	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	27.69	27.69
					SUPPLIES			
220596	PO-220568	01/10/2022	496509	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	25.94	25.94
					SUPPLIES			
220596	PO-220568	01/10/2022	496526	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	37.95	37.95
					SUPPLIES			
220596	PO-220568	01/10/2022	496532	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	23.47	23.47
					SUPPLIES			
220596	PO-220568	01/10/2022	496549	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	12.98	12.98
					SUPPLIES			
220596	PO-220568	01/10/2022	496553	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	188.90	188.90
					SUPPLIES			
220596	PO-220568	01/10/2022	496743	1	01-8150-0-4300.00-0000-8110-112-000-000	NN M	-81.18	-81.18
					SUPPLIES			
220596	PO-220568	01/10/2022	496779	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	55.37	55.37
					SUPPLIES			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt	Net Amount	
102271 (CONTINUED)								
220596	PO-220568	01/10/2022	496805	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	14.23	14.23	
				SUPPLIES				
220596	PO-220568	01/10/2022	497034	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	7.95	7.95	
				SUPPLIES				
220596	PO-220568	01/10/2022	497050	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	6.69	6.69	
				SUPPLIES				
220596	PO-220568	01/10/2022	497070	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	141.48	141.48	
				SUPPLIES				
220596	PO-220568	01/10/2022	497080	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	4.97	4.97	
				SUPPLIES				
220596	PO-220568	01/10/2022	497134	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	14.06	14.06	
				SUPPLIES				
220596	PO-220568	01/10/2022	497141	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	18.59	18.59	
				SUPPLIES				
220596	PO-220568	01/10/2022	497148	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	15.00	15.00	
				SUPPLIES				
220596	PO-220568	01/10/2022	497158	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	129.89	129.89	
				SUPPLIES				
220596	PO-220568	01/10/2022	497353	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	5.40	5.40	
				SUPPLIES				
220596	PO-220568	01/10/2022	497373	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	93.02	93.02	
				SUPPLIES				
220596	PO-220568	01/10/2022	497395	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	17.18	17.18	
				SUPPLIES				
220596	PO-220568	01/10/2022	497404	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	42.47	42.47	
				SUPPLIES				
220596	PO-220568	01/10/2022	497428	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	45.21	45.21	
				SUPPLIES				
220596	PO-220568	01/10/2022	497498	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	100.61	100.61	
				SUPPLIES				
220596	PO-220568	01/10/2022	497501	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	6.05	6.05	
				SUPPLIES				
220596	PO-220568	01/10/2022	497515	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	0.70	0.70	
				SUPPLIES				
220596	PO-220568	01/10/2022	497702	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	31.99	31.99	
				SUPPLIES				
220596	PO-220568	01/10/2022	497742	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	12.08	12.08	
				SUPPLIES				
220596	PO-220568	01/10/2022	497972	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	20.76	20.76	
				SUPPLIES				
220596	PO-220568	01/10/2022	498022	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	92.59	92.59	
				SUPPLIES				
220596	PO-220568	01/10/2022	498136	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	24.89	24.89	
				SUPPLIES				
220596	PO-220568	01/10/2022	498565	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	16.19	16.19	
				SUPPLIES				

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-0BJT.S0	GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
102271 (CONTINUED)								
220596	PO-220568	01/10/2022	498629	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	32.46	32.46
					SUPPLIES			
220596	PO-220568	01/10/2022	498644	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	56.25	56.25
					SUPPLIES			
220596	PO-220568	01/10/2022	499023	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	24.65	24.65
					SUPPLIES			
220596	PO-220568	01/10/2022	499081	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	17.30	17.30
					SUPPLIES			
220596	PO-220568	01/10/2022	499268	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	2.80	2.80
					SUPPLIES			
220596	PO-220568	01/10/2022	499370	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	1.31	1.31
					SUPPLIES			
220596	PO-220568	01/10/2022	499789	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	40.21	40.21
					SUPPLIES			
220596	PO-220568	01/10/2022	499796	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	68.74	68.74
					SUPPLIES			
220596	PO-220568	01/10/2022	499808	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	35.70	35.70
					SUPPLIES			
220596	PO-220568	01/10/2022	499920	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	19.27	19.27
					SUPPLIES			
220596	PO-220568	01/10/2022	500053	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	8.54	8.54
					SUPPLIES			
220596	PO-220568	01/10/2022	500305	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	21.64	21.64
					SUPPLIES			
220596	PO-220568	01/10/2022	500377	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	52.79	52.79
					SUPPLIES			
220596	PO-220568	01/10/2022	500631	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	23.93	23.93
					SUPPLIES			
220596	PO-220568	01/10/2022	501059	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	34.61	34.61
					SUPPLIES			
220596	PO-220568	01/10/2022	501062	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	25.97	25.97
					SUPPLIES			
220596	PO-220568	01/10/2022	496954	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	33.54	33.54
					SUPPLIES			
220596	PO-220568	01/10/2022	497750	1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	1.50	1.50
					SUPPLIES			
TOTAL PAYMENT AMOUNT				1,882.15 *			1,882.15	

105661/00 DELTA CHARTER

220531	PO-220514	01/10/2022	111264	1	01-3212-0-5866.00-0000-3600-112-000-000	NY P	1,375.00	1,375.00
					PROFESSIONAL SERVICES			
TOTAL PAYMENT AMOUNT				1,375.00 *			1,375.00	

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Req Reference	Date	Description		FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2 T9MPS		Liq Amt	Net Amount	
103057/00	DEPOT GARAGE, INC.							
220063	PO-220062 01/07/2022 0027642		1	01-0823-0-5650.00-0000-3600-112-000-000	NN P	80.58	80.58	
				REPAIRS/MAIN - VEHICLES				
220063	PO-220062 01/07/2022 0027608		1	01-0823-0-5650.00-0000-3600-112-000-000	NN P	725.39	725.39	
				REPAIRS/MAIN - VEHICLES				
				TOTAL PAYMENT AMOUNT		805.97 *	805.97	
103754/00	FEDEX							
220507	PO-220497 01/11/2022 CLOSE		1	01-3210-0-5930.00-0000-7200-112-000-000	NN C	1,000.00	0.00	
				COMMUNICATION - POSTAGE/METER				
				TOTAL PAYMENT AMOUNT		0.00 *	0.00	
105608/00	FIRST BEHAVIORAL HEALTH							
	PV-220368 01/10/2022 DEC 2021			01-0816-0-5866.00-0000-3110-112-000-000	NN		11,027.78	
				PROFESSIONAL SERVICES				
				TOTAL PAYMENT AMOUNT		11,027.78 *	11,027.78	
032475/00	FORD'S FARM SUPPLY							
220078	PO-220077 01/10/2022 169084		1	01-8150-0-4300.00-0000-8110-112-000-000	NN P	35.18	35.18	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		35.18 *	35.18	
103948/00	GOMEZ, SARA							
	PV-220378 01/11/2022 DELIVERY BOARD PKCT 01/07/22			01-0000-0-5230.00-0000-7200-112-000-000	NN		6.72	
				MILEAGE				
				TOTAL PAYMENT AMOUNT		6.72 *	6.72	
104960/00	GRAY STEP SOFTWARE							
	PV-220366 01/10/2022 4117			01-1100-0-5810.00-1110-1000-110-000-000	NN		399.00	
				SOFTWARE LICENSE				
				TOTAL PAYMENT AMOUNT		399.00 *	399.00	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
100659/00	HOME DEPOT CREDIT SERVICES							
220567	PO-220545	01/10/2022	5510550	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	425.68	425.68	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT	425.68 *		425.68	
105273/00	I.C. ELECTRONICS, INC							
PV-220371	01/10/2022	18262		01-0000-0-5899.00-0000-7200-112-000-000	NN		567.95	
				OTHER SERVICES, FEES, OP EXPS				
				TOTAL PAYMENT AMOUNT	567.95 *		567.95	
103744/00	J & F FERTILIZER							
PV-220359	01/10/2022	10210	RENT	01-0000-0-5610.00-0000-3600-112-000-000	NY		440.00	
				RENTALS, LEASES OF SITES & BLDG				
				TOTAL PAYMENT AMOUNT	440.00 *		440.00	
104363/00	JOE'S LANDSCAPING & CONCRT IN							
220096	PO-220095	01/10/2022	16610	1 01-8150-0-5630.00-0000-8110-112-000-000	NN P	945.00	945.00	
				REPAIRS/MAINT - BUILDING				
PV-220377	01/11/2022	16604		01-0000-0-5802.00-0000-8110-112-000-000	NN		13,703.33	
				MAINTENANCE AGRMTS-NONEQUIP				
PV-220377	01/11/2022	16498		01-0000-0-5802.00-0000-8110-112-000-000	NN		13,703.33	
				MAINTENANCE AGRMTS-NONEQUIP				
				TOTAL PAYMENT AMOUNT	28,351.66 *		28,351.66	
102553/00	LAKESHORE LEARNING MATERIALS							
220424	PO-220394	01/11/2022	263045102121	1 01-3212-0-4300.00-1110-1000-112-000-888	NN F	2,489.70	2,489.70	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT	2,489.70 *		2,489.70	
105352/00	LOG ME IN							
PV-220365	01/10/2022	IN7100883392		01-0000-0-5912.00-0000-2700-112-000-000	NN		2,914.47	
				COMMUN - INTERNET SVCS/LINES				
				TOTAL PAYMENT AMOUNT	2,914.47 *		2,914.47	

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Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
100565/00	LOZANO SMITH LLP							
PV-220358	01/10/2022	2150870		01-3310-0-5801.00-5001-2700-112-000-000	NY		8,998.70	
				LEGAL FEES				
PV-220358	01/10/2022	2150871		01-3310-0-5801.00-5001-2700-112-000-000	NY		453.75	
				LEGAL FEES				
PV-220358	01/10/2022	2150872		01-3310-0-5801.00-5001-2700-112-000-000	NY		4,003.25	
				LEGAL FEES				
				TOTAL PAYMENT AMOUNT		13,455.70 *	13,455.70	
105000/00	MENDOZA, ROSA MARIA							
PV-220379	01/11/2022	PERDIEM ASBWORKS		01-0000-0-5230.00-0000-7200-112-000-000	NN		184.00	
				MILEAGE				
				TOTAL PAYMENT AMOUNT		184.00 *	184.00	
105379/00	PACE SUPPLY CORP							
220131	PO-220115	01/11/2022	057406812	1 01-8150-0-4300.00-0000-8110-112-000-000	NN P	733.94	733.94	
				SUPPLIES				
				TOTAL PAYMENT AMOUNT		733.94 *	733.94	
105367/00	PARENTSQUARE INC							
PV-220364	01/10/2022	6394		01-0824-0-4313.00-1110-1000-112-000-305	NN		8,800.00	
				SOFTWARE - NON CURRICULA				
				TOTAL PAYMENT AMOUNT		8,800.00 *	8,800.00	
066508/00	PARREIRA'S AUTO REPAIR							
220092	PO-220091	01/10/2022	44483	1 01-8150-0-5650.00-0000-8200-112-000-000	NY P	97.50	97.50	
				REPAIRS/MAIN - VEHICLES				
				TOTAL PAYMENT AMOUNT		97.50 *	97.50	
104245/00	SAN JOAQUIN PEST CONTROL							
PV-220357	01/10/2022	201249		01-8150-0-5565.00-0000-8110-112-000-000	NN		300.00	
				PEST CONTROL				
				TOTAL PAYMENT AMOUNT		300.00 *	300.00	

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Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt	Net Amount	

080530/00 SISC III DENTAL

PV-220361	01/10/2022	DENTAL 01/01/ - 01/31	01-0100-0-9554.00-0000-0000-000-000-000 NN				13,864.20	
			INSURANCE					
PV-220361	01/10/2022	DENTAL 01/01/ - 01/31	01-0000-0-3402.00-0000-7110-112-000-000 NN				40.80	
			HEALTH & WELFARE CLASSIFIED					
PV-220361	01/10/2022	DENTAL 01/01/ - 01/31	01-0000-0-9565.00-0000-7209-112-000-000 NN				212.40	
			RETIREE INSURANCE LIAB/HOLDG					
PV-220361	01/10/2022	DENTAL 01/01/ - 01/31	01-0000-0-9565.00-0000-7209-112-000-000 NN				102.00	
			RETIREE INSURANCE LIAB/HOLDG					
PV-220361	01/10/2022	DENTAL 01/01/ - 01/31	01-0000-0-9565.00-0000-7209-112-000-000 NN				967.60	
			RETIREE INSURANCE LIAB/HOLDG					
PV-220361	01/10/2022	DENTAL 01/01/ - 01/31	01-0000-0-9565.00-0000-7209-112-000-000 NN				778.40	
			RETIREE INSURANCE LIAB/HOLDG					
TOTAL PAYMENT AMOUNT						15,965.40 *	15,965.40	

080531/00 SISC III HEALTH

PV-220362	01/10/2022	HEALTH 01/01 - 01/31/22	01-0100-0-9554.00-0000-0000-000-000-000 NN				228,678.51	
			INSURANCE					
PV-220362	01/10/2022	HEALTH 01/01 - 01/31/22	01-0000-0-3402.00-0000-7110-112-000-000 NN				3,107.80	
			HEALTH & WELFARE CLASSIFIED					
PV-220362	01/10/2022	HEALTH 01/01 - 01/31/22	01-0000-0-9565.00-0000-7209-112-000-000 NN				1,943.00	
			RETIREE INSURANCE LIAB/HOLDG					
PV-220362	01/10/2022	HEALTH 01/01 - 01/31/22	01-0000-0-9565.00-0000-7209-112-000-000 NN				4,056.20	
			RETIREE INSURANCE LIAB/HOLDG					
PV-220362	01/10/2022	HEALTH 01/01 - 01/31/22	01-0000-0-9565.00-0000-7209-112-000-000 NN				6,706.60	
			RETIREE INSURANCE LIAB/HOLDG					
PV-220362	01/10/2022	HEALTH 01/01 - 01/31/22	01-0000-0-3701.00-0000-7209-112-000-000 NN				2,110.40	
			OPEB, ALLOCATED CERTIFICATED					
PV-220362	01/10/2022	HEALTH 01/01 - 01/31/22	01-0000-0-3702.00-0000-7209-112-000-000 NN				3,975.00	
			OPEB, ALLOCATED CLASSIFIED					
PV-220362	01/10/2022	HEALTH 01/01 - 01/31/22	01-0000-0-9565.00-0000-7209-112-000-000 NN				2,108.00	
			RETIREE INSURANCE LIAB/HOLDG					
TOTAL PAYMENT AMOUNT						252,685.51 *	252,685.51	

080532/00 SISC III VISION

PV-220363	01/10/2022	VISION 01/01 - 01/31/22	01-0100-0-9554.00-0000-0000-000-000-000 NN				3,436.30	
			INSURANCE					
PV-220363	01/10/2022	VISION 01/01 - 01/31/22	01-0000-0-3402.00-0000-7110-112-000-000 NN				10.00	
			HEALTH & WELFARE CLASSIFIED					
PV-220363	01/10/2022	VISION 01/01 - 01/31/22	01-0000-0-9565.00-0000-7209-112-000-000 NN				50.00	
			RETIREE INSURANCE LIAB/HOLDG					
PV-220363	01/10/2022	VISION 01/01 - 01/31/22	01-0000-0-9565.00-0000-7209-112-000-000 NN				24.80	
			RETIREE INSURANCE LIAB/HOLDG					

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.19 01/11/22 11:45 PAGE 9
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt	Net Amount	

080532 (CONTINUED)

PV-220363	01/10/2022	VISION 01/01 - 01/31/22	01-0000-0-9565.00-0000-7209-112-000-000 NN				210.80	
			RETIREE INSURANCE LIAB/HOLDG					
PV-220363	01/10/2022	VISION 01/01 - 01/31/22	01-0000-0-9565.00-0000-7209-112-000-000 NN				198.40	
			RETIREE INSURANCE LIAB/HOLDG					
		TOTAL PAYMENT AMOUNT	3,930.30 *				3,930.30	

102511/00 SOUTHWEST SCHOOL & OFFICE

PV-220380	01/11/2022	PINV0902346	01-1100-0-4300.00-1110-1000-111-000-000 NN				2.79	
			SUPPLIES					
		TOTAL PAYMENT AMOUNT	2.79 *				2.79	

105077/00 T-MOBILE

220124	PO-220108	01/10/2022	970078093	JAN	1 01-3212-0-5912.00-0000-2700-112-000-000 NN P	4,670.60	4,670.60	
					COMMUN - INTERNET SVCS/LINES			
					TOTAL PAYMENT AMOUNT	4,670.60 *	4,670.60	

020571/00 THE OFFICE CITY

220263	PO-220255	01/11/2022	CLOSE	1 01-3210-0-6400.00-0000-8200-112-000-000 NN C	407.59	0.00		
					EQUIPMENT			
					TOTAL PAYMENT AMOUNT	0.00 *	0.00	

105348/00 TOTAL COMPENSATION SYSTEMS INC

PV-220370	01/10/2022	10005	01-0000-0-5866.00-0000-7200-112-000-000 NY				1,215.00	
			PROFESSIONAL SERVICES					
		TOTAL PAYMENT AMOUNT	1,215.00 *				1,215.00	

104936/00 U.S. BANK

220547	PO-220533	01/10/2022	7784	TRANSCRIPTION	1 01-0000-0-5866.00-0000-7200-310-000-000 NN F	150.00	138.00	
					PROFESSIONAL SERVICES			
PV-220354	01/10/2022	459832465	01-0000-0-5620.00-0000-2700-112-000-000 NN				1,310.11	
					RENTALS, LEASES OF EQUIPMENT			
PV-220354	01/10/2022	459832465	01-1100-0-5620.00-1110-1000-110-000-000 NN				1,310.11	
					RENTALS, LEASES OF EQUIPMENT			
PV-220354	01/10/2022	459832465	01-3010-0-5620.00-1110-1000-111-000-000 NN				1,310.11	
					RENTALS, LEASES OF EQUIPMENT			

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.19 01/11/22 11:45 PAGE 10
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO	GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	

104936 (CONTINUED)

PV-220354	01/10/2022	459832465	01-1100-0-5620.00-1110-1000-115-000-000 NN				1,965.17	
			RENTALS, LEASES OF EQUIPMENT					
PV-220354	01/10/2022	459832465	01-1100-0-5620.00-1110-1000-310-000-000 NN				3,275.27	
			RENTALS, LEASES OF EQUIPMENT					
PV-220373	01/10/2022	7784 D&A CLEARING	01-0000-0-5866.00-0000-7200-112-000-000 NN				6.25	
			PROFESSIONAL SERVICES					
PV-220374	01/10/2022	1921 CASBO WORKSHOP	01-0000-0-5201.00-0000-7410-112-000-000 NN				255.00	
			PROFESSIONAL DEVLPMNT TRAINING					
PV-220375	01/10/2022	6837 CSBA SAN DIEGO /WORKSHOP	01-0000-0-5220.00-0000-2700-112-000-000 NN				533.54	
			MEALS					
			TOTAL PAYMENT AMOUNT	10,103.56 *			10,103.56	

102456/00 UNITED RENTALS

220084 PO-220083	01/10/2022	200739075-001	1 01-8150-0-5620.00-0000-8110-112-000-000 NN F			219.20	72.59	
			RENTALS, LEASES OF EQUIPMENT					
220463 PO-220446	01/10/2022	200628205-001	1 01-8150-0-5620.00-0000-8110-112-000-000 NN P			388.15	388.15	
			RENTALS, LEASES OF EQUIPMENT					
PV-220369	01/10/2022	200373927-001	01-8150-0-5620.00-0000-8110-112-000-000 NN				2,788.69	
			RENTALS, LEASES OF EQUIPMENT					
			TOTAL PAYMENT AMOUNT	3,249.43 *			3,249.43	

105598/00 VAN DE POL

PV-220352	01/07/2022	CL17301	01-0823-0-4341.00-0000-3600-112-000-000 NN				1,105.81	
			GAS, OIL LUBE, ETC					
PV-220353	01/10/2022	CL17309	01-7010-0-4300.00-1110-1000-310-000-000 NN				61.52	
			SUPPLIES					
PV-220353	01/10/2022	CL17309	01-0000-0-4341.00-0000-8200-112-000-000 NN				105.86	
			GAS, OIL LUBE, ETC					
PV-220353	01/10/2022	CL17309	01-8150-0-4341.00-0000-8110-112-000-000 NN				224.01	
			GAS, OIL LUBE, ETC					
PV-220353	01/10/2022	CL17309	01-0824-0-4300.00-1110-1000-310-000-000 NN				93.89	
			SUPPLIES					
PV-220355	01/10/2022	CL15290	01-7010-0-4300.00-1110-1000-310-000-000 NN				43.83	
			SUPPLIES					
PV-220355	01/10/2022	CL15290	01-0000-0-4341.00-0000-8200-112-000-000 NN				400.29	
			GAS, OIL LUBE, ETC					
PV-220355	01/10/2022	CL15290	01-8150-0-4341.00-0000-8110-112-000-000 NN				259.16	
			GAS, OIL LUBE, ETC					
PV-220356	01/10/2022	CL16307	01-1100-0-4300.00-1801-4200-310-000-000 NN				295.65	
			SUPPLIES					
PV-220356	01/10/2022	CL16307	01-0000-0-4341.00-0000-8200-112-000-000 NN				397.10	
			GAS, OIL LUBE, ETC					

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 01 GENERAL FUND/COUNTY SSF

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<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt	Net Amount	

105598 (CONTINUED)

PV-220356	01/10/2022	CL16307	01-8150-0-4341.00-0000-8110-112-000-000 NN				145.67	
			GAS, OIL LUBE, ETC					
			TOTAL PAYMENT AMOUNT		3,132.79 *		3,132.79	

105168/00 VERDIN ANDREA M

PV-220376	01/11/2022	PERDIEM ASBWORKS WORKSHOP	01-0824-0-5200.00-1110-1000-310-000-204 NN				184.00	
			TRAVEL & CONFERENCE					
			TOTAL PAYMENT AMOUNT		184.00 *		184.00	

100890/00 YOUNG'S AIR CONDITIONING

220445 PO-220419	01/10/2022	342748	1 01-3213-0-6400.00-0000-8200-112-000-000 NN P			353.00	353.00	
			EQUIPMENT					
			TOTAL PAYMENT AMOUNT		353.00 *		353.00	
			TOTAL FUND	PAYMENT	392,855.94 **		392,855.94	

MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER

Gustine

DATE: 1/11/22
DISTRICT FUND: 11 - 5074 BATCH# 18
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT
TOTAL AMOUNT OF REGISTER: \$ 655.06

01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065

CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 11 ADULT EDUCATION

APY500 L.00.19 01/11/22 11:45 PAGE 12
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
104936/00	U.S. BANK							
PV-220354	01/10/2022	459832465	11-3926-0-5620.00-0000-2700-312-000-000 NN			327.53		
			RENTALS, LEASES OF EQUIPMENT					
PV-220354	01/10/2022	459832465	11-3905-0-5620.00-0000-2700-312-000-000 NN			327.53		
			RENTALS, LEASES OF EQUIPMENT					
			TOTAL PAYMENT AMOUNT	655.06 *		655.06		
			TOTAL FUND	PAYMENT	655.06 **			655.06

**MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER**

Gustine

DATE: 1/11/22
DISTRICT FUND: 13 - 5077 BATCH# 18
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT
TOTAL AMOUNT OF REGISTER: \$ 114.96

**01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065**

**CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)**

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 13 CAFETERIA SPECIAL REVENUE FUND

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<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			
105598/00	VAN DE POL								
PV-220356	01/10/2022	CL16307	13-5310-0-4341.00-0000-3700-112-000-000	NN		114.96			
			GAS, OIL LUBE, ETC						
			TOTAL PAYMENT AMOUNT	114.96 *		114.96			
			TOTAL FUND PAYMENT	114.96 **		114.96			

**MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER**

Gustine

DATE: 1/11/22
DISTRICT FUND: 21 - 5069 BATCH# 18
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT
TOTAL AMOUNT OF REGISTER: \$ 35,468.52

**01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065**

**CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)**

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 21 BUILDING FUND - BOND PROCEEDS

APY500 L.00.19 01/11/22 11:45 PAGE 14
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS		Liq Amt	Net Amount	
105242/00		DERIVI CASTELLANOS ARCHITECTS						
220481 PO-220464	01/10/2022	21.026-02 GHS PRECONSTR	4	21-0000-0-6200.00-0000-8500-310-000-433	NN P	6,933.69	6,933.69	
		BUILDINGS & IMPROVEMNT OF BLDG						
220481 PO-220464	01/11/2022	21.026-03 GHS PRECONSTR	4	21-0000-0-6200.00-0000-8500-310-000-433	NN P	6,798.16	6,798.16	
		BUILDINGS & IMPROVEMNT OF BLDG						
220481 PO-220464	01/11/2022	21.026-01 GES PRECONST	1	21-0000-0-6200.00-0000-8500-110-000-134	NN P	4,979.50	4,979.50	
		BUILDINGS & IMPROVEMNT OF BLDG						
220481 PO-220464	01/11/2022	21.026-01 RES PRECONST	2	21-0000-0-6200.00-0000-8500-111-000-231	NN P	4,979.50	4,979.50	
		BUILDINGS & IMPROVEMNT OF BLDG						
220481 PO-220464	01/11/2022	21.026-01 GMS PRECONST	3	21-0000-0-6200.00-0000-8500-115-000-331	NN P	4,979.50	4,979.50	
		BUILDINGS & IMPROVEMNT OF BLDG						
220481 PO-220464	01/11/2022	21.026-01 GHS PRECONST	4	21-0000-0-6200.00-0000-8500-310-000-433	NN P	6,798.17	6,798.17	
		BUILDINGS & IMPROVEMNT OF BLDG						
		TOTAL PAYMENT AMOUNT		35,468.52 *			35,468.52	
		TOTAL FUND PAYMENT		35,468.52 **			35,468.52	

**MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER**

Gustine

DATE: 1/11/22
DISTRICT FUND: 25 - 5075 BATCH# 18
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT
TOTAL AMOUNT OF REGISTER: \$ 800.00

**01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065**

**CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)**

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J91205
JANUARY 07 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 JANUARY 07 WARRANT REG 2
FUND : 25 CAPITAL FACILITIES FUND

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<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		

103199/00 U.S. BANK

PV-220372 01/10/2022 6369779

25-0000-0-5899.00-0000-8500-112-000-000 NN

800.00

OTHER SERVICES, FEES, OP EXPS

TOTAL PAYMENT AMOUNT

800.00 *

800.00

TOTAL FUND

PAYMENT

800.00 **

800.00

TOTAL BATCH PAYMENT

429,894.48 ***

0.00

429,894.48

TOTAL DISTRICT PAYMENT

429,894.48 ****

0.00

429,894.48

TOTAL FOR ALL DISTRICTS:

429,894.48 ****

0.00

429,894.48

Number of checks to be printed: 42, not counting voids due to stub overflows.
Number of zero dollar checks: 2, will be printed.

429,894.48

Batch status: A All

From batch: 0019

To batch: 0019

Include Revolving Cash: Y

Include Address: N

Include Object Desc: Y

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

APPROVED FOR PAYMENT

**MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER**

Gustine

DATE: 1/24/22
DISTRICT FUND: 01 - 5070 BATCH# 19
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT
TOTAL AMOUNT OF REGISTER: \$ 100,588.64

**01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065**

**CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)**

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J96151
JANUARY 21 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0019 JANUARY 21 WARRANT REG 3
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.19 01/24/22 09:16 PAGE 1
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
103351/00	AFLAC							
PV-220401	01/24/2022	845323	01-0100-0-9556.00-0000-0000-000-000-000 NN			1,085.74		
			MISC DISTRICT VOL-DEDS (1)					
			TOTAL PAYMENT AMOUNT	1,085.74 *		1,085.74		
103972/00	ALHAMBRA							
PV-220392	01/21/2022	14376922 010222	01-0000-0-4300.00-0000-8200-112-000-000 NN			279.48		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT	279.48 *		279.48		
102520/00	ASSOCIATED VALUATION SERVICES							
220561 PO-220539	01/21/2022	6906	1 01-0000-0-4300.00-0000-7200-112-000-000 NY F		450.00	450.00		
			SUPPLIES					
220600 PO-220572	01/21/2022	6907	1 01-0000-0-4300.00-0000-7200-112-000-000 NY F		900.00	900.00		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT	1,350.00 *		1,350.00		
105660/00	AWESOME CHARTERS AND TOURS							
220532 PO-220515	01/21/2022	17612	1 01-3212-0-5866.00-0000-3600-112-000-000 NY P		850.00	850.00		
			PROFESSIONAL SERVICES					
			TOTAL PAYMENT AMOUNT	850.00 *		850.00		
012751/00	BSN SPORTS LLC							
220243 PO-220258	01/21/2022	915495460	1 01-0824-0-4300.00-1110-1000-115-000-206 NN P		276.47	276.47		
			SUPPLIES					
			TOTAL PAYMENT AMOUNT	276.47 *		276.47		
105285/00	BYRNES, ANTHONY							
220498 PO-220475	01/21/2022	GUSTINE ATHLETICS	1 01-3212-0-5866.00-1110-1000-310-000-000 NY F		1,000.00	1,000.00		
			PROFESSIONAL SERVICES					
			TOTAL PAYMENT AMOUNT	1,000.00 *		1,000.00		

014 Gustine Unified School Dist, J96151
JANUARY 21 WARRANT REG 2

ACCOUNTS PAYABLE PRELIST
BATCH: 0019 JANUARY 21 WARRANT REG 3
FUND : 01 GENERAL FUND/COUNTY SSF

APY500 L.00.19 01/24/22 09:16 PAGE 2
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS		Liq Amt		Net Amount
104825/00	CAMBRIUM LEARNING INC							
220492	PO-220472	01/21/2022	SIN077383A	1	01-3212-0-5201.00-1110-7410-112-000-000	NN F	4,800.00	4,800.00
					PROFESSIONAL DEVLPMNT TRAINING			
					TOTAL PAYMENT AMOUNT	4,800.00 *		4,800.00
103285/00	CITY OF GUSTINE							
	PV-220394	01/21/2022	SRO-0122		01-0000-0-5899.00-0000-8300-112-000-000	NN		4,770.00
					OTHER SERVICES, FEES, OP EXPS			
					TOTAL PAYMENT AMOUNT	4,770.00 *		4,770.00
104345/00	EMPLOYMENT DEVELOPMENT							
	PV-220388	01/21/2022	1-665-211-488 ACCT#776-0655-6		01-0100-0-9568.00-0000-0000-000-000	NN		16,062.66
					STATE DISABILITY INSURANCE			
					TOTAL PAYMENT AMOUNT	16,062.66 *		16,062.66
105486/00	ENGIE							
	PV-220386	01/21/2022	90036831		01-0000-0-5520.00-0000-8200-112-000-000	NN		2,191.93
					ELECTRICITY			
	PV-220386	01/21/2022	90036830		01-0000-0-5520.00-0000-8200-112-000-000	NN		1,166.00
					ELECTRICITY			
	PV-220386	01/21/2022	90036833		01-0000-0-5520.00-0000-8200-112-000-000	NN		1,392.40
					ELECTRICITY			
	PV-220386	01/21/2022	90036832		01-0000-0-5520.00-0000-8200-112-000-000	NN		1,667.07
					ELECTRICITY			
					TOTAL PAYMENT AMOUNT	6,417.74 *		6,417.74
102063/00	FILIPPINI, LISA							
220625	PO-220608	01/21/2022	REIM FOR WORKSHOP 01/20/22	1	01-0824-0-4300.00-1110-1000-112-000-205	NN F	500.00	269.38
					SUPPLIES			
					TOTAL PAYMENT AMOUNT	269.38 *		269.38
105043/00	FUENTES-AYALA, VERENIS							
	PV-220391	01/21/2022	PER-DIEM CASP SPRING CONF		01-6500-0-5220.00-5770-3150-112-000-000	NN		150.00
					MEALS			
					TOTAL PAYMENT AMOUNT	150.00 *		150.00

014 Gustine Unified School Dist. J96151
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ACCOUNTS PAYABLE PRELIST
BATCH: 0019 JANUARY 21 WARRANT REG 3
FUND : 01 GENERAL FUND/COUNTY SSF

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SQ	GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
104344/00	GARY'S RENT-A-CAN							
220429 PO-220398	01/21/2022	A-103242	1 01-1100-0-4300.00-1801-4200-310-000-000	NN F		456.14	328.08	
			SUPPLIES					
			TOTAL PAYMENT AMOUNT	328.08 *			328.08	
105286/00	GNR TRUCK WASH							
220053 PO-220052	01/21/2022	80656	1 01-0823-0-5899.00-0000-3600-112-000-000	NY P		55.00	55.00	
			OTHER SERVICES, FEES, OP EXPS					
220053 PO-220052	01/21/2022	81405	1 01-0823-0-5899.00-0000-3600-112-000-000	NY P		55.00	55.00	
			OTHER SERVICES, FEES, OP EXPS					
220053 PO-220052	01/21/2022	81501	1 01-0823-0-5899.00-0000-3600-112-000-000	NY P		55.00	55.00	
			OTHER SERVICES, FEES, OP EXPS					
			TOTAL PAYMENT AMOUNT	165.00 *			165.00	
036582/00	GOPHER SPORT							
220040 PO-220036	01/21/2022	IN73906	1 01-7425-0-4300.00-1110-1000-111-000-000	NN P		425.03	689.00	
			SUPPLIES					
220040 PO-220036	01/21/2022	CR16212	1 01-7425-0-4300.00-1110-1000-111-000-000	NN M		-464.40	-464.40	
			SUPPLIES					
			TOTAL PAYMENT AMOUNT	224.60 *			224.60	
105273/00	I.C. ELECTRONICS, INC							
220603 PO-220578	01/21/2022	18245	1 01-8150-0-5899.00-0000-8110-112-000-000	NN F		1,500.00	740.00	
			OTHER SERVICES, FEES, OP EXPS					
			TOTAL PAYMENT AMOUNT	740.00 *			740.00	
103744/00	J & F FERTILIZER							
PV-220397	01/24/2022	10233	01-0823-0-5640.00-0000-3600-112-000-000	NY			25.00	
			REPAIRS/MAINT OF EQUIPMENT					
PV-220397	01/24/2022	10228	01-0823-0-5640.00-0000-3600-112-000-000	NY			25.00	
			REPAIRS/MAINT OF EQUIPMENT					
PV-220397	01/24/2022	10225	01-0823-0-5640.00-0000-3600-112-000-000	NY			1,000.00	
			REPAIRS/MAINT OF EQUIPMENT					
PV-220397	01/24/2022	10232	01-0823-0-5640.00-0000-3600-112-000-000	NY			25.00	
			REPAIRS/MAINT OF EQUIPMENT					
PV-220397	01/24/2022	10230	01-0823-0-5640.00-0000-3600-112-000-000	NY			100.00	
			REPAIRS/MAINT OF EQUIPMENT					
PV-220397	01/24/2022	10229	01-0823-0-5640.00-0000-3600-112-000-000	NY			100.00	
			REPAIRS/MAINT OF EQUIPMENT					

014 Gustine Unified School Dist. J96151
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ACCOUNTS PAYABLE PRELIST
BATCH: 0019 JANUARY 21 WARRANT REG 3
FUND : 01 GENERAL FUND/COUNTY SSF

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.SO-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt		Net Amount
<hr/>								
		TOTAL PAYMENT AMOUNT		1,275.00 *				1,275.00
104363/00	JOE'S LANDSCAPING & CONCRT IN							
PV-220393	01/21/2022 16624		01-0000-0-5802.00-0000-8110-112-000-000 NN					9,527.25
			MAINTENANCE AGRMTS-NONEQUIP					
		TOTAL PAYMENT AMOUNT		9,527.25 *				9,527.25
105276/00	MID VALLEY IT							
PV-220389	01/21/2022 202140173		01-0000-0-5912.00-0000-2700-112-000-000 NN					10,600.00
			COMMUN - INTERNET SVCS/LINES					
		TOTAL PAYMENT AMOUNT		10,600.00 *				10,600.00
105184/00	MOVING MINDS							
220503 PO-220505	01/21/2022 IN30094	1	01-0824-0-4300.00-1110-1000-115-000-202 NN P			764.73		764.73
			SUPPLIES					
220503 PO-220505	01/21/2022 IN116119	1	01-0824-0-4300.00-1110-1000-115-000-202 NN P			576.66		576.66
			SUPPLIES					
		TOTAL PAYMENT AMOUNT		1,341.39 *				1,341.39
105668/00	NORTHERN SPEECH SERVICES INC							
220591 PO-220562	01/21/2022 1316215	1	01-6500-0-4300.00-5770-3150-112-000-000 NN F			374.00		304.94
			SUPPLIES					
		TOTAL PAYMENT AMOUNT		304.94 *				304.94
064370/00	OFFICE SUPPLY EXPRESS							
220506 PO-220503	01/21/2022 73150	1	01-1100-0-4300.00-1110-1000-115-000-000 NN F			291.28		291.28
			SUPPLIES					
		TOTAL PAYMENT AMOUNT		291.28 *				291.28
105636/00	OPEN UP RESOURCES							
220390 PO-220372	01/21/2022 IN-16465	1	01-6300-0-4100.00-1110-1000-310-000-000 NY F			216.50		216.50
			APPRVD TEXTBKS/CORE CURRICULA					
PV-220384	01/21/2022 INV-16465		01-6300-0-4100.00-1110-1000-310-000-000 NY					649.50
			APPRVD TEXTBKS/CORE CURRICULA					
		TOTAL PAYMENT AMOUNT		866.00 *				866.00

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ACCOUNTS PAYABLE PRELIST
BATCH: 0019 JANUARY 21 WARRANT REG 3
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		

101470/00	P G & E							
PV-220383	01/21/2022	5283038560-6	01/10/22	01-0000-0-5520.00-0000-8200-112-000-000	NN			14,383.41
				ELECTRICITY				
PV-220383	01/21/2022	5283038560-6	01/10/22	01-0000-0-5510.00-0000-8200-112-000-000	NN			5,492.45
				HEATING BUTANE, OIL				
PV-220383	01/21/2022	7032494767-3	01/10/22	01-0000-0-5520.00-0000-8200-112-000-000	NN			25.25
				ELECTRICITY				
PV-220383	01/21/2022	6065175391-9	01/10/22	01-0000-0-5520.00-0000-8200-112-000-000	NN			16.45
				ELECTRICITY				
PV-220383	01/21/2022	5200862197-2	01/10/22	01-0000-0-5510.00-0000-8200-112-000-000	NN			941.46
				HEATING BUTANE, OIL				
PV-220383	01/21/2022	5159195533-4	01/10/22	01-0000-0-5520.00-0000-8200-112-000-000	NN			6,051.33
				ELECTRICITY				
TOTAL PAYMENT AMOUNT						26,910.35 *		26,910.35
105197/00	PRINCIPAL LIFE INSURANCE							
PV-220399	01/24/2022	1083002-1001	02/01/22	01-0100-0-9556.00-0000-0000-000-000	NN			829.38
				MISC DISTRICT VOL-DEDS (1)				
TOTAL PAYMENT AMOUNT						829.38 *		829.38
00/00	PRUDENTIAL OVERALL SUPPLY							
220087	PO-220086	01/21/2022	80795315	1 01-8150-0-5560.00-0000-8110-112-000-000	NY P	131.56		131.56
				LAUNDRY/DRY CLEANING				
220087	PO-220086	01/21/2022	80795317	1 01-8150-0-5560.00-0000-8110-112-000-000	NY P	288.79		288.79
				LAUNDRY/DRY CLEANING				
220087	PO-220086	01/21/2022	80795316	1 01-8150-0-5560.00-0000-8110-112-000-000	NY P	155.09		155.09
				LAUNDRY/DRY CLEANING				
220087	PO-220086	01/21/2022	80795318	1 01-8150-0-5560.00-0000-8110-112-000-000	NY P	223.23		223.23
				LAUNDRY/DRY CLEANING				
TOTAL PAYMENT AMOUNT						798.67 *		798.67
105440/00	RIVERSIDE INSIGHTS							
220584	PO-220555	01/21/2022	INV105774	1 01-6500-0-4300.00-5770-3150-112-000-000	NN F	661.54		588.26
				SUPPLIES				
TOTAL PAYMENT AMOUNT						588.26 *		588.26

014 Gustine Unified School Dist. J96151
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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0	GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount	
104245/00	SAN JOAQUIN PEST CONTROL							
PV-220385	01/21/2022	202251	01-8150-0-5565.00-0000-8110-112-000-000	NN			200.00	
			PEST CONTROL					
			TOTAL PAYMENT AMOUNT	200.00 *			200.00	
101568/00	SCHOOL SERVICES OF CALIFORNIA							
PV-220395	01/21/2022	0132210-IN	01-0000-0-5899.00-0000-7200-112-000-000	NN			320.00	
			OTHER SERVICES, FEES, OP EXPS					
			TOTAL PAYMENT AMOUNT	320.00 *			320.00	
103885/00	STANDARD INSURANCE COMPANY							
PV-220398	01/24/2022	CT501236 01/20 - 02/01/22	01-0100-0-9556.00-0000-0000-000-000-000	NN			1,865.39	
			MISC DISTRICT VOL-DEDS (1)					
			TOTAL PAYMENT AMOUNT	1,865.39 *			1,865.39	
103447/00	SYNCB/AMAZON							
220065	PO-220064	01/21/2022	486376693734	1 01-0000-0-4300.00-0000-7200-112-000-000	NN P	29.98	29.98	
				SUPPLIES				
220065	PO-220064	01/21/2022	576689599456	1 01-0000-0-4300.00-0000-7200-112-000-000	NN P	27.20	27.20	
				SUPPLIES				
220065	PO-220064	01/21/2022	456975993397	1 01-0000-0-4300.00-0000-7200-112-000-000	NN P	21.64	21.64	
				SUPPLIES				
220065	PO-220064	01/21/2022	465453948385	1 01-0000-0-4300.00-0000-7200-112-000-000	NN P	81.04	81.04	
				SUPPLIES				
220065	PO-220064	01/21/2022	573763888464	1 01-0000-0-4300.00-0000-7200-112-000-000	NN P	88.70	88.70	
				SUPPLIES				
220587	PO-220558	01/21/2022	579937456959	1 01-7422-0-4300.00-1110-3140-112-000-000	NN P	181.40	181.40	
				SUPPLIES				
220588	PO-220559	01/21/2022	445964989579	1 01-7422-0-4300.00-1110-3140-112-000-000	NN P	161.95	161.95	
				SUPPLIES				
220588	PO-220559	01/21/2022	478853356843	1 01-7422-0-4300.00-1110-3140-112-000-000	NN P	25.81	25.81	
				SUPPLIES				
220588	PO-220559	01/21/2022	965957568978	1 01-7422-0-4300.00-1110-3140-112-000-000	NN P	8.61	8.61	
				SUPPLIES				
220589	PO-220560	01/21/2022	769869973963	1 01-0000-0-4300.00-1110-3140-112-000-000	NN P	73.25	73.25	
				SUPPLIES				
220590	PO-220561	01/21/2022	954334969784	1 01-0000-0-4300.00-1110-3140-112-000-000	NN F	152.53	152.53	
				SUPPLIES				
PV-220390	01/21/2022	954334969784	01-0000-0-4300.00-1110-3140-112-000-000	YN			25.54	
			SUPPLIES					

014 Gustine Unified School Dist. J96151
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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-OBJT.S0-GOAL-FUNC-SCH-DD1-DD2 T9MPS			Liq Amt	Net Amount	

TOTAL PAYMENT AMOUNT	877.65 *	877.65
TOTAL USE TAX AMOUNT		2.11

105198/00 TEXAS LIFE INSURANCE COMPANY

PV-220400	01/24/2022	SMDLK20220117001	01-0100-0-9556.00-0000-0000-000-000-000 NN		691.33
			MISC DISTRICT VOL-DEDS (1)		
TOTAL PAYMENT AMOUNT			691.33 *		691.33

105671/00 TUOLUMNE COUNTY

220627	PO-220610	01/21/2022	220141	1 01-7422-0-5200.00-0000-3120-112-000-000 NN F	394.12	394.12
				TRAVEL & CONFERENCE		
TOTAL PAYMENT AMOUNT				394.12 *		394.12

103843/00 UNITED SITE SERVICES OF CA INC

PV-220382	01/21/2022	114-1276378	01-0823-0-5899.00-0000-3600-112-000-000 NN		411.15
			OTHER SERVICES, FEES, OP EXPS		
TOTAL PAYMENT AMOUNT			411.15 *		411.15

10598/00 VAN DE POL

PV-220387	01/21/2022	CL18273	01-0000-0-4341.00-0000-8200-112-000-000 NN		316.29
			GAS, OIL LUBE, ETC		
PV-220387	01/21/2022	CL18273	01-8150-0-4341.00-0000-8110-112-000-000 NN		262.92
			GAS, OIL LUBE, ETC		
PV-220387	01/21/2022	CL18273	01-0824-0-4300.00-1110-1000-115-000-000 NN		121.37
			SUPPLIES		
PV-220396	01/24/2022	CL18265	01-0823-0-4341.00-0000-3600-112-000-000 NN		1,680.01
			GAS, OIL LUBE, ETC		
TOTAL PAYMENT AMOUNT			2,380.59 *		2,380.59

104503/00 VERIZON WIRELESS

220123	PO-220107	01/21/2022	9896318121	1 01-3212-0-5912.00-0000-2700-112-000-000 NN P	631.14	631.14
				COMMUN - INTERNET SVCS/LINES		
TOTAL PAYMENT AMOUNT				631.14 *		631.14

014 Gustine Unified School Dist. J96151
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ACCOUNTS PAYABLE PRELIST
BATCH: 0019 JANUARY 21 WARRANT REG 3
FUND : 01 GENERAL FUND/COUNTY SSF

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-0BJT.S0-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount			
101563/00	VFW POST #7635								
220617	PO-220606	01/21/2022	GUSTINE UNIFIED	1	01-0000-0-5899.00-0000-7200-112-000-000	NN	F	10.00	10.00
					OTHER SERVICES, FEES, OP EXPS				
			TOTAL PAYMENT AMOUNT		10.00 *				10.00
105638/00	WESTSIDE CONNECT								
220347	PO-220333	01/21/2022	301150	1	01-0000-0-5899.00-0000-7200-112-000-000	NY	P	350.00	350.00
					OTHER SERVICES, FEES, OP EXPS				
			TOTAL PAYMENT AMOUNT		350.00 *				350.00
105334/00	ZAYO GROUP, LLC								
220121	PO-220105	01/21/2022	2022010027929	1	01-3212-0-5912.00-0000-2700-112-000-000	NN	P	355.60	355.60
					COMMUN - INTERNET SVCS/LINES				
			TOTAL PAYMENT AMOUNT		355.60 *				355.60
			TOTAL FUND PAYMENT		100,588.64 **				100,588.64
			TOTAL USE TAX AMOUNT						2.11

**MERCED COUNTY OFFICE OF EDUCATION
CHECK REGISTER BATCH COVER**

Gustine

DATE: 1/24/22
DISTRICT FUND: 13 - 5077 BATCH# 19
DISTRICT NAME: 14 - GUSTINE UNIFIED SCHOOL DISTRICT
TOTAL AMOUNT OF REGISTER: \$ 58,334.06

**01-5070
11-5074
13-5077
14-5072
17-5071
21-5069
25-5075
35-5078
40-5065**

**CHECK LIST FOR CHECK REGISTERS
(PLEASE CHECKMARK EACH)**

- ☒ Verify cash for each fund
- ☒ Ensure deposits have been made at the County Treasurer by 11 a.m.
- ☒ Provide all pages of prelist and Cover Sheet for each fund on prelist (even if zero)
- ☒ Retain original prelist for your records
- ☒ Proper signed authorization for each batch

ALL BATCHES MUST BE RELEASED AND HELD FOR AUDIT

DISTRICT SERVICES USE ONLY

RECEIVED BY DISTRICT SERVICES: _____

AUDIT APPROVED: _____

CASH CHECKED: _____

RELEASED FOR PAYMENT: _____

014 Gustine Unified School Dist. J96151
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ACCOUNTS PAYABLE PRELIST
BATCH: 0019 JANUARY 21 WARRANT REG 3
FUND : 13 CAFETERIA SPECIAL REVENUE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD-RESC-Y-0BJT.SO-GOAL-FUNC-SCH-DD1-DD2	T9MPS	Liq Amt	Net Amount		
104029/00	SODEXO INC & AFFILIATES							
PV-220381	01/21/2022	1001973386	13-5310-0-4700.00-0000-3700-112-000-000 NN			36,026.17		
			FOOD					
PV-220381	01/21/2022	1001973386	13-5310-0-4700.00-0000-3700-112-000-000 NN			-4,000.00		
			FOOD					
PV-220381	01/21/2022	1001973386	13-5310-0-4799.00-0000-3700-112-599-000 NN			229.68		
			MISCELLANEOUS FOOD SUPPLIES					
PV-220381	01/21/2022	1001973386	13-5310-0-4300.00-0000-3700-112-000-000 NN			2,294.69		
			SUPPLIES					
PV-220381	01/21/2022	1001973386	13-5310-0-5866.00-0000-3700-112-000-000 NN			6,097.45		
			PROFESSIONAL SERVICES					
PV-220381	01/21/2022	1001973386	13-5310-0-5899.00-0000-3700-112-000-000 NN			2,127.13		
			OTHER SERVICES, FEES, OP EXPS					
PV-220381	01/21/2022	1001973386	13-5320-0-4700.00-0000-3700-112-000-000 NN			8,201.12		
			FOOD					
PV-220381	01/21/2022	1001973386	13-5320-0-4300.00-0000-3700-112-000-000 NN			1,051.78		
			SUPPLIES					
PV-220381	01/21/2022	1001973386	13-5320-0-5866.00-0000-3700-112-000-000 NN			4,729.92		
			PROFESSIONAL SERVICES					
PV-220381	01/21/2022	1001973386	13-5320-0-5899.00-0000-3700-112-000-000 NN			1,576.12		
			OTHER SERVICES, FEES, OP EXPS					
			TOTAL PAYMENT AMOUNT	58,334.06 *		58,334.06		
			TOTAL FUND PAYMENT	58,334.06 **		58,334.06		
			TOTAL BATCH PAYMENT	158,922.70 ***	0.00	158,922.70		
			TOTAL USE TAX AMOUNT			2.11		
			TOTAL DISTRICT PAYMENT	158,922.70 ****	0.00	158,922.70		
			TOTAL USE TAX AMOUNT			2.11		
			TOTAL FOR ALL DISTRICTS:	158,922.70 ****	0.00	158,922.70		
			TOTAL USE TAX AMOUNT			2.11		

Number of checks to be printed: 40, not counting voids due to stub overflows. 158,922.70

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

February 9, 2022

AGENDA ITEM TITLE: 2020-2021 District Audit

AGENDA SECTION: Action

PRESENTED BY: Christine Ortega, Chief Business Officer

RECOMMENDATIONS:

It is recommended that the Board of Trustees approve the 2020-2021 District Audit.

SUMMARY:

In accordance with Assembly Bill 3627, Chapter 1002, as it pertains to Education Code section 41020.3; the Governing Board must review and accept the prior year's Financial Report/Audit, at a public meeting.

Christy White, Partner with Christy White Associates, our independent auditors, will be present to review the 2020-2021 District Audit.

FISCAL IMPACT: N/A

BUDGET CATEGORY: N/A



GUSTINE UNIFIED SCHOOL DISTRICT

**AUDIT REPORT
JUNE 30, 2021**

GUSTINE
UNIFIED SCHOOL DISTRICT

GUSTINE UNIFIED SCHOOL DISTRICT
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JUNE 30, 2021

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JUNE 30, 2021**

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FINANCIAL SECTION



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

INDEPENDENT AUDITORS' REPORT

Governing Board
Gustine Unified School District
Gustine, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Gustine Unified School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Gustine Unified School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Gustine Unified School District, as of June 30, 2021, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

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Emphasis of Matter

Change in Accounting Principle

As described in Note 15 to the basic financial statements, the Gustine Unified School District adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 84, *Fiduciary Activities*, which established accounting and financial reporting standards for the identification and reporting of fiduciary activities. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, budgetary comparison information, schedule of changes in net OPEB liability and related ratios, schedules of proportionate share of net pension liability, and schedules of District contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Gustine Unified School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 31, 2022 on our consideration of Gustine Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Gustine Unified School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Gustine Unified School District's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
January 31, 2022

GUSTINE UNIFIED SCHOOL DISTRICT MANAGEMENT'S DISCUSSION AND ANALYSIS

INTRODUCTION

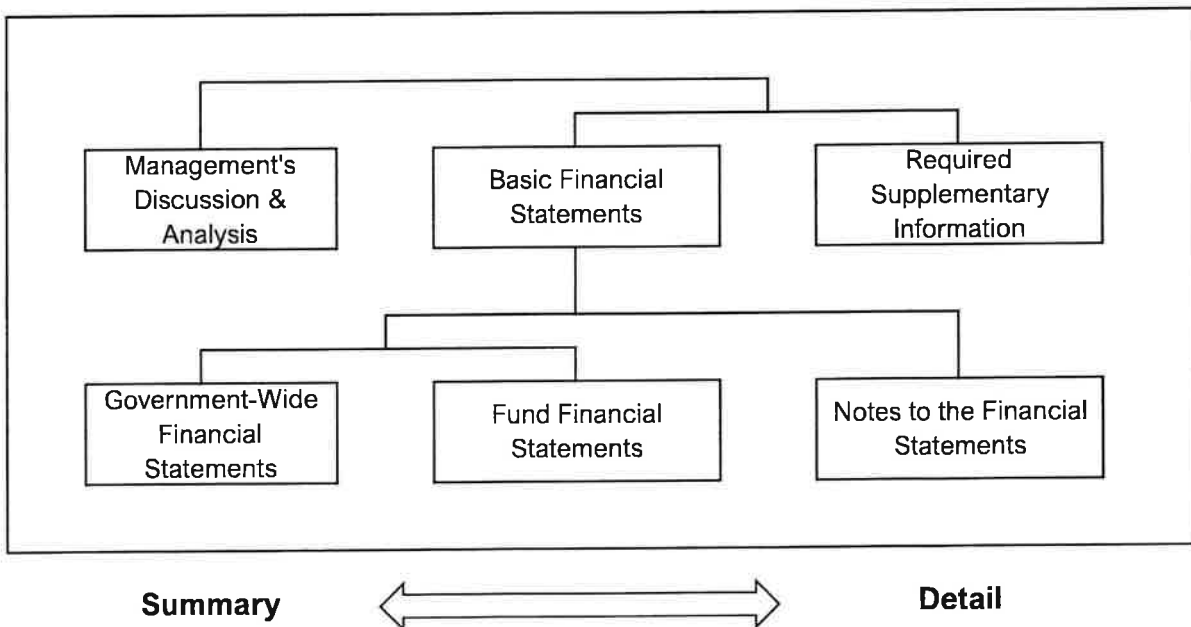
Our discussion and analysis of Gustine Unified School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2021. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- The District's net position was \$748,992 at June 30, 2021. This was an increase of \$2,560,994 from the prior year, after restatement.
- Overall revenues were \$29,901,847 which exceeded expenses of \$27,340,853.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financial Section



**GUSTINE UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

OVERVIEW OF FINANCIAL STATEMENTS (continued)

Components of the Financial Section (continued)

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.
 - **Governmental Funds** provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Local control formula funding and federal and state grants finance most of these activities.

**GUSTINE UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was \$748,992 at June 30, 2021, as reflected in the table below. Of this amount, \$(11,804,331) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the Governing Board's ability to use that net position for day-to-day operations.

	Governmental Activities		
	2021	2020	Net Change
ASSETS			
Current and other assets	\$ 16,842,098	\$ 11,697,540	\$ 5,144,558
Capital assets	27,912,966	28,077,301	(164,335)
Total Assets	44,755,064	39,774,841	4,980,223
DEFERRED OUTFLOWS OF RESOURCES	6,391,701	6,421,434	(29,733)
LIABILITIES			
Current liabilities	3,780,642	3,325,401	455,241
Long-term liabilities	45,081,621	43,387,905	1,693,716
Total Liabilities	48,862,263	46,713,306	2,148,957
DEFERRED INFLOWS OF RESOURCES	1,535,510	1,909,746	(374,236)
NET POSITION			
Net investment in capital assets	9,608,466	8,630,947	977,519
Restricted	2,944,857	1,808,830	1,136,027
Unrestricted	(11,804,331)	(12,866,554)	1,062,223
Total Net Position	\$ 748,992	\$ (2,426,777)	\$ 3,175,769

**GUSTINE UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement and rearranges it slightly, so you can see our total revenues and expenses for the year.

	Governmental Activities		
	2021	2020	Net Change
REVENUES			
Program revenues			
Charges for services	\$ 91,612	\$ 81,572	\$ 10,040
Operating grants and contributions	7,170,158	3,323,197	3,846,961
Capital grants and contributions	1,229,997	-	1,229,997
General revenues			
Property taxes	4,676,283	4,614,322	61,961
Unrestricted federal and state aid	16,441,689	16,559,760	(118,071)
Other	292,108	781,192	(489,084)
Total Revenues	29,901,847	25,360,043	4,541,804
EXPENSES			
Instruction	13,500,347	13,159,113	341,234
Instruction-related services	2,378,714	2,164,323	214,391
Pupil services	3,545,732	4,092,834	(547,102)
General administration	2,143,727	2,342,923	(199,196)
Plant services	2,633,845	2,515,751	118,094
Ancillary and community services	303,187	182,187	121,000
Debt service	1,003,550	721,981	281,569
Other outgo	549,041	541,912	7,129
Depreciation	1,282,710	1,084,628	198,082
Total Expenses	27,340,853	26,805,652	535,201
Change in net position	2,560,994	(1,445,609)	4,006,603
Net Position - Beginning, as Restated*	(1,812,002)	(981,168)	(830,834)
Net Position - Ending	\$ 748,992	\$ (2,426,777)	\$ 3,175,769

*Beginning net position was restated for the 2021 year only.

The cost of all our governmental activities this year was \$27,340,853 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only \$4,676,283 because a portion of the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions and unrestricted federal and state aid.

**GUSTINE UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position (continued)

In the table below, we have presented the net cost of each of the District's functions. Net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

	Net Cost of Services	
	2021	2020
Instruction	\$ 7,942,551	\$ 11,980,806
Instruction-related services	2,122,161	2,159,552
Pupil services	1,713,167	2,402,411
General administration	1,804,185	1,904,945
Plant services	2,228,232	2,508,968
Ancillary and community services	285,513	182,187
Debt service	1,003,550	721,981
Transfers to other agencies	467,017	455,405
Depreciation	1,282,710	1,084,628
Total Expenses	\$ 18,849,086	\$ 23,400,883

FINANCIAL ANALYSIS OF THE DISTRICT'S MAJOR FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of \$13,763,504, which is more than this year's restated beginning fund balance of \$9,792,325. The District's General Fund had \$3,718,661 more in operating revenues than expenditures for the year ended June 30, 2021. The District's Building Fund had a change in fund balance of \$236,041 for the year ended June 30, 2021 primarily due to an interfund transfer in from the County School Facilities Fund that was offset by bond-related expenditures.

CURRENT YEAR BUDGET 2020-2021

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval on a regular basis to reflect changes to both revenues and expenditures that become known during the year. In addition, the Board of Education approves financial projections included with the Adopted Budget, First Interim, and Second Interim financial reports. The Unaudited Actuals reflect the District's financial projections and current budget based on State and local financial information.

**GUSTINE UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

CAPITAL ASSETS AND LONG-TERM LIABILITIES

Capital Assets

By the end of 2020-2021 the District had invested \$27,912,966 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2021	2020	Net Change
CAPITAL ASSETS			
Land	\$ 1,671,212	\$ 1,671,212	\$ -
Construction in progress	8,600,815	7,873,457	727,358
Land improvements	3,136,431	3,052,733	83,698
Buildings & improvements	33,703,970	33,416,006	287,964
Furniture & equipment	2,351,014	2,331,659	19,355
Accumulated depreciation	(21,550,476)	(20,267,766)	(1,282,710)
Total Capital Assets	\$ 27,912,966	\$ 28,077,301	\$ (164,335)

Long-Term Liabilities

At year-end, the District had \$45,081,621 in long-term liabilities, an increase of 4% from last year – as shown in the table below. (More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.)

	Governmental Activities		
	2021	2020	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	\$ 13,418,925	\$ 13,493,279	\$ (74,354)
Total certificates of participation	5,850,000	6,118,000	(268,000)
Construction settlement	-	65,383	(65,383)
Capital leases	302,065	462,997	(160,932)
Compensated absences	55,405	102,296	(46,891)
Net OPEB liability	3,417,859	3,278,062	139,797
Net pension liability	22,503,173	20,436,557	2,066,616
Less: current portion of long-term liabilities	(465,806)	(568,669)	102,863
Total Long-term Liabilities	\$ 45,081,621	\$ 43,387,905	\$ 1,693,716

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

At the time these financial statements were prepared and audited, the District was aware of several circumstances that could affect its future financial health.

In its March 2021 and June 2021 quarterly reports, the UCLA Anderson Forecast anticipated a robust recovery from the COVID-19-induced recession that began in March 2020. However, in its September 2021 quarterly report, hopes for blockbuster economic growth have been tempered by the spread of the delta variant and stagnating vaccination rates, which in turn have led to consumer caution and supply constraints. As a result, what could have been a couple of years of blockbuster economic performance will now likely feature solid but unspectacular growth. The economy is currently down 5.3 million payroll jobs from its pre-COVID peak, and there is little evidence to suggest that the expiration of enhanced unemployment benefits will lead to a surge in job applications.

**GUSTINE UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET (continued)

Fiscal policy for the funding of public education changes annually based on fluctuations in State revenues. Governor Gavin Newsom's "California Comeback Plan" includes a mix of ongoing and one-time investments of \$100 billion made possible by an unanticipated surge in state revenues and robust federal stimulus funding.

Landmark legislation passed in year 2013 reformed California school district finance by creating the Local Control Funding Formula (LCFF). The LCFF is designed to provide a flexible funding mechanism that links student achievement to state funding levels. The LCFF provides a per-pupil base grant amount, by grade span, that is augmented by supplemental funding for targeted student groups in low-income brackets, those that are English language learners and foster youth.

Factors related to LCFF that the District is monitoring include: (1) estimates of funding in the next budget year and beyond; (2) the Local Control and Accountability Plan (LCAP) that aims to link student accountability measurements to funding allocations; (3) ensuring the integrity of reporting student data through the California Longitudinal Pupil Achievement Data System (CALPADS); and (4) meeting annual compliance and audit requirements.

The May 2021 Budget Revision provides additional funding to further reduce the funding deferrals that were included in the 2020-21 Enacted Budget. The Governor's Budget in January proposed paying down \$9.2 billion of the K-12 deferrals. The May 2021 Budget Revision proposes paying down an additional \$1.1 billion, leaving a balance of \$2.6 billion at the end of the 2021-22 fiscal year.

The District participates in state employee pensions plans, California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2021. The amount of the liability is material to the financial position of the District. Beginning in 2021-22, the CalSTRS Board has limited authority to increase or decrease rates by a maximum of 1% annually (not to exceed 20.25% of creditable compensation), the projected employer contribution rate for 2021-22 is 16.92%. The CalPERS Board adopted an employer contribution rate of 22.91% for 2021-22. The projected increased pension costs to school employers remain a significant fiscal factor.

Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, inter-district transfers in or out, economic conditions and housing values. Losses in enrollment will cause a school district to lose operating revenues without necessarily permitting the district to make adjustments in fixed operating costs.

All of these factors were considered in preparing the District's budget for the 2021-22 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Chief Business Officer at Gustine Unified School District, 1500 Meredith Avenue, Gustine, California, 95322, or by phone at 209-854-3784.

GUSTINE UNIFIED SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2021

	Governmental Activities
ASSETS	
Cash and investments	\$ 11,971,776
Accounts receivable	4,705,444
Prepaid expenses	164,878
Capital assets, not depreciated	10,272,027
Capital assets, net of accumulated depreciation	17,640,939
Total Assets	<u>44,755,064</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	5,893,062
Deferred outflows related to OPEB	498,639
Total Deferred Outflows of Resources	<u>6,391,701</u>
LIABILITIES	
Accrued liabilities	2,551,336
Unearned revenue	763,500
Long-term liabilities, current portion	465,806
Long-term liabilities, non-current portion	45,081,621
Total Liabilities	<u>48,862,263</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	623,319
Deferred inflows related to OPEB	912,191
Total Deferred Inflows of Resources	<u>1,535,510</u>
NET POSITION	
Net investment in capital assets	9,608,466
Restricted:	
Capital projects	772,776
Debt service	136,270
Educational programs	1,487,686
Food service	359,284
Associated student body	188,841
Unrestricted	(11,804,331)
Total Net Position	<u>\$ 748,992</u>

The accompanying notes are an integral part of these financial statements.

**GUSTINE UNIFIED SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021**

Function/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
GOVERNMENTAL ACTIVITIES					
Instruction	\$ 13,500,347	\$ 86,006	\$ 4,241,793	\$ 1,229,997	\$ (7,942,551)
Instruction-related services					
Instructional supervision and administration	31,821	-	2,505	-	(29,316)
Instructional library, media, and technology	69,376	-	-	-	(69,376)
School site administration	2,277,517	-	254,048	-	(2,023,469)
Pupil services					
Home-to-school transportation	569,717	-	29,247	-	(540,470)
Food services	1,114,971	-	1,052,928	-	(62,043)
All other pupil services	1,861,044	-	750,390	-	(1,110,654)
General administration					
Centralized data processing	46,980	-	43,700	-	(3,280)
All other general administration	2,096,747	5,606	290,236	-	(1,800,905)
Plant services	2,633,845	-	405,613	-	(2,228,232)
Ancillary services	303,187	-	17,674	-	(285,513)
Interest on long-term debt	1,003,550	-	-	-	(1,003,550)
Other outgo	549,041	-	82,024	-	(467,017)
Depreciation (unallocated)	1,282,710	-	-	-	(1,282,710)
Total Governmental Activities	\$ 27,340,853	\$ 91,612	\$ 7,170,158	\$ 1,229,997	(18,849,086)
General revenues					
Taxes and subventions					
Property taxes, levied for general purposes					4,043,909
Property taxes, levied for debt service					613,854
Property taxes, levied for other specific purposes					18,520
Federal and state aid not restricted for specific purposes					16,441,689
Interest and investment earnings					168,707
Miscellaneous					123,401
Subtotal, General Revenue					21,410,080
CHANGE IN NET POSITION					2,560,994
Net Position - Beginning, as Restated					(1,812,002)
Net Position - Ending					\$ 748,992

The accompanying notes are an integral part of these financial statements.

**GUSTINE UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2021**

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS				
Cash and investments	\$ 9,219,675	\$ 1,272,027	\$ 1,480,074	\$ 11,971,776
Accounts receivable	4,462,890	-	242,554	4,705,444
Due from other funds	132,930	-	256,472	389,402
Prepaid expenditures	164,878	-	-	164,878
Total Assets	\$ 13,980,373	\$ 1,272,027	\$ 1,979,100	\$ 17,231,500
LIABILITIES				
Accrued liabilities	\$ 2,281,081	\$ 5,537	\$ 28,476	\$ 2,315,094
Due to other funds	256,472	-	132,930	389,402
Unearned revenue	757,279	-	6,221	763,500
Total Liabilities	3,294,832	5,537	167,627	3,467,996
FUND BALANCES				
Nonspendable	169,878	-	200	170,078
Restricted	1,473,947	1,266,490	1,707,152	4,447,589
Committed	-	-	104,121	104,121
Unassigned	9,041,716	-	-	9,041,716
Total Fund Balances	10,685,541	1,266,490	1,811,473	13,763,504
Total Liabilities and Fund Balances	\$ 13,980,373	\$ 1,272,027	\$ 1,979,100	\$ 17,231,500

The accompanying notes are an integral part of these financial statements.

GUSTINE UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET
POSITION
JUNE 30, 2021

Total Fund Balance - Governmental Funds **\$ 13,763,504**

Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets:

In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation:

Capital assets	\$ 49,463,442	
Accumulated depreciation	<u>(21,550,476)</u>	27,912,966

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatrued interest owing at the end of the period was:

(236,242)

Long-term liabilities:

In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

Total general obligation bonds	\$ 13,418,925	
Total certificates of participation	5,850,000	
Capital leases	302,065	
Compensated absences	55,405	
Net OPEB liability	3,417,859	
Net pension liability	<u>22,503,173</u>	(45,547,427)

Deferred outflows and inflows of resources relating to pensions:

In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.

Deferred outflows of resources related to pensions	\$ 5,893,062	
Deferred inflows of resources related to pensions	<u>(623,319)</u>	5,269,743

Deferred outflows and inflows of resources relating to OPEB:

In governmental funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to OPEB are reported.

Deferred outflows of resources related to OPEB	\$ 498,639	
Deferred inflows of resources related to OPEB	<u>(912,191)</u>	(413,552)

Total Net Position - Governmental Activities		<u>\$ 748,992</u>
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**GUSTINE UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2021**

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES				
LCFF sources	\$ 20,022,158	\$ -	\$ 83,546	\$ 20,105,704
Federal sources	3,801,110	-	1,041,705	4,842,815
Other state sources	2,985,792	-	1,398,106	4,383,898
Other local sources	446,004	11,835	821,445	1,279,284
Total Revenues	27,255,064	11,835	3,344,802	30,611,701
EXPENDITURES				
Current				
Instruction	13,147,584	-	51,735	13,199,319
Instruction-related services				
Instructional supervision and administration	31,264	-	-	31,264
Instructional library, media, and technology	60,975	-	-	60,975
School site administration	2,041,029	-	141,392	2,182,421
Pupil services				
Home-to-school transportation	520,146	-	-	520,146
Food services	62,214	-	995,545	1,057,759
All other pupil services	1,768,108	-	9,281	1,777,389
General administration				
Centralized data processing	46,980	-	-	46,980
All other general administration	1,720,372	-	52,313	1,772,685
Plant services	2,476,433	-	-	2,476,433
Facilities acquisition and maintenance	42,208	1,005,791	113,244	1,161,243
Ancillary services	170,443	-	127,088	297,531
Transfers to other agencies	583,395	-	-	583,395
Debt service				
Principal	428,932	-	40,000	468,932
Interest and other	436,320	-	567,730	1,004,050
Total Expenditures	23,536,403	1,005,791	2,098,328	26,640,522
Excess (Deficiency) of Revenues Over Expenditures	3,718,661	(993,956)	1,246,474	3,971,179
Other Financing Sources (Uses)				
Transfers in	-	1,229,997	172,926	1,402,923
Transfers out	(172,926)	-	(1,229,997)	(1,402,923)
Net Financing Sources (Uses)	(172,926)	1,229,997	(1,057,071)	-
NET CHANGE IN FUND BALANCE	3,545,735	236,041	189,403	3,971,179
Fund Balance - Beginning, as Restated	7,139,806	1,030,449	1,622,070	9,792,325
Fund Balance - Ending	\$ 10,685,541	\$ 1,266,490	\$ 1,811,473	\$ 13,763,504

The accompanying notes are an integral part of these financial statements.

**GUSTINE UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021**

Net Change in Fund Balances - Governmental Funds \$ 3,971,179

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Capital outlay:

In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay:	\$	1,118,375	
Depreciation expense:		<u>(1,282,710)</u>	(164,335)

Debt service:

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:

468,932

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was:

500

Compensated absences:

In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amount earned. The difference between compensated absences paid and compensated absences earned, was:

46,891

Other expenditures relating to prior periods:

Certain expenditures recognized in governmental funds relate to prior periods. Typical examples are payments on structured legal settlements or retirement incentives paid over time. These expenditures are recognized in the government-wide statement of activities in the period in which the obligations were first incurred, so they must not be recognized again in the current period. Expenditures relating to prior periods for construction settlements were:

65,383

(continued on the next page)

**GUSTINE UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES, continued
FOR THE YEAR ENDED JUNE 30, 2021**

Postemployment benefits other than pensions (OPEB):

In governmental funds, OPEB expenses are recognized when employer OPEB contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year, the difference between OPEB expenses and actual employer OPEB contributions was:

(221,513)

Pensions:

In governmental funds, pension costs are recognized when employer contributions are made. In the government-wide statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and employer contributions was:

(1,640,397)

Amortization of debt issuance premium or discount:

In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized over the life of the debt. Amortization of premium or discount for the period is:

34,354

Change in Net Position of Governmental Activities

\$	2,560,994
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**GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The Gustine Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades K-12 as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

B. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. The District has no such component units.

C. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation

Fund Financial Statements. The fund financial statements provide information about the District's funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code Section 15146*) and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code Section 17462*) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code Section 41003*).

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Student Activity Fund: This fund may be used to account for student body activities that do not meet the fiduciary criteria established in GASB Statement No. 84.

Adult Education Fund: This fund is used to account separately for federal, state, and local revenues for adult education programs. Money in this fund shall be expended for adult education purposes only. Moneys received for programs other than adult education shall not be expended for adult education (*Education Code Sections 52616[b] and 52501.5[a]*).

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code Sections 38090–38093*). The Cafeteria Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code Sections 38091 and 38100*).

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Non-Major Governmental Funds (continued)

Special Revenue Funds (continued)

Deferred Maintenance Fund: This fund is used to account separately for state apportionments and the District's contributions for deferred maintenance purposes (*Education Code Sections 17582–17587*). In addition, whenever the state funds provided pursuant to *Education Code Sections 17584 and 17585* (apportionments from the State Allocation Board) are insufficient to fully match the local funds deposited in this fund, the governing board of a school district may transfer the excess local funds deposited in this fund to any other expenditure classifications in other funds of the District (*Education Code Sections 17582 and 17583*).

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code Sections 17620–17626*). The authority for these levies may be county/city ordinances (*Government Code Sections 65970–65981*) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (*Government Code Section 66006*).

County School Facilities Fund: This fund is established pursuant to *Education Code Section 17070.43* to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), or the 2004 State School Facilities Fund (Proposition 55) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code Section 17070 et seq.*).

Special Reserve Fund for Capital Outlay Projects: This fund exists primarily to provide for the accumulation of General Fund moneys for capital outlay purposes (*Education Code Section 42840*).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections 15125–15262*). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus

Government-Wide Financial Statements

The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

Governmental Funds

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Generally, "available" means collectible within the current period or within 60 days after year-end. However, to achieve comparability of reporting among California school districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for school districts as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from the grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Unearned Revenue (continued)

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

Cash and Cash Equivalents

The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Inventories

Inventories consist of expendable food and supplies held for consumption. Inventories are stated at cost, on the first-in, first-out basis. The costs of inventory items are recorded as expenditures in the governmental type funds.

Capital Assets

The accounting and reporting treatment applied to the capital assets associated with a fund is determined by its measurement focus. Capital assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

Capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their acquisition value as of the date received. The District maintains a capitalization threshold of \$5,000. The District does not own any infrastructure as defined in GASB Statement No. 34. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized. All reported capital assets, except for land and construction in progress, are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets.

**GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Capital Assets (continued)

Depreciation is computed using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Life</u>
Buildings	20 to 50 years
Improvements/Infrastructure	5 to 50 years
Equipment	2 to 15 years

Interfund Balances

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "Due from other funds/Due to other funds."

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resource. These amounts are recorded in the fund from which the employees who have accumulated leave are paid.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken because such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources related to OPEB and deferred inflows of resources related to OPEB, and OPEB expense have been determined by an independent actuary. For this purpose, benefit payments are recognized when currently due and payable in accordance with the benefit terms.

Generally accepted accounting principles require the reported results must pertain to liability and asset information within certain defined timeframes. For this report, the following timeframes are used:

Valuation Date	June 30, 2020
Measurement Date	June 30, 2021
Measurement Period	July 1, 2020 to June 30, 2021

Gains and losses related to changes in net OPEB liability are recognized in OPEB expense systematically over time. The first amortized amounts are recognized in OPEB expense for the year the gain or loss occurs. The remaining amounts are categorized as deferred outflows and deferred inflows of resources related to OPEB and are to be recognized in future OPEB expense. The amortization period differs depending on the source of gain or loss. The difference between projected and actual earnings is amortized on a straight-line basis over five years. All other amounts are amortized on a straight-line basis over the average expected remaining service lives of all members that are provided with benefits (active, inactive, and retired) at the beginning of the measurement period.

Premiums and Discounts

In the government-wide financial statements, long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method.

Deferred Outflows/Deferred Inflows of Resources

In addition to assets, the District will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Fund Balance

Fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable - The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted - The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

Committed - The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Governing Board. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the Governing Board.

Assigned - The assigned fund balance classification reflects amounts that the government *intends* to be used for specific purposes. Assignments may be established either by the Governing Board or by a designee of the governing body, and are subject to neither the restricted nor committed levels of constraint. In contrast to the constraints giving rise to committed fund balance, constraints giving rise to assigned fund balance are not required to be imposed, modified, or removed by formal action of the Governing Board. The action does not require the same level of formality and may be delegated to another body or official. Additionally, the assignment need not be made before the end of the reporting period, but rather may be made any time prior to the issuance of the financial statements.

Unassigned - In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

The District applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned and unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

F. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the governmental activities columns of the statement of activities.

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

I. Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

J. New Accounting Pronouncements

GASB Statement No. 84 – In January 2017, GASB issued Statement No. 84, *Fiduciary Activities*. This standard's primary objective is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after December 15, 2019. The District has implemented this Statement as of June 30, 2021.

GASB Statement No. 87 – In June 2017, GASB issued Statement No. 87, *Leases*. This standard's primary objective is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after June 15, 2021. The District has not yet determined the impact on the financial statements.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. New Accounting Pronouncements (continued)

GASB Statement No. 91 – In May 2019, GASB issued Statement No. 91, *Conduit Debt Obligations*. This standard's primary objectives are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after December 15, 2021. The District has not yet determined the impact on the financial statements.

GASB Statement No. 92 – In January 2020, GASB issued Statement No. 92, *Omnibus 2020*. This standard's primary objectives are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. A portion of this statement was effective upon issuance, while the majority of this statement was postponed by GASB Statement No. 95 and is effective for periods beginning after June 15, 2021. The District has implemented the requirements that were effective upon issuance but has not yet determined the impact on the financial statements for the requirements of this statement that are not yet effective.

GASB Statement No. 97 – In June 2020, GASB issued Statement No. 97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans* – an amendment of GASB Statements No. 14 and No. 84, and a supersession of GASB Statement No. 32. This standard's primary objectives are to increase consistency and comparability related to reporting fiduciary component units in circumstances in which a potential component unit does not have a governing board and the primary government performs the duties that a governing board typically would perform; to mitigate costs associated with the reporting of certain defined contribution pension plans, defined contribution other postemployment benefit (OPEB) plans, and employee benefit plans other than pension plans or OPEB plans (other employee benefit plans) as fiduciary component units in fiduciary fund financial statements; and to enhance the relevance, consistency, and comparability of the accounting and financial reporting for Internal Revenue Code (IRC) Section 457 deferred compensation plans (Section 457 plans) that meet the definition of a pension plan and for benefits provided through those plans. The statement is effective for periods beginning after June 15, 2021. The District has not yet determined the impact on the financial statements.

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental Activities
Investment in county treasury	\$ 11,703,716
Cash on hand and in banks	262,592
Cash with fiscal agent	268
Cash in revolving fund	5,200
Total	\$ 11,971,776

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 2 – CASH AND INVESTMENTS (continued)

B. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section 41001*. The Merced County Treasurer's pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County's investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District's investment in the pool is based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Cash with Fiscal Agent – This represents amounts held by a third-party custodian in the District's name to be used for capital projects.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 2 – CASH AND INVESTMENTS (continued)

C. General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies the investment types permitted by California Government Code.

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U. S. Treasury Obligations	5 years	None	None
U. S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

D. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately \$11,665,470 and an amortized book value of \$11,703,716. The average weighted maturity for this pool is 658 days.

E. Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated. As of June 30, 2021, the pooled investments in the County Treasury were not rated.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 2 – CASH AND INVESTMENTS (continued)

F. Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2021, the District's bank balance was not exposed to custodial credit risk.

G. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Merced County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

The District's fair value measurements at June 30, 2021 were as follows:

	<u>Uncategorized</u>
Investment in county treasury	\$ 11,665,470
Total	<u>\$ 11,665,470</u>

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2021 consisted of the following:

	General Fund	Non-Major Governmental Funds	Governmental Activities
Federal Government			
Categorical aid	\$ 791,160	\$ 227,833	\$ 1,018,993
State Government			
Apportionment	3,224,270	14,721	3,238,991
Categorical aid	52,992	-	52,992
Lottery	119,516	-	119,516
Local Government			
Other local sources	274,952	-	274,952
Total	\$ 4,462,890	\$ 242,554	\$ 4,705,444

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2021 was as follows:

	Balance July 01, 2020	Additions	Deletions	Balance June 30, 2021
Governmental Activities				
Capital assets not being depreciated				
Land	\$ 1,671,212	\$ -	\$ -	\$ 1,671,212
Construction in progress	7,873,457	992,412	265,054	8,600,815
Total Capital Assets not Being Depreciated	9,544,669	992,412	265,054	10,272,027
Capital assets being depreciated				
Land improvements	3,052,733	83,698	-	3,136,431
Buildings & improvements	33,416,006	287,964	-	33,703,970
Furniture & equipment	2,331,659	19,355	-	2,351,014
Total Capital Assets Being Depreciated	38,800,398	391,017	-	39,191,415
Less Accumulated Depreciation				
Land improvements	2,873,850	17,614	-	2,891,464
Buildings & improvements	16,189,420	1,037,488	-	17,226,908
Furniture & equipment	1,204,496	227,608	-	1,432,104
Total Accumulated Depreciation	20,267,766	1,282,710	-	21,550,476
Governmental Activities				
Capital Assets, net	\$ 28,077,301	\$ 100,719	\$ 265,054	\$ 27,912,966

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 5 – INTERFUND TRANSACTIONS

A. Interfund Receivables/Payables (Due From/Due To)

Individual interfund receivable and payable balances at June 30, 2021 were as follows:

	Due To Other Funds	Due From Other Funds		
		General Fund	Non-Major Governmental Funds	Total
General Fund		\$ -	\$ 256,472	\$ 256,472
Non-Major Governmental Funds		132,930	-	132,930
Total		\$ 132,930	\$ 256,472	\$ 389,402

Due from the General Fund to the Adult Education Fund for contribution to the program.	\$ 101,175
Due from the General Fund to the Cafeteria Fund for contribution to program.	71,751
Due from the General Fund to the Deferred Maintenance Fund for maintenance project.	83,546
Due from the Adult Education Fund to the General Fund for temporary borrowing.	91,389
Due from the Cafeteria Fund to the General Fund for temporary borrowing.	41,541
Total	\$ 389,402

B. Operating Transfers

Interfund transfers for the year ended June 30, 2021 consisted of the following:

	Interfund Transfers Out	Interfund Transfers In		
		Building Fund	Non-Major Governmental Funds	Total
General Fund		\$ -	\$ 172,926	\$ 172,926
Non-Major Governmental Funds		1,229,997	-	1,229,997
Total		\$ 1,229,997	\$ 172,926	\$ 1,402,923

Transfer from the General Fund to the Adult Education Fund for contribution to program.	\$ 101,175
Transfer from the General Fund to the Cafeteria Fund for contribution to program.	71,751
Transfer from the County School Facilities Fund to the Building Fund for the Office of Public School Construction (OPSC) reimbursements.	1,229,997
Total	\$ 1,402,923

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2021 consisted of the following:

	General Fund	Building Fund	Non-Major Governmental Funds	District-Wide	Governmental Activities
Payroll	\$ 500,397	\$ -	\$ 876	\$ -	\$ 501,273
Construction	-	5,537	-	-	5,537
Vendors payable	724,410	-	27,600	-	752,010
Unmatured interest	-	-	-	236,242	236,242
Due to grantor government	1,056,274	-	-	-	1,056,274
Total	\$ 2,281,081	\$ 5,537	\$ 28,476	\$ 236,242	\$ 2,551,336

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2021 consisted of the following:

	General Fund	Non-Major Governmental Funds	Governmental Activities
Federal sources	\$ 312,033	\$ 6,221	\$ 318,254
State categorical sources	445,246	-	445,246
Total	\$ 757,279	\$ 6,221	\$ 763,500

NOTE 8 – LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2021 consisted of the following:

	Balance July 01, 2020	Additions	Deductions	Balance June 30, 2021	Balance Due In One Year
Governmental Activities					
General obligation bonds	\$ 12,610,000	\$ -	\$ 40,000	\$ 12,570,000	\$ 20,000
Unamortized premium	883,279	-	34,354	848,925	34,354
Total general obligation bonds	13,493,279	-	74,354	13,418,925	54,354
Certificates of participation	6,118,000	-	268,000	5,850,000	278,000
Construction settlement	65,383	-	65,383	-	-
Capital leases	462,997	-	160,932	302,065	133,452
Compensated absences	102,296	-	46,891	55,405	-
Net OPEB liability	3,278,062	139,797	-	3,417,859	-
Net pension liability	20,436,557	2,066,616	-	22,503,173	-
Total	\$ 43,956,574	\$ 2,206,413	\$ 615,560	\$ 45,547,427	\$ 465,806

- Payments on general obligation bonds are made in the Bond Interest and Redemption Fund.
- Payments on certificates of participation, capital leases, and construction settlement are made in the General Fund.
- Payments for compensated absences are made in the General Fund and Cafeteria Fund.

A. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2021 amounted to \$55,405. This amount is included as part of long-term liabilities in the government-wide financial statements.

B. General Obligation Bonds

The outstanding general obligation bonds of the District at June 30, 2021 are as follows:

Series	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 01, 2020	Additions	Deductions	Bonds Outstanding June 30, 2021
2015A	4/29/2015	8/1/2044	2.0% - 5.0%	\$ 4,000,000	\$ 2,910,000	\$ -	\$ -	\$ 2,910,000
2016B	12/8/2016	8/1/2046	2.0% - 5.0%	5,400,000	5,400,000	-	-	5,400,000
2018C	6/5/2018	8/1/2046	2.0% - 5.0%	4,500,000	4,300,000	-	40,000	4,260,000
					\$ 12,610,000	\$ -	\$ 40,000	\$ 12,570,000

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 8 – LONG-TERM LIABILITIES (continued)

B. General Obligation Bonds (continued)

On April 29, 2015, the District issued general obligation bonds in the amount of \$4,000,000 with interest rates ranging from 2.00 to 5.00 percent. At June 30, 2021, the principal balance outstanding was \$2,910,000.

Year Ended June 30,	Principal	Interest	Total
2022	\$ 20,000	\$ 118,888	\$ 138,888
2023	25,000	118,438	143,438
2024	30,000	117,888	147,888
2025	35,000	117,194	152,194
2026	40,000	116,200	156,200
2027 - 2031	320,000	556,019	876,019
2032 - 2036	550,000	484,281	1,034,281
2037 - 2041	865,000	354,313	1,219,313
2042 - 2045	1,025,000	107,875	1,132,875
Total	\$ 2,910,000	\$ 2,091,096	\$ 5,001,096

On December 8, 2016, the District issued general obligation bonds in the amount of \$5,500,000 with interest rates ranging from 2.00 to 5.00 percent. At June 30, 2021, the principal balance outstanding was \$5,400,000.

Year Ended June 30,	Principal	Interest	Total
2022	\$ -	\$ 263,138	\$ 263,138
2023	-	263,138	263,138
2024	-	263,138	263,138
2025	-	263,138	263,138
2026	25,000	262,638	287,638
2027 - 2031	290,000	1,287,288	1,577,288
2032 - 2036	680,000	1,196,063	1,876,063
2037 - 2041	1,215,000	997,250	2,212,250
2042 - 2046	2,320,000	586,019	2,906,019
2047	870,000	22,838	892,838
Total	\$ 5,400,000	\$ 5,404,648	\$ 10,804,648

On June 5, 2018, the District issued general obligation bonds in the amount of \$4,500,000 with interest rates ranging from 2.00 to 5.00 percent. At June 30, 2021, the principal balance outstanding was \$4,260,000.

Year Ended June 30,	Principal	Interest	Total
2022	\$ -	\$ 184,756	\$ 184,756
2023	-	184,756	184,756
2024	25,000	184,506	209,506
2025	45,000	183,806	228,806
2026	40,000	182,956	222,956
2027 - 2031	335,000	887,219	1,222,219
2032 - 2036	640,000	801,250	1,441,250
2037 - 2041	1,055,000	657,384	1,712,384
2042 - 2046	1,685,000	334,375	2,019,375
2047	435,000	10,875	445,875
Total	\$ 4,260,000	\$ 3,611,883	\$ 7,871,883

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 8 – LONG-TERM LIABILITIES (continued)

C. Direct Placement Certificates of Participation

On January 12, 2017, the District issued 2017 Refunding Direct Placement Certificates of Participation in the amount of \$6,875,000 with an interest rate of 3.50%. Future payments on the 2017 Refunding Certificates of Participation are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2022	\$ 278,000	\$ 202,335	\$ 480,335
2023	292,000	192,483	484,483
2024	301,000	182,175	483,175
2025	305,000	171,588	476,588
2026	318,000	160,808	478,808
2027 - 2031	1,776,000	626,990	2,402,990
2032 - 2036	2,112,000	290,273	2,402,273
2037	468,000	12,285	480,285
Total	\$ 5,850,000	\$ 1,838,937	\$ 7,688,937

D. Construction Settlement

The District had a legal settlement with a construction company pertaining to a past construction project. The principal balance outstanding was paid off during the year ended June 30, 2021.

E. Capital Leases

The District has entered into various capital leases for buses and other vehicles. Future minimum lease payments under the capital leases were as follows at June 30, 2021:

<u>Year Ended June 30,</u>	<u>Lease Payment</u>
2022	\$ 143,556
2023	107,329
2024	69,154
Total minimum lease payments	320,039
Less amount representing interest	(17,974)
Present value of minimum lease payments	<u>\$ 302,065</u>

F. Other Postemployment Benefits

The District's beginning net OPEB liability was \$3,278,062 and increased by \$139,797 during the year ended June 30, 2021. The ending net OPEB liability at June 30, 2021 was \$3,417,859. See Note 10 for additional information regarding the net OPEB liability.

G. Net Pension Liability

The District's beginning net pension liability was \$20,436,557 and increased by \$2,066,616 during the year ended June 30, 2021. The ending net pension liability at June 30, 2021 was \$22,503,173. See Note 11 for additional information regarding the net pension liability.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2021:

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable				
Revolving cash	\$ 5,000	\$ -	\$ 200	\$ 5,200
Prepaid expenditures	164,878	-	-	164,878
Total non-spendable	169,878	-	200	170,078
Restricted				
Educational programs	1,473,947	-	13,739	1,487,686
Food service	-	-	359,284	359,284
Associated student body	-	-	188,841	188,841
Capital projects	-	1,266,490	772,776	2,039,266
Debt service	-	-	372,512	372,512
Total restricted	1,473,947	1,266,490	1,707,152	4,447,589
Committed				
Deferred maintenance	-	-	104,121	104,121
Total committed	-	-	104,121	104,121
Unassigned	9,041,716	-	-	9,041,716
Total Fund Balance	\$ 10,685,541	\$ 1,266,490	\$ 1,811,473	\$ 13,763,504

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 3 percent of General Fund expenditures and other financing uses.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

A. Plan Description

The Gustine Unified School District's defined benefit OPEB plan, Gustine Unified School District Retiree Benefit Plan (the Plan) is a single-employer OPEB plan administered by the District. The District participates in the Self-Insured Schools of California (SISC) Trust, which is an agent multiple-employer OPEB plan administered by SISC. The Trust was established to provide governmental agencies in the state of California a mechanism for pre-funding Other Post- Employment Benefits (OPEB) liabilities. SISC issues a separate Financial Report and Schedules of Change in Fiduciary Net Position by Employer that are prepared in accordance with accounting principles generally accepted in the United States of America. Copies of the Self-Insured Schools of California Trust financial report may be obtained from the Self-Insured Schools of California – 2000 "K" Street, Bakersfield, CA 93303-1847.

B. Benefits Provided

The eligibility requirements and benefits provided by the Plan are described below.

	Certificated including Management	Classified including Management and Confidential
Benefit types provided	Medical only	Medical only
Duration of Benefits	To 65	To 65
Required Service	15 years	10years
Minimum Age	58-1/2	60
Dependent Coverage	Yes	Yes
District Contribution %	100% to cap	100% to cap
District Cap	Active cap	Active cap

C. Contributions

For fiscal year 2020-21, the District contributed \$78,031 to the Plan, all of which was used for current premiums.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

D. Plan Membership

Membership of the Plan consisted of the following:

	Number of participants
Inactive employees receiving benefits	9
Inactive employees entitled to but not receiving benefits*	-
Participating active employees	168
Total number of participants**	177

*Information not provided

**As of the June 30, 2020 valuation date

E. Net OPEB Liability

The components of the net OPEB liability of the District at June 30, 2021, were as follows:

Total OPEB liability	\$ 3,624,161
Plan fiduciary net position	(206,302)
District's net OPEB liability	\$ 3,417,859

Plan fiduciary net position as a percentage of total OPEB liability	5.69%
---	-------

F. Investments

The Plan discount rate was based on assumed long-term return on plan assets assuming 100% funding through the SISC Trust using the following asset allocation and assumed rate of return:

Asset Class	Percentage of Portfolio	Assumed Gross Return
US Large Cap	40%	7.5450%
US Small Cap	20%	7.5450%
Long-Term Corporate Bonds	25%	5.0450%
Long-Term Government Bonds	10%	4.2500%
Short-Term Government Fixed	5%	3.0000%

**GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

G. Actuarial Assumptions and Other Inputs

The net OPEB liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions and other inputs, using standard actuarial roll-forward methodology to estimate the liability as of the measurement date:

Economic assumptions:

Inflation	2.50%
Salary increases	2.75%
Discount rate	2.55%
Healthcare cost trend rates	4.00%

Non-economic assumptions:

Mortality:

Certificated	2020 CalSTRS Mortality
Classified	2017 CalPERS Mortality for Miscellaneous and Schools Employees

Retirement rates:

Certificated	2020 CalSTRS Retirement Rates Table
Classified	2017 CalPERS Retirement Rates for School Employees Table*
	2017 CalPERS Retirement Rates for Miscellaneous Employees**
Management*	2017 CalPERS Retirement Rates for School Employees Table*
	2017 CalPERS Retirement Rates for Miscellaneous Employees**

*Hired before 1/1/2013

**Hired after 12/31/2012

The actuarial assumptions used in the June 30, 2020 valuation were based on a review of plan experience during that period.

The discount rate was based on historic 24-year real rates of return for each asset class along with an assumed long-term inflation assumption. The expected investment return was offset by investment expenses of 25 basis points. The actuary assumed contributions would be sufficient to fully fund the obligation over a period not to exceed twenty-three years.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

H. Changes in Net OPEB Liability

	<u>June 30, 2021</u>
Total OPEB Liability	
Service cost	\$ 264,215
Interest on total OPEB liability	81,215
Changes of assumptions	(81,237)
Benefits payments	(78,031)
Net change in total OPEB liability	186,162
Total OPEB liability - beginning	3,437,999
Total OPEB liability - ending (a)	<u>\$ 3,624,161</u>
 Plan fiduciary net position	
Contributions - employer	\$ 78,031
Net investment income	46,543
Benefit payments	(78,031)
Administrative expenses	(178)
Net change in plan fiduciary net position	46,365
Plan fiduciary net position - beginning	159,937
Plan fiduciary net position - ending (b)	<u>\$ 206,302</u>
 District's net OPEB liability - ending (a) - (b)	<u>\$ 3,417,859</u>
 Plan fiduciary net position as a percentage of the total OPEB liability	5.69%
 Covered-employee payroll	\$ 12,199,784
 District's net OPEB liability as a percentage of covered-employee payroll	28.02%

I. Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability of the Gustine Unified School District, as well as what the District's net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (1.55 percent) or one percentage point higher (3.55 percent) than the current discount rate:

	1% Decrease	Valuation	1% Increase
	(1.55%)	Discount Rate	(3.55%)
	<u></u>	<u>(2.55%)</u>	<u></u>
Net OPEB liability	\$ 3,728,034	\$ 3,417,859	\$ 3,173,636

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

J. Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rate

The following presents the net OPEB liability of the Gustine Unified School District, as well as what the District's net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (3.00 percent) or one percentage point higher (5.00 percent) than the current healthcare cost trend rate:

	1% Decrease (3.00%)	Valuation Trend Rate (4.00%)	1% Increase (5.00%)
Net OPEB liability	\$ 2,931,796	\$ 3,417,859	\$ 3,996,048

K. OPEB Expense and Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the fiscal year ended June 30, 2021, the Gustine Unified School District recognized OPEB expense of \$299,545. At June 30, 2021, the Gustine Unified School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between projected and actual earnings on plan investments	\$ 6,053	\$ 32,094
Differences between expected and actual experience	-	803,450
Changes in assumptions	492,586	76,647
Total	\$ 498,639	\$ 912,191

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2022	\$ 33,756	\$ 69,827
2023	33,756	68,608
2024	33,752	67,791
2025	31,737	67,788
2026	31,737	60,480
Thereafter	333,901	577,697
Total	\$ 498,639	\$ 912,191

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The District reported its proportionate share of the net pension liabilities, pension expense, deferred outflow of resources, and deferred inflow of resources for each of the above plans as follows:

	Net pension liability	Deferred outflows related to pensions	Deferred inflows related to pensions	Pension expense
STRS Pension	\$ 16,812,206	\$ 4,856,114	\$ 474,133	\$ 2,600,919
PERS Pension	5,690,967	1,036,948	149,186	1,154,173
Total	\$ 22,503,173	\$ 5,893,062	\$ 623,319	\$ 3,755,092

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Benefits Provided

The CalSTRS defined benefit plan has two benefit formulas:

1. CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.
2. CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Contributions

Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 10.205% of their salary for fiscal year 2021, respectively, and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2021 was 19.10% of annual payroll reduced to 16.15% pursuant to California Senate Bill 90 (SB 90). The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were \$1,532,220 for the year ended June 30, 2021.

On-Behalf Payments

The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions of approximately \$980,829 to CalSTRS.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$	16,812,206
State's proportionate share of the net pension liability associated with the District		8,666,624
Total	\$	25,478,830

The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019 and rolling forward the total pension liability to June 30, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2020, the District's proportion was 0.017 percent, which was an increase of 0.001 percent from its proportion measured as of June 30, 2019.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2021, the District recognized pension expense of \$2,600,919. In addition, the District recognized pension expense and revenue of \$270,975 for support provided by the State. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between projected and actual earnings on plan investments	\$ 399,361	\$ -
Differences between expected and actual experience	29,665	474,133
Changes in assumptions	1,639,429	-
Changes in proportion and differences between District contributions and proportionate share of contributions	1,255,439	-
District contributions subsequent to the measurement date	1,532,220	-
Total	<u>\$ 4,856,114</u>	<u>\$ 474,133</u>

The \$1,532,220 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2022	\$ 561,913	\$ 134,971
2023	941,845	101,662
2024	1,071,992	71,996
2025	471,478	72,517
2026	139,797	69,567
2027	136,869	23,420
Total	<u>\$ 3,323,894</u>	<u>\$ 474,133</u>

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019, and rolling forward the total pension liability to June 30, 2020 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	2.75%
Investment Rate of Return*	7.10%
Wage Inflation	3.50%

* Net of investment expenses, but gross of administrative expenses.

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on MP-2016 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2019 valuation were based on the results of an actuarial experience study for the period July 1, 2015 through June 30, 2018.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance–PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS' independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2020, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return*
Public Equity	42%	4.80%
Real Estate	15%	3.60%
Private Equity	13%	6.30%
Fixed Income	12%	1.30%
Risk Mitigating Strategies	10%	1.80%
Inflation Sensitive	6%	3.30%
Cash/Liquidity	2%	-0.40%
	<u>100%</u>	

*20-year geometric average

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease (6.10%)	Current Discount Rate (7.10%)	1% Increase (8.10%)
District's proportionate share of the net pension liability	\$ 25,400,901	\$ 16,812,206	\$ 9,721,028

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS); a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Benefits Provided

The benefits for the defined benefit plan are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years of credited service.

Contributions

Active plan members who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA) specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 7.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2021 was 22.68% of annual payroll reduced to 20.70% pursuant to California Senate Bill 90 (SB 90). Contributions to the plan from the District were \$582,475 for the year ended June 30, 2021.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021, the District reported a liability of \$5,690,967 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019 and rolling forward the total pension liability to June 30, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2020, the District's proportion was 0.019 percent, which did not change from its proportion measured as of June 30, 2019.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2021, the District recognized pension expense of \$1,154,173. At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between projected and actual earnings on plan investments	\$ 118,468	\$ -
Differences between expected and actual experience	282,254	-
Changes in assumptions	20,869	-
Changes in proportion and differences between District contributions and proportionate share of contributions	32,882	149,186
District contributions subsequent to the measurement date	582,475	-
Total	<u>\$ 1,036,948</u>	<u>\$ 149,186</u>

The \$582,475 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2022	\$ 179,082	\$ 51,444
2023	123,291	51,444
2024	95,529	46,298
2025	56,571	-
Total	<u>\$ 454,473</u>	<u>\$ 149,186</u>

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2019, and rolling forward the total pension liability to June 30, 2020 using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.50%
Discount Rate	7.15%
Salary Increases	Varies by Entry Age and Service

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 90% of scale MP 2016.

The actuarial assumptions used in the June 30, 2019, valuation were based on the results of an actuarial experience study for the period from 1997 to 2015.

The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. In determining the long-term expected rate of return, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Actuarial Assumptions (continued)

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Real Return Years 1 – 10*	Real Return Years 11+**
Global Equity	50.0%	4.80%	5.98%
Fixed Income	28.0%	1.00%	2.62%
Inflation Assets	0.0%	0.77%	1.81%
Private Equity	8.0%	6.30%	7.23%
Real Assets	13.0%	3.75%	4.93%
Liquidity	1.0%	0.0%	-0.92%
	<u>100.0%</u>		

*An expected inflation of 2.00% used for this period.

**An expected inflation of 2.92% used for this period.

Discount Rate

The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Schools Pool. The results of the crossover testing for the Schools Pool are presented in a detailed report that can be obtained at CalPERS' website.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.15 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

	1% Decrease (6.15%)	Current Discount Rate (7.15%)	1% Increase (8.15%)
District's proportionate share of the net pension liability	\$ 8,181,803	\$ 5,690,967	\$ 3,623,698

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 12 – COMMITMENTS AND CONTINGENCIES

A. Grants

The District received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2021.

B. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2021.

C. Construction Commitments

As of June 30, 2021, the District had commitments with respect to unfinished capital projects related to bond projects.

NOTE 13 – PARTICIPATION IN JOINT POWERS AUTHORITIES

The District participates in three joint ventures under joint powers authorities (JPAs), the Self-Insured Schools of California (SISC III), the Merced County Schools Insurance Group I (MCSIG I), and the Central Region Schools Insurance Group (CRSIG). The relationships between the District and the JPAs are such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units, and their financial statements are not presented in these financial statements. However, fund transactions between the JPAs and the District are included in these statements. The audited financial statements are generally available from the respective entities.

GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 14 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

A. Pension Plans

Pursuant to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, the District recognized deferred outflows of resources related to pensions and deferred inflows of resources related to pensions in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 11. At June 30, 2021, total deferred outflows related to pensions was \$5,893,062 and total deferred inflows related to pensions was \$623,319.

B. Other Postemployment Benefits

Pursuant to GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, the District recognized deferred outflows of resources related to other postemployment benefits and deferred inflows of resources related to other postemployment benefits in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 10. At June 30, 2021, total deferred outflows related to other postemployment benefits was \$498,639 and deferred inflows related to other postemployment benefits was \$912,191.

NOTE 15 – RESTATEMENT OF NET POSITION AND FUND BALANCE

The amounts previously reported at June 30, 2020 as the ending net position for Governmental Activities and the ending fund balance for the Student Activity Fund have been restated due to the implementation of GASB Statement No. 84, *Fiduciary Activities*. Based on the clarifications provided by GASB Statement No. 84 and California Education Code regarding associated student body (ASB) accounts, it has been determined that the District's ASB accounts are not fiduciary because they do not meet the criteria established by GASB Statement No. 84, paragraph 11(c)(2) regarding administrative involvement. Additionally, the Building Fund was restated due to prior year payables that were not properly cleared. The June 30, 2020 ending balances have been restated as follows:

	Governmental Activities	
Net Position - Beginning, as Previously Reported	\$	(2,426,777)
Restatement		614,775
Net Position - Beginning, as Restated	\$	(1,812,002)

	Building Fund	Student Activity Fund
Fund Balance - Beginning, as Previously Reported	\$ 627,922	\$ -
Restatement	402,527	212,248
Fund Balance - Beginning, as Restated	\$ 1,030,449	\$ 212,248

REQUIRED SUPPLEMENTARY INFORMATION

**GUSTINE UNIFIED SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2021**

	Budgeted Amounts		Actual* (Budgetary Basis)	Variances - Final to Actual
	Original	Final		
REVENUES				
LCFF sources	\$ 18,478,824	\$ 20,113,259	\$ 20,105,704	\$ (7,555)
Federal sources	1,764,598	4,200,692	4,018,519	(182,173)
Other state sources	1,428,968	1,734,335	2,985,792	1,251,457
Other local sources	305,352	294,004	446,004	152,000
Total Revenues	21,977,742	26,342,290	27,556,019	1,213,729
EXPENDITURES				
Certificated salaries	9,423,101	10,206,907	9,510,546	696,361
Classified salaries	2,853,187	2,873,469	2,985,360	(111,891)
Employee benefits	4,980,271	5,162,784	5,154,230	8,554
Books and supplies	1,017,890	2,685,542	1,893,073	792,469
Services and other operating expenditures	2,077,216	2,915,091	2,529,269	385,822
Capital outlay	323,316	366,746	323,138	43,608
Other outgo				
Excluding transfers of indirect costs	1,006,866	1,014,867	1,448,647	(433,780)
Transfers of indirect costs	(7,964)	(51,398)	(52,313)	915
Total Expenditures	21,673,883	25,174,008	23,791,950	1,382,058
Excess (Deficiency) of Revenues Over Expenditures	303,859	1,168,282	3,764,069	2,595,787
Other Financing Sources (Uses)				
Other sources	300,000	300,000	255,548	(44,452)
Transfers out	(267,586)	(242,584)	(256,473)	(13,889)
Net Financing Sources (Uses)	32,414	57,416	(925)	(58,341)
NET CHANGE IN FUND BALANCE	336,273	1,225,698	3,763,144	2,537,446
Fund Balance - Beginning	7,139,805	7,139,805	7,139,805	-
Fund Balance - Ending	\$ 7,476,078	\$ 8,365,503	\$ 10,902,949	\$ 2,537,446

* The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reasons:

- The amounts on that schedule include the financial activity of the Special Reserve Fund for Other Than Capital Outlay Projects in accordance with the fund type definitions promulgated by GASB Statement No. 54.
- Audit adjustments are not included in this schedule.

**GUSTINE UNIFIED SCHOOL DISTRICT
SCHEDULE OF CHANGES IN NET OPEB LIABILITY AND RELATED RATIOS
FOR THE YEAR ENDED JUNE 30, 2021**

	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Total OPEB Liability				
Service cost	\$ 264,215	\$ 296,207	\$ 267,666	\$ 173,874
Interest on total OPEB liability	81,215	111,940	98,667	128,594
Difference between expected and actual experience	-	(365,481)	-	-
Changes of assumptions	(81,237)	470,604	90,605	(620,231)
Benefits payments	(78,031)	(73,235)	(131,756)	(274,740)
Net change in total OPEB liability	186,162	440,035	325,182	(592,503)
Total OPEB liability - beginning	3,437,999	2,997,964	2,672,782	3,265,285
Total OPEB liability - ending (a)	<u>\$ 3,624,161</u>	<u>\$ 3,437,999</u>	<u>\$ 2,997,964</u>	<u>\$ 2,672,782</u>
Plan fiduciary net position				
Contributions - employer	\$ 78,031	\$ 73,235	\$ 131,756	\$ -
Net investment income	46,543	(85)	9,523	11,657
Benefit payments	(78,031)	(73,235)	(131,756)	-
Administrative expenses	(178)	(157)	(150)	(145)
Net change in plan fiduciary net position	46,365	(242)	9,373	11,512
Plan fiduciary net position - beginning	159,937	160,179	150,806	139,294
Plan fiduciary net position - ending (b)	<u>\$ 206,302</u>	<u>\$ 159,937</u>	<u>\$ 160,179</u>	<u>\$ 150,806</u>
District's net OPEB liability - ending (a) - (b)	<u>\$ 3,417,859</u>	<u>\$ 3,278,062</u>	<u>\$ 2,837,785</u>	<u>\$ 2,521,976</u>
Plan fiduciary net position as a percentage of the total OPEB liability	5.69%	4.65%	5.34%	5.64%
Covered-employee payroll	\$ 12,199,784	\$ 12,092,691	\$ 11,767,903	\$ 11,046,673
District's net OPEB liability as a percentage of covered-employee payroll	28.02%	27.11%	24.11%	22.83%

See accompanying notes to required supplementary information.

**GUSTINE UNIFIED SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2021**

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
District's proportion of the net pension liability	0.017%	0.016%	0.016%	0.016%	0.015%	0.015%	0.014%
District's proportionate share of the net pension liability	\$ 16,812,206	\$ 14,809,219	\$ 15,082,440	\$ 14,356,200	\$ 12,173,132	\$ 10,083,286	\$ 8,303,471
State's proportionate share of the net pension liability associated with the District	8,666,624	8,079,483	8,635,444	8,493,075	6,930,968	5,332,932	4,817,859
Total	\$ 25,478,830	\$ 22,888,702	\$ 23,717,884	\$ 22,849,275	\$ 19,104,100	\$ 15,416,218	\$ 13,121,330
District's covered payroll	\$ 9,392,370	\$ 8,993,923	\$ 8,584,261	\$ 8,478,732	\$ 7,635,220	\$ 6,874,775	\$ 6,328,848
District's proportionate share of the net pension liability as a percentage of its covered payroll	179.0%	164.7%	175.7%	169.3%	159.4%	146.7%	131.2%
Plan fiduciary net position as a percentage of the total pension liability	71.8%	72.6%	71.0%	69.5%	70.0%	74.0%	76.5%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

**GUSTINE UNIFIED SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALPERS
FOR THE YEAR ENDED JUNE 30, 2021**

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
District's proportion of the net pension liability	0.019%	0.019%	0.018%	0.018%	0.017%	0.017%	0.016%
District's proportionate share of the net pension liability	\$ 5,690,967	\$ 5,627,338	\$ 4,917,008	\$ 4,223,638	\$ 3,384,648	\$ 2,565,284	\$ 1,840,690
District's covered payroll	\$ 2,700,321	\$ 2,662,980	\$ 2,462,412	\$ 2,291,313	\$ 2,143,039	\$ 1,840,281	\$ 1,702,071
District's proportionate share of the net pension liability as a percentage of its covered payroll	210.8%	209.7%	199.7%	184.3%	157.9%	139.4%	108.1%
Plan fiduciary net position as a percentage of the total pension liability	70.0%	70.0%	70.8%	71.9%	73.9%	79.4%	83.4%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

See accompanying notes to required supplementary information.

**GUSTINE UNIFIED SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2021**

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Contractually required contribution	\$ 1,532,220	\$ 1,608,605	\$ 1,466,506	\$ 1,227,559	\$ 1,084,605	\$ 789,133	\$ 634,175
Contributions in relation to the contractually required contribution*	(1,532,220)	(1,608,605)	(1,466,506)	(1,227,559)	(1,084,605)	(789,133)	(634,175)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District's covered payroll	\$ 9,385,888	\$ 9,392,370	\$ 8,993,923	\$ 8,584,261	\$ 8,478,732	\$ 7,635,220	\$ 6,874,775
Contributions as a percentage of covered payroll	16.32%	17.13%	16.31%	14.30%	12.79%	10.34%	9.22%

*Amounts do not include on-behalf contributions

See accompanying notes to required supplementary information.

**GUSTINE UNIFIED SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS
FOR THE YEAR ENDED JUNE 30, 2021**

	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Contractually required contribution	\$ 582,475	\$ 528,988	\$ 481,145	\$ 376,183	\$ 327,411	\$ 243,876	\$ 224,534
Contributions in relation to the contractually required contribution*	(582,475)	(528,988)	(481,145)	(376,183)	(327,411)	(243,876)	(224,534)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District's covered payroll	\$ 2,813,896	\$ 2,700,321	\$ 2,682,960	\$ 2,462,412	\$ 2,291,313	\$ 2,143,039	\$ 1,840,281
Contributions as a percentage of covered payroll	20.70%	19.59%	17.93%	15.36%	14.29%	11.38%	12.20%

*Amounts do not include on-behalf contributions

See accompanying notes to required supplementary information.

**GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2021**

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of Changes in Net OPEB Liability and Related Ratios

This 10-year schedule is required by GASB Statement No. 75 for all sole and agent employers that provide other postemployment benefits (OPEB). Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 75 was applicable. The schedule presents the sources of change in the net OPEB liability, and the components of the net OPEB liability and related ratios, including the OPEB plan's fiduciary net position as a percentage of the total OPEB liability, and net OPEB liability as a percentage of covered-employee payroll.

Schedule of the District Contributions for OPEB

This 10-year schedule is not required to be presented as there was no actuarially determined contribution, nor any contribution requirement established by statute or contract.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuation.

Changes in Assumptions

The discount rate changed from 2.30% to 2.55% since the previous measurement.

Schedule of the District's Proportionate Share of the Net Pension Liability

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's proportion (percentage) of the collective net pension liability, the District's proportionate share (amount) of the collective net pension liability, the District's covered payroll, the District's proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered payroll, and the pension plan's fiduciary net position as a percentage of the total pension liability.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuations for CalSTRS and CalPERS.

Changes in Assumptions

There were no changes in economic assumptions since the previous valuations for CalSTRS and CalPERS.

Schedule of District Contributions

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's statutorily or contractually required employer contribution, the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the difference between the statutorily or contractually required employer contribution and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the District's covered payroll, and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution as a percentage of the District's covered payroll.

**GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION, continued
FOR THE YEAR ENDED JUNE 30, 2021**

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2021, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code as follows:

	Expenditures and Other Uses		
	Budget	Actual	Excess
General Fund			
Classified salaries	\$ 2,873,469	\$ 2,985,360	\$ 111,891
Other outgo			
Excluding transfers of indirect costs	\$ 1,014,867	\$ 1,448,647	\$ 433,780

SUPPLEMENTARY INFORMATION

**GUSTINE UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2021**

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected Adult Education	84.010	14329	\$ 596,231
Adult Education: Adult Basic Education & ESL	84.002A	14508	3,051
Adult Education: Adult Secondary Education	84.002	13978	3,051
Subtotal Adult Education			<u>6,102</u>
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	105,619
Title III, English Learner Student Program	84.365	14346	26,642
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	19,785
Title VI, Part B, Rural & Low Income School Program	84.358B	14356	180,603
Special Education Cluster			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	287,078
IDEA Private School ISPs Part B, Sec 611	84.027	10115	9,509
IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	84.027A	15197	9,327
Subtotal Special Education Cluster			<u>305,914</u>
Vocational Programs: Voc & Appl Tech Secondary II C, Sec 131 (Carl Perkins Act)	84.048	14894	23,360
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:			
Governor's Emergency Education Relief (GEER) Fund	84.425C	15517	4,457
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	442,615
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	393,395
Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	84.425	15535	63,142
Subtotal Education Stabilization Fund Discretionary Grants			<u>903,609</u>
Total U. S. Department of Education			<u><u>2,167,865</u></u>
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
COVID-19 Emergency Acts Funding/Extending Summer Food Service Program and SSO:			
Child Nutrition Cluster			
School Breakfast Program - Needy	10.553	13526	207,199
National School Lunch Program	10.555	13391	374,272
USDA Commodities	10.555	*	38,607
Meal Supplements	10.555	*	2,532
Subtotal Child Nutrition Cluster			<u>622,610</u>
CACFP Claims - Centers and Family Day Care	10.558	13393	349,853
Total U. S. Department of Agriculture			<u><u>972,463</u></u>
U. S. DEPARTMENT OF THE TREASURY:			
<i>Passed through California Department of Education:</i>			
COVID-19 Emergency Acts Funding:			
Coronavirus Relief Fund (CRF): Learning Loss Mitigation	21.019	25516	1,702,487
Total U. S. Department of the Treasury			<u>1,702,487</u>
Total Federal Expenditures			<u><u>\$ 4,842,815</u></u>

* - Pass-Through Entity Identifying Number not available or not applicable

**GUSTINE UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2021**

Grade Level	2020-21 Number of Days	Status
Kindergarten	180	Complied
Grade 1	180	Complied
Grade 2	180	Complied
Grade 3	180	Complied
Grade 4	180	Complied
Grade 5	180	Complied
Grade 6	180	Complied
Grade 7	180	Complied
Grade 8	180	Complied
Grade 9	180	Complied
Grade 10	180	Complied
Grade 11	180	Complied
Grade 12	180	Complied

**GUSTINE UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2021**

	2022 (Budget)	2021	2020	2019
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	\$ 30,179,283	\$ 27,811,567	\$ 24,317,326	\$ 24,552,454
Expenditures And Other Financing Uses	28,646,474	24,048,423	22,622,475	24,086,283
Net change in Fund Balance	\$ 1,532,809	\$ 3,763,144	\$ 1,694,851	\$ 466,171
Ending Fund Balance	\$ 12,435,758	\$ 10,902,949	\$ 7,710,762	\$ 5,763,607
Available Reserves*	\$ 10,747,944	\$ 9,041,716	\$ 7,119,387	\$ 4,921,020
Available Reserves As A Percentage Of Outgo	37.52%	37.60%	31.47%	20.43%
Long-term Liabilities	\$ 45,081,621	\$ 45,547,427	\$ 43,956,574	\$ 43,336,136
Average Daily Attendance At P-2***	1,729	1,729	1,729	1,738

The General Fund ending fund balance has increased by \$5,139,342 over the past two years. The fiscal year 2021-22 budget projects a further increase of \$1,532,809. For a District this size, the State recommends available reserves of at least 3% of General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in each of the past three years and anticipates incurring an operating surplus during the 2021-22 fiscal year. Total long-term obligations have increased by \$2,211,291 over the past two years.

Average daily attendance has decreased by 9 ADA over the past two years. No change in ADA is anticipated during the 2021-22 fiscal year.

*Available reserves consist of all unassigned fund balance within the General Fund.

**The actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Special Reserve Fund for Other Than Capital Outlay Projects in accordance with the fund type definitions promulgated by GASB Statement No. 54. Audit adjustments are also not included in this schedule.

***Due to the COVID-19 pandemic, Average Daily Attendance at P-2 was not reported in 2021. Funding was based on Average Daily Attendance at P-2 as reported in 2020.

**GUSTINE UNIFIED SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL
STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2021**

	General Fund	Building Fund	Special Reserve Fund for Other Than Capital Outlay Projects	Student Activity Fund
June 30, 2021, annual financial and budget report fund balance	\$ 10,902,949	\$ 863,963	\$ 1	\$ -
Adjustments and reclassifications:				
Increase (decrease) in total fund balances:				
Overstatement of accounts payable	-	402,527	-	-
Overstatement of revenue	(217,409)	-	-	-
Fund balance transfer (GASB 54)	1	-	(1)	-
Adjustment cash in banks (GASB 84)	-	-	-	188,841
Net adjustments and reclassifications	(217,408)	402,527	(1)	188,841
June 30, 2021, audited financial statement fund balance	\$ 10,685,541	\$ 1,266,490	\$ -	\$ 188,841

See accompanying note to supplementary information.

**GUSTINE UNIFIED SCHOOL DISTRICT
COMBINING BALANCE SHEET
JUNE 30, 2021**

	Student Activity Fund	Adult Education Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Non-Major Governmental Funds
ASSETS									
Cash and investments	\$ 188,841	\$ 7,985	\$ 108,885	\$ 20,575	\$ 456,556	\$ 5,306	\$ 319,414	\$ 372,512	\$ 1,480,074
Accounts receivable	-	1,342	241,212	-	-	-	-	-	242,554
Due from other funds	-	101,175	71,751	83,546	-	-	-	-	256,472
Total Assets	\$ 188,841	\$ 110,502	\$ 421,848	\$ 104,121	\$ 456,556	\$ 5,306	\$ 319,414	\$ 372,512	\$ 1,979,100
LIABILITIES									
Accrued liabilities	\$ -	\$ 563	\$ 19,413	\$ -	\$ 8,500	\$ -	\$ -	\$ -	\$ 28,476
Due to other funds	-	91,389	41,541	-	-	-	-	-	132,930
Unearned revenue	-	4,811	1,410	-	-	-	-	-	6,221
Total Liabilities	\$ -	\$ 96,763	\$ 62,364	\$ -	\$ 8,500	\$ -	\$ -	\$ -	\$ 167,627
FUND BALANCES									
Non-spendable	-	-	200	-	-	-	-	-	200
Restricted	188,841	13,739	359,284	-	448,056	5,306	319,414	372,512	1,707,152
Committed	-	-	-	104,121	-	-	-	-	104,121
Total Fund Balances	\$ 188,841	\$ 13,739	\$ 359,484	\$ 104,121	\$ 448,056	\$ 5,306	\$ 319,414	\$ 372,512	\$ 1,811,473
Total Liabilities and Fund Balance	\$ 188,841	\$ 110,502	\$ 421,848	\$ 104,121	\$ 456,556	\$ 5,306	\$ 319,414	\$ 372,512	\$ 1,979,100

See accompanying note to supplementary information.

**GUSTINE UNIFIED SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2021**

	Student Activity Fund	Adult Education Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	Non-Major Governmental Funds
REVENUES									
LCFF sources	\$ -	\$ -	\$ -	\$ -	\$ 83,546	\$ -	\$ -	\$ -	\$ 83,546
Federal sources	-	6,101	1,035,604	-	-	-	-	-	1,041,705
Other state sources	-	119,013	49,096	-	-	1,229,997	-	-	1,398,106
Other local sources	103,681	260	2,544	494	86,118	4,465	5,578	618,205	821,445
Total Revenues	103,681	125,374	1,087,344	84,040	86,118	1,234,462	5,578	618,205	3,344,802
EXPENDITURES									
Current									
Instruction	-	51,735	-	-	-	-	-	-	51,735
Instruction-related services	-	-	-	-	-	-	-	-	-
School site administration	-	141,392	-	-	-	-	-	-	141,392
Pupil services	-	-	-	-	-	-	-	-	-
Food services	-	-	995,545	-	-	-	-	-	995,545
All other pupil services	-	9,281	-	-	-	-	-	-	9,281
General administration	-	-	-	-	-	-	-	-	-
All other general administration	-	10,772	41,541	-	-	-	-	-	52,313
Facilities acquisition and maintenance	-	-	-	71,161	22,728	-	19,355	-	113,244
Ancillary services	-	-	-	-	-	-	-	-	127,088
Debt service	127,088	-	-	-	-	-	-	-	-
Principal	-	-	-	-	-	-	-	-	-
Interest and other	-	-	-	-	-	-	-	-	-
Total Expenditures	127,088	213,180	1,037,086	71,161	22,728	-	19,355	40,000	40,000
Excess (Deficiency) of Revenues Over Expenditures	(23,407)	(87,806)	50,258	12,879	63,390	1,234,462	(13,777)	567,730	2,098,326
Other Financing Sources (Uses)									
Transfers in	-	101,175	71,751	-	-	-	-	-	172,926
Transfers out	-	-	-	-	-	(1,229,997)	-	-	(1,229,997)
Net Financing Sources (Uses)	-	101,175	71,751	-	-	(1,229,997)	-	-	(1,057,071)
NET CHANGE IN FUND BALANCE	(23,407)	13,369	122,009	12,879	63,390	4,465	(13,777)	10,475	189,403
Fund Balance - Beginning, as Restated	212,248	370	237,475	91,242	384,666	841	333,191	362,037	1,622,070
Fund Balance - Ending	\$ 188,841	\$ 13,739	\$ 359,484	\$ 104,121	\$ 448,056	\$ 5,306	\$ 319,414	\$ 372,512	\$ 1,811,473

See accompanying note to supplementary information.

**GUSTINE UNIFIED SCHOOL DISTRICT
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2021**

The Gustine Unified School District was unified on January 25, 1971 and consists of an area comprising approximately 224 square miles. There were no changes in the boundaries of the District during the current year. The District is operating two elementary schools, one middle school, one high school, one continuation school, and one adult school.

GOVERNING BOARD

Member	Office	Term Expires
Gary Silva	President	2022
Kevin Bloom	Clerk	2022
Kevin Cordeiro	Trustee	2024
Zachery Ramos	Trustee	2024
Loretta Rose	Trustee	2024

DISTRICT ADMINISTRATORS

Bryan Ballenger
Superintendent

Christine Ortega
Chief Business Officer

**GUSTINE UNIFIED SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2021**

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The District has not elected to use the 10 percent de minimis indirect cost rate.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the District and whether the District complied with article 8 (commencing with section 46200) of chapter 2 of part 26 of the *Education Code*.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Annual Financial and Budget Report Unaudited Actuals to the audited financial statements.

Combining Statements – Non-Major Funds

These statements provide information on the District's non-major funds.

Local Education Agency Organization Structure

This schedule provides information about the District's boundaries and schools operated, members of the governing board, and members of the administration.

OTHER INDEPENDENT AUDITORS' REPORTS



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

Governing Board
Gustine Unified School District
Gustine, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Gustine Unified School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Gustine Unified School District's basic financial statements, and have issued our report thereon dated January 31, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Gustine Unified School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Gustine Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Gustine Unified School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying Schedule of Audit Findings and Questioned Costs that we consider to be significant deficiencies. (Findings #2021-001 and #2021-002)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Gustine Unified School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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Gustine Unified School District's Response to Findings

Gustine Unified School District's response to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. Gustine Unified School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 31, 2022



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

Governing Board
Gustine Unified School District
Gustine, California

Report on Compliance for Each Major Federal Program

We have audited Gustine Unified School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Gustine Unified School District's major federal programs for the year ended June 30, 2021. Gustine Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Gustine Unified School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Gustine Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Gustine Unified School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Gustine Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

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Report on Internal Control Over Compliance

Management of Gustine Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Gustine Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Gustine Unified School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
January 31, 2022



REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Governing Board
Gustine Unified School District
Gustine, California

Report on State Compliance

We have audited Gustine Unified School District's compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of Gustine Unified School District's state programs for the fiscal year ended June 30, 2021, as identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Gustine Unified School District's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about Gustine Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of Gustine Unified School District's compliance with those requirements.

Opinion on State Compliance

In our opinion, Gustine Unified School District complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2021.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying schedule of findings and questioned costs as Findings #2021-003 through #2021-005. Our opinion on state compliance is not modified with respect to these matters.

Gustine Unified School District's response to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. Gustine Unified School District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine Gustine Unified School District's compliance with the state laws and regulations applicable to the following items:

PROGRAM NAME	PROCEDURES PERFORMED
Local Education Agencies Other Than Charter Schools	
Attendance and Distance Learning	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
K-3 Grade Span Adjustment	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Jobs Act	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools	
Independent Study-Course Based; for charter schools	Not Applicable
Attendance; for charter schools	Not Applicable
Mode of Instruction; for charter schools	Not Applicable
Nonclassroom-Based Instruction/Independent Study; for charter schools	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction; for charter schools	Not Applicable
Charter School Facility Grant Program	Not Applicable

Christy White, Inc.

San Diego, California
January 31, 2022

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**GUSTINE UNIFIED SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2021**

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>Yes</u>
Non-compliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>
Identification of major programs:	

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>	
<u>21.019</u>	<u>Coronavirus Relief Fund (CRF):</u>	
	<u>Learning Loss Mitigation</u>	
	<u>Education Stabilization Fund</u>	
<u>84.425, 84.425C, & 84.425D</u>	<u>Discretionary Grants</u>	
Dollar threshold used to distinguish between Type A and Type B programs:		<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?		<u>Yes</u>

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>Yes</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

**GUSTINE UNIFIED SCHOOL DISTRICT
STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINDING #2021-004: CALIFORNIA CLEAN ENERGY JOBS ACT (40000)

Criteria: Public Resource Code (PRC) Section 26240(b) requires an entity to submit a report of its project expenditures to the Citizens Oversight Board, not sooner than one year but no later than 15 months after an entity completes its first eligible project with a grant, loan, or other assistance from the Job Creation Fund.

Condition: Based on our review and testing for the CA Clean Energy Jobs Program, it was noted that the final expenditure report for both Gustine Elementary and Middle was not submitted within the required deadline between 12-to-15 months after the project completion date.

Effect: The District is not in compliance with PRC Section 26240(b) reporting requirements as outlined above.

Cause: Lack of adequate oversight over reporting requirements.

Questioned Costs: No questioned costs.

Repeat Finding: This is not a repeat finding.

Recommendation: The District should submit a final expenditure report to the Citizens Oversight Board for all completed CA Clean Energy Projects.

Corrective Action Plan: The District will complete the report as soon as possible for the projects.

FINDING #2021-005: COMPREHENSIVE SCHOOL SAFETY PLAN (40000)

Criteria: Pursuant to California Education Code Sections 32280 - 32289, All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan approved by the board of directors by March 1 of the current 2018-19 school year. Additionally, if the District does not develop and approve a comprehensive school safety plan by October 15, a letter must be submitted to the State Superintendent of Public Instruction.

Condition: In testing the comprehensive school safety plans at Gustine Middle and Gustine High School, the District could not provide support that the comprehensive school safety plans were approved prior to the required deadline of March 1 for the current audit year.

Cause: Insufficient review procedures in place during the implementation process.

Effect: The School District was untimely adhering to comprehensive school safety requirements per California Education Code.

Questioned Costs: None. The District approved the Comprehensive School Safety Plans on September 8, 2021.

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend that the District continue to provide oversight and training to staff responsible for implementing new requirements in California Education Code in a timely manner.

Corrective Action Plan: The district office will follow up by February of each year with each site to ensure they are holding the school site council meeting and approving their Comprehensive safety plan for the new year.

**GUSTINE UNIFIED SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021**

FINDING #2020-001: ASSOCIATED STUDENT BODY (ASB) FUNDS (30000)

Criteria: Maintaining sound internal control procedures over cash receipts, cash disbursements, bank reconciliations and minutes of council meetings reduces the opportunity for irregularities to go undetected. The Fiscal Crisis & Management Assistance Team (FCMAT) Associated Student Body Accounting Manual & Desk Reference outlines proper internal control procedures for associated student body accounts to follow.

Condition: Through our testing of the school site ASB accounts, we noted the following internal control deficiencies:

Gustine High School

- 2 out of 10 disbursements tested has a purchase order or requisition that was issued and approved after the invoice date.
- 4 out of 10 disbursements tested did not note evidence of receipt of goods, such as the signing off on a packing slip or noting "ok to pay" on invoice.
- Checks were written out to "cash" to establish a change fund for an event.
- 4 of 10 cash receipts tested had support documentation that did not reconcile to the deposit amount.
- 3 of 10 cash receipts were not deposited in a timely manner.

Cause: Insufficient controls over student body activities.

Effect: The potential for irregularities in accounting to go undetected.

Perspective: Testing was performed at a sample of the District's student body accounts.

Repeat Finding: This is a repeat finding of Finding #2019-001.

Recommendation: We recommend that all ASB bank accounts be reconciled on a monthly basis and be reviewed by someone other than the preparer of the reconciliation. In addition, cash receipts should include adequate supporting documentation and reconcile to the amount deposited. Lastly, deposits of ASB cash receipts should be done in a timely manner. The District should provide each student body account clerk with the latest FCMAT Associated Student Body Accounting Manual & Desk Reference and reinforce the importance for sound internal control procedures to be implemented.

Corrective Action Plan: The District is going through changes in the ASB. Currently the ASB clerk assigned is a previous ASB clerk and has much experience. She knows how to manage ASB. CBO will work with ASB clerk monthly to make sure ASB is running smoothly and efficiently. Soft audits are being encouraged by clerk and CBO will check in on those audits.

Current Status: Not implemented see Finding #2021-001.

**GUSTINE UNIFIED SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINDING #2020-002: ACCOUNTS PAYABLE INTERNAL CONTROLS (30000)

Criteria: Sound internal controls dictate that accounts payable accruals are short term in nature and should be cleared or reversed within one year and should be properly recorded in accordance with generally accepted accounting principles.

Condition: During our testing of internal controls over accounts payable

- Per review of accounts payable detail provided by client, we noted prior year accounts payable balances were not cleared as of June 30, 2020.
- Audit adjustments were made to properly record the balance as of June 30, 2020.

Cause: Insufficient internal controls over balance sheet accounts.

Effect: Lack of proper internal controls can lead to accounting irregularities to go undetected and increase risk of misstatement of assets.

Repeat Finding: This is a repeat finding of Finding #2019-003.

Recommendation: We recommend the District implement procedures to ensure prior year accounts be cleared or reversed within one year and to properly record ending balances in accordance with generally accepted accounting principles.

Corrective Action Plan: The district's new CBO has contacted MCOE Accounting and asked them to meet with Accounts Payable clerk for training on accruals at the end of the year and the reversals or clearing of those entries. This training will begin with closing of 2020-2021.

Current Status: Not implemented, see Finding #2021-002.

**GUSTINE UNIFIED SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINDING #2020-003: UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (40000)

Criteria: Students classified as free or reduced-price meal eligible (FRPM) and who are not directly certified on the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report must have supporting documentation that indicates the student was eligible for the determination. Auditors are required to verify compliance with Education Code Section 42238.02(b)(3)(b) in Section W of the 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

Condition: Eleven (11) out of 60 students tested from the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report who were classified as FRPM did not have proper supporting documentation to justify their designation. The error rate of 11/60 or 18.3% was extrapolated to the entire population of students only classified as free or reduced. The total extrapolated error rate indicated that a total of 59 students that were incorrectly classified.

Effect: The District is not in compliance with applicable State requirements.

Cause: The District experienced turnover in positions during the previous year. In addition, the District could not locate support for this student's classification as free or reduced on the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report.

Questioned Costs: \$111,490

Repeat Finding: This is a repeat finding of Finding #2019-005.

Recommendation: We recommend that the District maintain supporting documentation to support student classification as free or reduced on the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report. Additionally, the CALPADS reporting should be revised for any students lacking supporting documentation to support their classification as free or reduced before the close of the Fall I Amendment Window.

Corrective Action Plan: The District confirms with the new CBO there will be new procedures put in place to prevent students from being incorrectly classified in the future. Training for site secretaries on Aeries steps and input of student data based on forms turned in by families, assigning the Nutrition claims clerk to oversee and perform audits on student records quarterly for accuracy on information and compare with forms on file.

Current Status: Not implemented, see Finding #2021-003.

**GUSTINE UNIFIED SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2021**

FINDING #2020-004: INSTRUCTIONAL MATERIALS (70000)

Criteria: In accordance with *California Education Code Section 60119(b)*, the District must provide a 10-day notice for public hearing related to instructional materials.

Condition: In our review of documentation related to the sufficiency of textbooks and instructional materials, it was noted that the District did not provide a 10-day notice of its public hearing. The notice of public hearing was posted on September 6, 2019 for the public hearing which occurred on September 11, 2019.

Cause: Administrative oversight related to the posting of the notice of public hearing.

Effect: The District was not in compliance with the requirements related to instructional materials.

Questioned Cost: None. Based on an LEA advisory from the *California State Controller* dated October 1, 2014, the requirements are verified for compliance only and a finding does not result in disallowance of funds.

Repeat Finding: This is not a repeat finding of Finding #2019-006.

Recommendation: We recommend that the District ensure public notice is posted at least 10-days prior to the public hearing to adopt the resolution on sufficiency of textbooks and instructional materials.

Corrective Action Plan: District CBO and Administrative Assistant will work together on posting a 10-day notice for public hearing related to instructional materials.

Current Status: Implemented.

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

February 9, 2022

AGENDA ITEM TITLE: Board Policy Updates December 2021 (Second Reading)**AGENDA SECTION:** Action**PRESENTED BY:** Dr. Bryan Ballenger, Superintendent**RECOMMENDATIONS:**

1. It is recommended that the Board of Trustees waive the reading of Board Policy Updates December 2021.
2. It is recommended that the Board of Trustees approve Board Policy Updates December 2021.

SUMMARY:

The attached CSBA Manual Maintenance Service Checklists listing the policies which need to be updated as of December 2021. Once approved by the Board, CSBA will post the updates on GAMUT Online, available from the District's website.

FISCAL IMPACT: None**BUDGET CATEGORY:** None

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2021

District Name: **Gustine Unified School District**

Contact Name: **Sara Gomez** Phone: **209-854-3784** Email: **sgomez@gustineusd.org**

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0420.42	Charter School Renewal		
BP 1312.3	Uniform Complaint Procedures		
AR 1312.3	Uniform Complaint Procedures	Fill in Blanks HR Specialist _____ 1500 Meredith Ave. Gustine, CA 95322 209-854-3784 mjuarez@gustineusd.org OPTION 1: <input checked="" type="checkbox"/> OPTION 2: <input type="checkbox"/>	
E(1) 1312.3	Uniform Complaint Procedures		N/A
E(2) 1312.3	Uniform Complaint Procedures	Fill in Blanks __N/A_____ _____ _____ _____	N/A
AR 3515.6	Criminal Background Checks for Contractors		
AR 4217.3	Layoff/Rehire	OPTION 1: <input type="checkbox"/> OPTION 2: <input checked="" type="checkbox"/>	
AR 5125	Student Records		
AR 5145.3	Nondiscrimination/Harassment	Fill in Blanks HR Specialist _____ 1500 Meredith Ave. Gustine, CA 95322 209-854-3784 mjuarez@gustineusd.org	

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – July 2021

District Name: Gustine Unified School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 5148	Child Care and Development		
AR 5148	Child Care and Development		
BP 5148.2	Before/After School Programs	OPTION 1: <input checked="" type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5148.2	Before/After School Programs		
BP 5148.3	Preschool/Early Childhood Education		
AR 5148.3	Preschool/Early Childhood Education		
BP 6112	School Day		
AR 6112	School Day		
BP 6143	Courses Of Study		
AR 6143	Courses Of Study		
BP 6158	Independent Study		
AR 6158	Independent Study		
BP 6170.1	Transitional Kindergarten		
BB 9150	Student Board Members		
BB 9320	Meetings And Notices	Fill in Blanks 1 _____ 2nd Wednesday _____ <u>Gustine Unified School</u> District Office _____ _____	

CSBA POLICY GUIDE SHEET

December 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0420.42 - Charter School Renewal

Policy updated to reflect **NEW LAW (AB 130, 2021)** which extends the term by two years for all charter schools whose term expires on or between January 1, 2022 and June 30, 2025 and requires, for renewals and denials, that the most recent years for which state data is available preceding the renewal or denial decision be used in determining whether specified criteria are met if the two consecutive years preceding the renewal or denial include the 2019-20 or 2020-21 school year. Policy also updated for clarity and consistency with law.

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to reflect **NEW LAW (AB 131, 2021)** which rennumbers the license-exempt California State Preschool Program code sections, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add Item #3 to the section regarding "Non-UCP Complaints" that any complaint alleging that a student, while in an education program or activity as specified, was subjected to sexual harassment as defined in 34 CFR 106.30 be addressed through federal Title IX complaint procedures, and clarify in Item #5 that complaints alleging a physical safety concern that interferes with a free appropriate public education is a non-UCP complaint.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to delete outdated and/or repealed U.S. Department of Education's Office for Civil Rights (OCR) references and where appropriate add current OCR material, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify posting requirements for the annual notification, compliance officer contact information and information related to Title IX, add material regarding the requirement for an administrator who is not designated as a compliance officer who receives a complaint to notify the compliance officer, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add descriptions to the OPTION headings for districts that do or do not allow complainants to appeal to the governing board, delete material regarding respondent being sent the investigation report at the same time it is provided to complainant as this simultaneous exchange is not required by law, amend language in regard to pursuing civil law remedies in the notice to complainants included in investigation reports for allegations of unlawful discrimination, harassment, intimidation, and bullying based on state law, clarify when either party may request reconsideration of an appeal by the Superintendent of Public Instruction, and reflect **NEW LAW (AB 131, 2021)** which rennumbers the license-exempt California State Preschool Program code sections.

Exhibit(1) 1312.3 - Uniform Complaint Procedures

Exhibit updated to reflect **NEW LAW (AB 131, 2021)** which rennumbers the license-exempt California State Preschool Program code sections.

Exhibit(2) 1312.3 - Uniform Complaint Procedures

Exhibit updated to reflect **NEW LAW (AB 131, 2021)** which rennumbers the license-exempt California State Preschool Program code sections.

Administrative Regulation 3515.6 - Criminal Background Check for Contractors

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which requires any entity, including a sole proprietor, that has a contract with a district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff have a valid criminal

records summary and to immediately provide any subsequent arrest and conviction information received pursuant to the subsequent arrest service. Regulation also updated to delete the list of service providers as the services in Items #1-5 are no longer listed in law and the services in Item #6 regarding the construction, reconstruction, rehabilitation, or repair of a school facility are considered in another portion of the regulation, delete material regarding an exception for employees with limited contact with students as it is no longer provided for in law, generalize information regarding steps that may be taken to protect the safety of students who may come in contact with employees of contracting entities, and rearrange placement of material for clarity and context.

Administrative Regulation 4217.3 - Layoff/Rehire

Regulation updated to add descriptions to the OPTION headings for the determination of "length of service" for order of layoff purposes, reflect **NEW LAW (AB 438, 2021)** which, for both merit and non-merit districts, specifies notice requirements and hearing rights districts must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15, and that classified staff may be reduced due to lack of work or lack of funds when the governing board determines during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies that the district's local control funding formula apportionment per unit of average daily attendance for the fiscal year of the Budget Act has not increased by at least two percent. Regulation also updated to provide material regarding a permanent classified employee's request for a hearing, including a hearing before an administrative law judge in which the board makes the final decision regarding the sufficiency of the cause and disposition of the layoff, provide material regarding final notice before May 15 to employees affected by the layoff unless a continuance is granted, add material regarding notice to affected employees when classified positions are eliminated as a result of the expiration of a specifically funded program, and include that districts may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds.

Administrative Regulation 5125 - Student Records

Regulation updated to enhance clarity by separating administrative guidance for requests involving changes to student records of current students and guidance related to requests for changes to gender or legal name of former students. Regulation also updated to move materials related to former students to end of regulation in new section - "Updating Name and/or Gender of Former Students."

Administrative Regulation 5145.3 - Nondiscrimination/Harassment

Regulation updated to clarify how district employees should handle requests by or on behalf of transgender and gender-nonconforming students when changing gender and legal name on student records. Regulation also updated to broaden the section on "Transgender and Gender-Nonconforming Students" to include support for intersex and nonbinary students and related definitions.

Board Policy 5148 - Child Care and Development

Policy updated to reflect **NEW LAW (AB 131, 2021)** which repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code with responsibility for administering child care programs transferring to the California Department of Social Services (CDSS). Policy also updated to reflect **NEW LAW (AB 130, 2021)** pursuant to which a child's eligibility for transitional kindergarten may not impact family eligibility for a child care program and which requires, as a condition of funding, that a child care program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by CDSS.

Administrative Regulation 5148 - Child Care and Development

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which (1) repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code, (2) waives fees for families receiving subsidized child care services for 2021-22, and (3) requires a California State Preschool Program or child care program to provide a parent/guardian of a child transferring to a public school with specified information.

Board Policy 5148.2 - Before/After School Programs

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) allocates ELO funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance, (3) requires districts receiving funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6, provide access to such programs to at least 50 percent of enrolled unduplicated students and, commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests their placement in an ELO program, and (4) requires After School Education and Safety, 21st Century Community Learning Center, and ELO programs that charge family fees to schedule fees on a sliding scale that considers family income and ability to pay and to waive the cost of such fees for a student who is eligible for free or reduced-price meals.

Administrative Regulation 5148.2 - Before/After School Programs

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) requires districts receiving ELO funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students, (3) commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests placement in an ELO program, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (5) requires ELO programs serving transitional kindergarten and/or kindergarten students to maintain a student-to-staff member ratio of no more than 10 to 1, and (6) requires that ELO programs, for school days, provide in-person before- or after-school expanded learning opportunities that, when added to daily instructional minutes, are not less than nine hours of combined instructional time and, for intersession periods, provide in-person expanded learning opportunities of no less than nine hours per day for at least 30 non-school days. Regulation also updated to include definition of expanded learning opportunities and unduplicated student and to reflect the expectation that ELO programs will comply with all requirements for the After School Education and Safety program.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW LAW (AB 131, 2021)** which amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, and to reflect **NEW LAW (AB 130, 2021)** which (1) revised the timespans for mandatory transitional kindergarten (TK) admittance requirements to be phased in starting in the 2022-23 school year to the 2025-26 school year, (2) created a grant program for the construction or modernization of new preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, (3) requires, in combination with **NEW STATE GUIDANCE**, as a condition of funding, that a CSPP program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by the California Department of Education, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, and (5) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program. Policy also updated to reflect that a CSPP program may be a part-day or full-day program and that a child under four years of age must be served in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations. Additionally, policy updated to reflect **NEW LAW (AB 1363, 2021)** which requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to include definitions of three- and four-year-old children and to reflect **NEW LAW (AB 131, 2021)** which (1) amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, (2) clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent/guardian has opted to retain or enroll the child

in a CSPP program, (3) requires CSPP programs to include certain components including minimum days per year for a full-day CSPP program, (4) repeals applicable code sections, (5) revises the eligibility criteria and enrollment priorities for part-day CSPP programs, (6) adds eligibility criteria and enrollment priorities for full-day CSPP programs, (7) waives fees for families receiving subsidized child care services for the 2021-22 school year, and (8) revises the order by which families must be disenrolled from CSPP programs if disenrollment is necessary. Policy also updated to delete section on "Wraparound Child Care Services" to reflect the repeal of code sections as stated above.

Board Policy 6112 - School Day

Policy updated to reflect clarification in the California Department of Education's Frequently Asked Questions about Independent Study that minimum school day requirements for regular school attendance apply to traditional independent study programs.

Administrative Regulation 6112 - School Day

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which exempts activities related to the Expanded Learning Opportunity program from the calculation of the maximum school day for kindergarten and transitional kindergarten. Regulation also updated to specify when the school day may begin for students in middle and high schools, and to move material to enhance clarity.

Board Policy 6143 - Courses of Study

Policy updated to (1) expand student characteristics for which districts may not provide any course separately or require or refuse participation, (2) include that the district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares students for high school graduation and career entry, and (3) clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters.

Administrative Regulation 6143 - Courses of Study

Regulation updated to clarify that optional instruction in prenatal care is for pregnant individuals, to reflect **NEW LAW (AB 101, 2021)** which, subject to funding in the annual Budget Act or other statute, requires a one-semester course in ethnic studies beginning in the 2025-26 school year and as a requirement for graduation beginning with students who graduate in the 2029-30 school year, clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters, and add a new section "Financial Aid Requirements for Students in Grade 12 that reflects **NEW LAW (AB 132, 2021)** which (1) requires, starting in the 2022-23 school year, districts to confirm that each student in grade 12 completes and submits a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education and/or if a student is exempt from paying nonresident tuition, a California Dream Act Application (CADAA) to the Student Aid Commission unless the student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district, or the district, in specified circumstances, exempts the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and completes and submits an opt-out form on the student's behalf, (2) requires districts to ensure that each high school student in Grade 12, and if applicable the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA, and (3) that information shared by students and parents/guardians in completing and submitting the FAFSA and CADAA is handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information.

Board Policy 6158 - Independent Study

Policy updated to reflect **NEW LAW (AB 167, 2021)** which relaxes certain independent study (IS) requirements with respect to any student who is unable to attend in-person instruction due to a quarantine or school closure during the 2021-22 school year and to incorporate California Department of Education program clarifications, including that a district is permitted to (1) require students who cannot participate in classroom-based instruction during the school year due to quarantine or school closure because of infection with or exposure to COVID-19 to participate in IS, (2) claim apportionment credit for such students' participation in IS for fewer than the minimum three consecutive days generally required for IS, and (3)

obtain a signed written agreement from each participating student not later than 30 days after IS begins, rather than before a student may participate in IS.

Administrative Regulation 6158 - Independent Study

Regulation updated to reflect **NEW LAW (AB 167, 2021)** which permits districts to offer Independent Study (IS) to students who are unable to attend in-person instruction due to a quarantine pursuant to local or state public health guidance because of exposure to or infection with COVID-19. Regulation also revised to clarify that a student must be enrolled in school in order to participate in IS.

Board Policy 6170.1 - Transitional Kindergarten

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) gradually revises the timespans for mandatory transitional kindergarten (TK) admittance such that, by the 2025-26 school year, children who turn four by September 1 will be eligible for TK, (2) establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs at districts, including but not limited to TK programs, and which requires districts to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (3) establishes the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms, (4) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program, and (5) requires districts to maintain an average TK class enrollment of not more than 24 students for each school site and which, commencing with the 2022-23 school year, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. Policy also updated to reflect requirements for programs that commingle preschool-age and TK students.

Board Bylaw 9150 - Student Board Members

Bylaw updated to reflect **NEW LAW (AB 824, 2021)** which specifies circumstances under which a governing board may adjust the term of a student board member. Bylaw also updated to enhance legal accuracy and clarity.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that it is discussion among themselves, via technology, of a majority of the governing board regarding an item within the subject matter jurisdiction of the board that can result in a violation of the Brown Act, and that agenda materials are required to be made available for public inspection at the time the materials are distributed to all or a majority of the board when agenda materials relating to an open session of a regular meeting are distributed to the board less than 72 hours before the meeting. Bylaw also updated to add a new section "Teleconferencing During a Proclaimed State of Emergency" which reflects **NEW LAW (AB 361, 2021)** that (1) authorizes boards, until January 1, 2024, to conduct board meetings by teleconference, as specified, without meeting certain requirements otherwise required of teleconference meetings when holding a board meeting during a proclaimed state of emergency when state or local officials have imposed or recommend measures to promote social distancing; to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or when it has been determined, as a result of an emergency, that meeting in person would present imminent risks to the health or safety of attendees, (2) includes that the district may, in its discretion, provide a physical location from which the public may attend or comment and, (3) provides that the board may continue to conduct meetings by teleconference during proclaimed states of emergency by a majority vote finding within 30 days after teleconferencing for the first time and every 30 days thereafter that either the state of emergency continues to directly impact the ability of the board to meet safely in person or that state or local officials continue to impose or recommend measures to promote social distancing.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

February 9, 2022

AGENDA ITEM TITLE: GES, RES, GMS, GHS, and PHS SARC

AGENDA SECTION: Action

PRESENTED BY: Dr. Bryan Ballenger, Superintendent

RECOMMENDATIONS:

It is recommended that the Board of Trustees approve GES, RES, GMS, GHS, and PHS SARC.

SUMMARY:

Per Board Policy 0510, The Board shall annually approve the SARC for all district schools and shall evaluate the data contained in the SARC as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

FISCAL IMPACT: None

BUDGET CATEGORY: None

Gustine Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Gustine Elementary School
Address	2806 West Grove Ave.
City, State, Zip	Gustine, CA 95322
Phone Number	209-854-6496
Principal	Alma Romo
Email Address	aromo@gustineusd.org
School Website	https://ges.gustineusd.org/
County-District-School (CDS) Code	24736196025720

2021-22 District Contact Information

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

2021-22 School Overview

Gustine Elementary School is located in the San Joaquin Valley, in Gustine, California. Gustine is home to the nation's largest Portuguese community which is steeped in Portuguese tradition. Gustine Elementary School is the only elementary school located in this small agricultural town. The new school site opened in August 2001. Gustine Elementary houses Transitional Kindergarten through Grade 5. GES is on a traditional school calendar. The current enrollment stands at 523 students. Approximately 84% of the students are Hispanic, 11% are white (nonHispanic), and 40% are identified as English Learners. 84% are low socioeconomic, and all students obtain free meals and snacks to take home daily.

GES provides an academically challenging and safe environment for students to learn and be a part of the school community. Class sizes are small and there is an instructional aide in each TK through first grade classroom. Our teachers focus on teaching the most critical Essential Standards to our students and use standards-based materials. ELD instruction is taught through a content-based approach using our science and social studies curriculum while focusing on ELD standards. Our school addresses the needs of all learners by providing a daily tier III and enrichment rotation during the school day. All teachers were trained on phonemic awareness strategies using the 95% phonemic awareness lessons so that they can support struggling students at all grade levels. Students have made tremendous academic growth as we started this new initiative.

Our school has an elementary ASB that is active on campus, which ASB is rare at the elementary level. ASB activities to boost student and staff morale are most popular and include new school year/welcome back activities, movie nights, Halloween festival and school assemblies. In addition, our school implements the Positive Behavioral Interventions and Supports framework to teach appropriate behavior and provide interventions for social emotional support for our students. GES constantly recognizes students for their academic success, attendance and engagement improvement and getting caught being good. Our students enjoy their incentives that school spirit items that they wear on Fridays for school spirit day.

Our parents are also an integral part of the success of our students. We welcome parents to get involved in their child's education. Parents/guardians are provided with informal monthly meetings via Coffee with the principal, participation in the School Site Council, English Language Advisory Committee and the Parent Teacher Club. GES has a tradition in hosting family math nights, family paint nights, Lego nights and family dances.

There is one principal and an assistant principal. The District shares a school counselor who is on site three days per week. The office staff consists of a secretary, attendance clerk and a home/school bilingual liaison. The District employs a full-time nurse that serves all sites and a full-time health aide for each school site. There are 25 certificated teachers, with one intervention teacher and one instructional coach. Classified staff consists of part-time aides for intervention support, a full-time aide for the Transitional Kindergarten class, special education instructional aides, lunch and yard duty supervisors, a crossing guard, library clerk, and two full-time and one part-time custodians.

2021-22 School Overview

School Vision and Mission

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

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

Our Mission Statement

The students at Gustine Elementary are our greatest asset. Their paths to success are unique. We believe that our students will experience success with the support and encouragement of parents, teachers and staff through positive social and educational experiences, respect for cultural diversity, a strong academic program, and a safe and secure learning environment. Our goal is to ensure that every student at GES is a critical thinker, a collaborative learner, as well as a productive member of society. Gustine Elementary provides a safe, friendly, and encouraging environment in which students thrive academically, socially, and emotionally. All students will leave GES prepared to take on the academic, social, and emotional challenges of middle school.

About this School

20-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	87
Grade 2	86
Grade 3	92
Grade 4	77
Grade 5	90
Total Enrollment	516

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.2
Asian	0.8
Black or African American	0.2
Hispanic or Latino	84.5
Two or More Races	1.2
White	11.2
English Learners	43.2
Homeless	0.6
Socioeconomically Disadvantaged	84.1
Students with Disabilities	10.3

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.5
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	28.5

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We have recently adopted a new science curriculum called Twig Science for this school year. In 2019, we adopted the Studies Weekly curriculum for social studies. In 2018 we adopted Benchmark Advanced as the new ELA curriculum. We continue to use Eureka Math, adopted in 2016. All programs were selected from the list of standards-based materials adopted by the State Board of Education (SBE). ELD instruction is taught through a content-based approach using our science and social studies curriculum while focusing on ELD standards.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GES students in grades Tk-5 adopted Benchmark Advanced in 2016 as the ELA Common Core program; all students have materials available to them.	Yes	0.0%
Mathematics	Eureka Math was adopted in 2015 and updated in 2016; all students have materials available to them.	Yes	0.0%
Science	Twig Education, Twig Science, Gr. K-6 was adopted in 2021; all students have materials available to them.	Yes	0.0%
History-Social Science	Studies Weekly was adopted in 2019; all students have materials available to them.	Yes	0.0%

Foreign Language

Health

Visual and Performing Arts

Science Laboratory Equipment
(grades 9-12)

School Facility Conditions and Planned Improvements

Gustine Elementary School opened in 2001; there are six classroom buildings, a multipurpose room, an office/library building, and six portables. There are bathrooms in three of our kindergarten classrooms as well as bathrooms on each wing, and staff bathrooms in the office building for a total 28 toilets on campus. Our campus is fully fenced and gated. There are two large playgrounds with blacktop and grassy areas. There are four main play structures with well-padded rubber matting beneath. The grass areas are used for kickball, baseball, soccer, and flag football. The blacktop area has tether and basket ball courts, and various playground games are available for students to check-out. Trees are planted on the grass areas, and a sprinkler system is installed. During the 2019-2020 Williams Monitoring, Gustine Elementary School received an overall GOOD rating of 94.84% during our school facility conditions evaluation using the Facilities Inspection Tool (FIT). School rating for GES is good. The interior surfaces section was rated fair. Repairs in the classrooms interiors have started. The playground padding on both playgrounds have been completely replaced.

Year and month of the most recent FIT report

August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% rating.
Interior: Interior Surfaces	X			90.48% rating. There is a ceiling tile leak by the desk in the media/library room. There is damaged tack board in the Café/kitchen. Repairs are in the process of being completed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			100% rating.
Electrical	X			100% rating.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100% rating.
Safety: Fire Safety, Hazardous Materials	X			100% rating.
Structural: Structural Damage, Roofs	X			100% rating.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			95% rating. The base of the landing is peeling away causing a tripping hazard in the playground. Repair is in the process of being completed at this time.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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 during and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	NT	NT	NT	NT
Female	125	NT	NT	NT	NT
Male	140	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	224	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	34	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	NT	NT	NT	NT
Female	125	NT	NT	NT	NT
Male	140	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	224	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	34	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Final Diagnostic 20-21 Student Groups	iReady Final Diagnostic 20-21 Total Enrollment	iReady Final Diagnostic 20-21 Number Tested	iReady Final Diagnostic 20-21 Percent Tested	iReady Final Diagnostic 20-21 Percent Not Tested	iReady Final Diagnostic 20-21 Percent At or Above Grade Level
All Students	507	506	99	1	31
Female	242	242	100	0	31
Male	265	264	99	1	31
American Indian or Alaska Native	13	13	100	0	30

Asian	18	18	100	0	39
Black or African American	4	4	100	0	25
Hispanic or Latino	428	427	99	1	27
White	401	401	100	0	29
English Learners	215	215	100	0	21
Socioeconomically Disadvantaged	422	422	100	0	27
Students with Disabilities	36	36	100	0	22

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Final Diagnostic 20-21 Student Groups	iReady Final Diagnostic 20-21 Total Enrollment	iReady Final Diagnostic 20-21 Number Tested	iReady Final Diagnostic 20-21 Percent Tested	iReady Final Diagnostic 20-21 Percent Not Tested	iReady Final Diagnostic 20-21 Percent At or Above Grade Level
All Students	507	506	99	1	27
Female	242	242	100	0	24
Male	265	264	99	1	29
American Indian or Alaska Native	13	13	100	0	23
Asian	18	18	100	0	34
Black or African American	4	4	100	0	0
Hispanic or Latino	428	427	99	1	25
White	401	401	100	0	25
English Learners	215	215	100	0	21
Socioeconomically Disadvantaged	422	422	100	0	25
Students with Disabilities	36	36	100	0	20

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Male	44	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	12	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

21-22 Opportunities for Parental Involvement

There are many opportunities for parents to better support their child's success throughout the school year. Parent involvement is an area GES hopes to grow in each school year. We have an established Associated Student Body at the Elementary level and are hoping to have our student leaders work with our teacher leaders and possibly join our SSC and ELAC meetings to offer input as to increase our parent involvement. Several opportunities for parent and community involvement continue to be offered virtually this year due to COVID-19.

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Coffee with the Principal Monthly Parent Meetings (informal)
- Back-to-School Night
- Family Math Night
- Family Paint Night
- Open House

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	559	553	111	20.1
Female	268	266	46	17.3
Male	291	287	65	22.6
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	2	50.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	473	468	101	21.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	2	25.0
White	62	61	5	8.2
English Learners	244	241	55	22.8
Foster Youth	0	0	0	0.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	474	469	107	22.8
Students Receiving Migrant Education Services	36	36	10	27.8
Students with Disabilities	63	62	16	25.8

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.61	0.36	7.92	0.80	3.47	0.20
Expulsions	0.00	0.00	0.20	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.13	6.20	2.45
Expulsions	0.00	0.10	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.36	0.00
Female	0.37	0.00
Male	0.34	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The School Safety Plan includes directions for evacuation procedures in case of a fire, earthquake, or boom threat. Drills are held monthly. The plan is reviewed bi-annually with staff, once at the beginning of the school year and again in a staff meeting later in the school year. At Gustine Elementary, each teacher has access to an updated copy of the plan, available in the office and staff room, and the plan is reviewed each fall at the beginning of the year. Teachers have a flip chart in the classroom that outlines emergency procedures. A copy of the comprehensive safety plan is on file at our district office. GES has an alarm system and surveillance cameras throughout the campus. We also have an automated telecommunication system via Parent Square to communicate critical information in a timely manner to all our students and their families in their language of preference. We review emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. Gustine Elementary School and the School District uses Share911, a digital emergency network that connects our entire organization, so everyone can share information as quickly as possible during an emergency. In addition, students and parents can use STOP!T to anonymously report concerns of any kind to school administrators without fear of being discovered. Our staff monitors children on campus beginning at 7:20 a.m. until they are safely off campus at the end of the school day. All visitors must sign-in at the front office and wear a visitor's badge while on campus. We welcome "cleared" volunteers on campus to assist in the classrooms and events. We ensure a safe campus by monitoring and responding to student behavior and by listening to parent concerns. Detailed information on the School Safety Plan can be found at the Gustine Elementary School Office.

The plan also includes:

- (A) Child Abuse Reporting Procedures
- (B) Disaster Response Procedures (Includes Tactical Information)
Administrator's Redbook
Emergency Actions
Emergency Responses
- (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
- (D) Procedures to Notify Teachers of Dangerous Pupils
- (E) Discrimination and Harassment Policies
- (F) School-wide Dress Code
- (G) Procedures for Safe Ingress and Egress to and from School
 - (I) A Safe and Orderly School Environment Conducive to Learning
 - (J) School Discipline Rules on School Discipline
- (J) Hate Crime Reporting Procedures and Policies
- (K) Procedures adopted under the Safe and Drug-Free Schools Act
- (L) Bullying Prevention Policies and Procedures

The School Safety Plan was last reviewed, updated, and discussed with school staff on March 1, 2021.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
1	22		4	
2	26		3	
3	25		4	
4	24		4	
5	21	1	3	
6				
Other	13	1		

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	22		4	
2	22	1	3	
3	19	4		
4	23		4	
5	23		4	
6				
Other	13	1		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	22	1	3	
2	22	1	3	
3	23		4	
4	19	1	3	
5	23	1	3	
6				

2020-21 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	860

2020-21 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)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$7593.98	918.45	6675.53	80849.36
District	N/A	N/A	6071.13	\$55,112
Percent Difference - School Site and District	N/A	N/A	9.5	37.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-23.4	4.8

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,119
Mid-Range Teacher Salary	\$80,748	\$74,665
Highest Teacher Salary	\$91,321	\$98,160
Average Principal Salary (Elementary)	\$124,301	\$118,542
Average Principal Salary (Middle)	\$130,497	\$125,068
Average Principal Salary (High)	\$135,812	\$133,516
Superintendent Salary	\$152,893	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Professional development activities are delivered through after school workshops, professional development days, early release days, conference attendance and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year with the assistance of our Instructional Coach. District-wide professional development days were held August 11, 2021, November 2, 2021, January 6, 2021 and March 15, 2021. The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2021-22 school year includes mathematics-CRA, ELD, and technology. Other focus areas include AVID strategies and PBIS. To assist all staff members with implementing new skills, one teacher on special assignment is identified in the area of elementary education to provide assistance to teachers. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers. In addition, staff members also attend virtual professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Gustine Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT	NT	NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT		NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Romero Elementary

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Romero Elementary
Address	13500 West Luis Rd.
City, State, Zip	Santa Nella, Ca, 95322
Phone Number	209-854-6177
Principal	Nicholas Freitas
Email Address	nfreitas@gustineusd.org
School Website	www.gustineusd.org/o/romero-elementary
County-District-School (CDS) Code	24736196025746

2021-22 District Contact Information

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

2021-22 School Overview

Romero Elementary is a K-5 school on a traditional calendar year school with approximately 230 students. We are located in a rural setting in Santa Nella, California. We are one of two elementary schools in the Gustine Unified School District. Romero has a quality teaching staff who receives yearly staff development in the latest research-based methods of instruction. We also have an English Language Development Coordinator and Reading Intervention teacher on staff; she works with teachers and students to continually improve student achievement. The teachers are actively engaged in Common Core instruction and are supported through professional development training. Romero staff have been extensively trained in the Professional Learning Community process to improve student achievement. Teachers have weekly collaborative planning time at their grade levels as well as across the grades to ensure that all students are presented with a rich multifaceted educational experience. Education is the key to success. Students must be able to gather, interpret, analyze and share information. Common Core standards foster and support these skills as well as encourage access to, and involvement with many aspects of technology. These skills and Rigorous Curriculum Design are the keys to preparing Romero Elementary students for their middle and high school years and competitive global society. The overarching essence at Romero is one of high expectations for everyone. The culture at Romero is one where everyone is welcomed and success is a daily occurrence. Our students at Romero Elementary have a bright future ahead. They will be the scholars, humanitarians, and role models of tomorrow. Together, staff, students, and parents will make our campus, our community, and our world a better place.

The mission statement for Romero Elementary School states: Every student at Romero Elementary is important and has value and worth. Staff members understand that they play an integral part in creating a safe classroom environment where students are encouraged to share their thoughts and ideas. Patience, guidance, and respect are the norm at Romero as we all uphold the highest standards of professionalism. High expectations are held for every student. At Romero, challenges are not barriers; they are mere obstacles that will be met and overcome. Education should not only open the door to a brighter career future, but ultimately education should open the door to a better community, and a better world.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	27
Grade 2	42
Grade 3	30
Grade 4	53
Grade 5	37
Total Enrollment	236

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	1.3
Asian	0.8
Black or African American	0.8
Filipino	0.4
Hispanic or Latino	89
Two or More Races	1.3
White	6.4
English Learners	47.5
Homeless	2.1
Socioeconomically Disadvantaged	87.7
Students with Disabilities	11

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.5
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	N/A
Total Teaching Positions	13.5

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Social Studies Weekly was adopted in April of 2019. Benchmark ELA and Eureka math were adopted in June 2016. TWIG Science was adopted on 2021. The ELA, Social Studies and Science programs are all Standards based materials adopted by the State Board of Education. Eureka is a standards based materials adopted by the local governing board. All students have access to textbooks, instructional materials and Chromebooks. No insufficiencies.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced is available for all students Kindergarten through 5th grade. Adopted in 2016	Yes	0.0%
Mathematics	Eureka Math is available to all students Kindergarten - 5th grade. Adopted 2016	Yes	0.0%
Science	TWIG Science is available to all students Kindergarten - 5th Grade. Adopted in 2021	Yes	0.0%
History-Social Science	Social Studies Weekly Grades K-5. Adopted in 2019	Yes	0.0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

An assessment was done in September 2021 using the Facility Inspection Tool (Fit). The school buildings and grounds of Romero Elementary School have been deemed to be "clean, safe, and functional", having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. The school's overall rating was GOOD. Copies of the Safety Inspection and Williams Inspection are maintained on file at the school site and District Office. Romero Elementary School employs a full-time Lead Custodian who provides students and staff with a clean and safe school environment. Romero Elementary School also employs a full-time Maintenance/Custodian who maintains our site as well. Our school includes 13 buildings, of which six are portables. Romero Elementary School received an overall rating of 98.6% (Good) during our school facility inspection evaluation (FIT). School rating for RES is in good repair. Repairs to the sewer system have been completed. All fire extinguishers are up to date.

Year and month of the most recent FIT report

09/1/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer back up in C and D Wing. Repairs to the sewer system have been completed.
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			D-2: Fire extinguisher is out of date. Fire extinguishers are now up to date.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	N/A
Safety: Fire Safety, Hazardous Materials	X	N/A
Structural: Structural Damage, Roofs	X	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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 and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	117	NT	NT	NT	NT
Female	47	NT	NT	NT	NT
Male	70	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	103	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	117	NT	NT	NT	NT
Female	47	NT	NT	NT	NT
Male	70	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	103	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

I-Ready Student Groups	I-Ready Total Enrollment	I-Ready Number Tested	I-Ready Percent Tested	I-Ready Percent Not Tested	I-Ready Percent At or Above Grade Level
All Students	233	233	100	0	39
Female	109	109	100	0	41
Male	124	124	100	0	38
American Indian or Alaska Native	15	15	100	0	54
Asian	9	9	100	0	22

Black or African American	0				
Filipino	0				
Hispanic or Latino	208	208	100	0	40
White	174	174	100	0	35
English Learners	114	114	100	0	26
Socioeconomically Disadvantaged	191	191	100	0	36
Students with Disabilities	22	22	100	0	32

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

I-Ready Student Groups	I-Ready Total Enrollment	I-Ready Number Tested	I-Ready Percent Tested	I-Ready Percent Not Tested	I-Ready Percent At or Above Grade Level
All Students	233	233	100	0	28
Female	109	109	100	0	25
Male	124	124	100	0	31
American Indian or Alaska Native	15	15	100	0	60
Asian	9	9	100	0	11
Hispanic or Latino	208	208	100	0	28
White	174	174	100	0	25
English Learners	114	114	100	0	22
Socioeconomically Disadvantaged	191	191	100	0	
Students Receiving Migrant Education Services					24
Students with Disabilities	22	22	100	0	18

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	NT	NT	NT	NT
Female	14	NT	NT	NT	NT
Male	19	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	26	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

There are many parent opportunities for involvement at Romero Elementary. Our English Learner Advisory Council (ELAC), and School Site Council (SSC) meet during each trimester to review our programs and make decisions on how categorical monies are allocated. These groups actively participate with the administration and teachers to develop our school goals each year. Yearly LCAP meetings are held at our SSC/ELAC meetings as well in the evening during a parent update meeting. Parents are also encouraged to join us as classroom volunteers, yard duty help, PTC members or to accompany us on class field trips. School activities such as our Halloween Carnival, Veterans Day Celebration, Turkey Trot, Movie Night, Winter Program, Open house, Romero Games, and Love Romero are annual events that invite the participation of all our students and their families. If interested in volunteering please call the office and have your name added to the list (209) 854-6177.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	267	260	54	20.8
Female	122	119	26	21.8
Male	145	141	28	19.9
American Indian or Alaska Native	3	3	0	0.0
Asian	2	2	0	0.0
Black or African American	3	2	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	237	232	51	22.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	17	16	3	18.8
English Learners	125	124	26	21.0
Foster Youth	4	3	0	0.0
Homeless	11	10	3	30.0
Socioeconomically Disadvantaged	231	225	48	21.3
Students Receiving Migrant Education Services	27	27	6	22.2
Students with Disabilities	42	41	10	24.4

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.36	0.00	7.92	0.80	3.47	0.20
Expulsions	0.00	0.00	0.20	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.11	6.20	2.45
Expulsions	0.00	0.10	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The School Safety Plan includes directions for evacuation procedures in case of a fire, earthquake, or bomb threat. Drills are held monthly. The plan is reviewed bi-annually with staff, once at the beginning of the school year and again in a staff meeting later in the school year. At Romero Elementary, each teacher has access to an updated copy of the plan, available and the plan is reviewed each fall at the beginning of the year. Teachers have a flip chart in the classroom that outlines emergency procedures. A copy of the comprehensive safety plan is on file at our district office. RES has an alarm and fire system. We also have an automated telecommunication system via Parent Square to communicate critical information in a timely manner to all our students and their families in their language of preference. We review emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. Romero Elementary School and the School District uses Share911, a digital emergency network that connects our entire organization, so everyone can share information as quickly as possible during an emergency. In addition, students and parents can use STOP!T to anonymously report concerns of any kind to school administrators without fear of being discovered. Our staff monitors children on campus beginning at 7:30 a.m. until they are safely off campus at the end of the school day. All visitors must sign in at the front office and wear a visitor's badge while on campus. We ensure a safe campus by monitoring and responding to student behavior and by listening to parent concerns. Detailed information on the School Safety Plan can be found at the Romero Elementary School Office.

The plan also includes:

- (A) Child Abuse Reporting Procedures
- (B) Disaster Response Procedures (Includes Tactical Information)
- Administrator's Redbook
- Emergency Actions
- Emergency Responses
- (C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines
- (D) Procedures to Notify Teachers of Dangerous Pupils
- (E) Discrimination and Harassment Policies
- School-wide Dress Code

2021-22 School Safety Plan

- (G) Procedures for Safe Ingress and Egress to and from School
- (H) A Safe and Orderly School Environment Conducive to Learning
- (I) School Discipline Rules on School Discipline
- (J) Hate Crime Reporting Procedures and Policies
- (K) Procedures adopted under the Safe and Drug-Free Schools Act
- (L) Bullying Prevention Policies and Procedures

We ensure a safe campus by monitoring and responding to student behavior and by listening to parent concerns. The School Safety Plan was approved by the School Site Council on May 17, 2021. It was School Board approved at the June 2021 board meeting.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	16	2		
2	27		2	
3	18	2		
4	22		2	
5	20	2		
6				

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		1	
1	25		2	
2	17	2		
3	25		2	
4	16	2		
5	22		2	
6				

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	22		1	
2	26		1	
3	29		1	
4	23	1	1	
5	17	1	1	
6				
Other	17	1	1	

2020-21 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	590

2020-21 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)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$8405.83	1476.92	6928.91	\$84118.54
District	N/A	N/A	\$6071.91	\$55,112
Percent Difference - School Site and District	N/A	N/A	13.2	41.7
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-19.7	8.8

2020-21 Types of Services Funded

Romero Elementary receives funding from several sources, including Title I, Lottery, and LCFF. These funds are used to support student achievement through the employment of an Intervention Teacher, ELD coordinator, Library Clerk, classroom intervention aides, supplies/materials for programs, and targeted groups of students. Programs for English Learners are supported with state-adopted materials, specialized technology, personnel, and training. The students at Romero are one-to-one with Chromebooks in every classroom. Parent engagement activities are funded through our LCFF funds.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,119
Mid-Range Teacher Salary	\$80,748	\$74,665
Highest Teacher Salary	\$91,321	\$98,160
Average Principal Salary (Elementary)	\$124,301	\$118,542
Average Principal Salary (Middle)	\$130,497	\$125,068
Average Principal Salary (High)	\$135,812	\$133,516
Superintendent Salary	\$152,893	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Professional development activities are delivered through after school workshops, professional development days, early release days, conference attendance and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year with the assistance of our Instructional Coach. This year teachers will attend 3 district wide staff development trainings. Focusing on math we have an additional 9 day with MCOE coming onsite to train, demo and coach teachers. The district coaches off free reading training monthly for K-5 staff. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers. In addition, staff members also attend virtual professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Gustine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT	NT	NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT		NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Gustine Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Gustine Middle School
Address	28075 Sullivan Road
City, State, Zip	Gustine, Ca, 95322
Phone Number	2098545030
Principal	Tawnya Coffey
Email Address	tcoffey@gustineusd.org
School Website	http://gms.gustineusd.org
County-District-School (CDS) Code	24736196103766

2021-22 District Contact Information

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

2021-22 School Overview

Dear Gustine Community:

Welcome to the proud home of the Gustine Middle School Braves! GMS is striving towards every student exemplifying their success to Get Ready, Maintain Respect, and Show Responsibility. Gustine Middle School is composed of a strong certificated and classified staff who are excited and dedicated to provide a safe and welcoming environment where all students can grow to their full potential and be successful. We have high expectations for all of our students and the willingness to provide the necessary support so that each student can realize their potential. GMS is committed to building a wrap around environment which supports the needs of all of our students. Our school psychologist, our full time school counselor, as well as our very dedicated Special Education Program help in meeting the social, academic and emotional needs of all students. The GMS office staff, including a bilingual community liaison, will greet you with a smile and provide a welcoming and courteous experience as you enter our school. GMS is happy to provide a school nurse in addition to our highly experienced health aide. These staff members are very attentive and efficient at providing health services as well as proactively supplying information on healthy life choices. GMS has a full time librarian who encourages and guides students love of reading as well as provides support for research or just offering the students a quiet place to study and learn. Safety is a priority at GMS as we have an assistant principal and campus supervisors who are present throughout the day for student supervision and insuring a safe and secure campus. GMS employs a bilingual instructional aide for our newcomers and students who are in the early stages of their English Language Development. Gustine Middle School is a very large and diverse family that is striving towards everyone's success!

Mrs. Tawnya Coffey
Principal, Gustine Middle School

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	136
Grade 7	129
Grade 8	141
Total Enrollment	406

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
American Indian or Alaska Native	0.2
Black or African American	0.2
Filipino	1.2
Hispanic or Latino	88.4
Two or More Races	1.5
White	7.1
English Learners	33.3
Homeless	1.2
Socioeconomically Disadvantaged	85.5
Students with Disabilities	14.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.5
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	16.5

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync adopted June 8th, 2016	Yes	0.0%
Mathematics	June 8th 2016 Eureka math materials were updated in 2020.	Yes	0.0%
Science	GMS is currently piloting Twig which would meet the NGSS adoption.	Yes	0.0%
History-Social Science	National Geographic adopted June 20th, 2019	Yes	0.0%
Foreign Language	Asi se dice - Level 1	No	0.0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Gustine Middle School was constructed in 2007, and offers a safe and secure campus for students, staff and visitors. The school currently has 18 completed classrooms, 4 mobile classrooms. There is one library, one cafeteria, a gym/multi purpose room which includes 2 locker rooms, and an administrative building. The administrative building includes a staff room, a work room, a conference room, a nurse's office, a counselor's office, the psychologist office, the principal's office and a classroom.

Year and month of the most recent FIT report

11/23/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Library: Afterschool program needs to organize the storage area Cafeteria: Storage room closets are cluttered and are blocking access to the electrical panels
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	401	NT	NT	NT	NT
Female	210	NT	NT	NT	NT
Male	191	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	354	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	30	NT	NT	NT	NT
English Learners	135	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	344	NT	NT	NT	NT
Students Receiving Migrant Education Services	23	NT	NT	NT	NT
Students with Disabilities	58	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	401	NT	NT	NT	NT
Female	210	NT	NT	NT	NT
Male	191	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	354	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	30	NT	NT	NT	NT
English Learners	135	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	344	NT	NT	NT	NT
Students Receiving Migrant Education Services	23	NT	NT	NT	NT
Students with Disabilities	58	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	401	399	99.5	.5	26
Female	210	210	100	0	34
Male	191	189	99	1	17
Hispanic or Latino	354	353	99.7	.3	24
White	43	42	98	2	36

English Learners	135	134	99.3	.7	5
Socioeconomically Disadvantaged	332	330	99.3	.7	24
Students with Disabilities	59	59	100	0	12

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	401	400	99.8	.2	19
Female	210	210	100	0	24
Male	191	190	99.8	.2	12
Hispanic or Latino	354	353	99.7	.3	17
White	43	43	100	0	21
English Learners	135	134	99.3	.7	8
Socioeconomically Disadvantaged	332	331	99.7	.3	17
Students with Disabilities	59	59	100	0	2

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	NT	NT	NT	NT
Female	69	NT	NT	NT	NT
Male	72	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	121	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	45	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

It is our belief, that schools and families should not work independently of each other in offering the best to our students. Here at Gustine Middle School, we know that together we are better and we encourage a team approach! GMS greatly encourages parents to become involved in all of our school leadership and activities. We value parent input and direction. Each year, our parents are invited to share in the opportunity to be a part of the Parent Teachers Club, School Site Council, English Learners Advisory Committee, and the District English Language Advisory Committee. Throughout the year, GMS hosts Coffee with the Principal as well as Parent Information Evenings on topics such as Mental Health, Vaping, Bullying, or Cyber Safety. GMS strives to bring parents and students together for learning and celebrations. Activities as Math Night and both day and evening Awards Celebration encourage the bond between school and home. Through the use of Parent Square, the GMS website, and Aeries Portal, GMS strives to keep parents informed of their students progress in real-time. Additionally, there is a district-wide use of Parent Square as a means of communication to keep all families updated and informed. Parent Square is a two-way messaging system that sends out messages via a phone call, text, or email. It also allows private direct messaging to teachers and administrators. GMS is committed to improving and keeping the lines of communication open between the school, the parents, and the community.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	417	416	40	9.6
Female	220	220	18	8.2
Male	197	196	22	11.2
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	368	367	37	10.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	31	31	2	6.5
English Learners	138	137	15	10.9
Foster Youth	0	0	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	356	355	36	10.1
Students Receiving Migrant Education Services	26	26	2	7.7
Students with Disabilities	61	61	8	13.1

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	11.59	2.64	7.92	0.80	3.47	0.20
Expulsions	0.00	0.00	0.20	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.79	6.20	2.45
Expulsions	0.00	0.10	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.64	0.00
Female	1.82	0.00
Male	3.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.23	0.00
English Learners	2.90	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.09	0.00
Students Receiving Migrant Education Services	3.85	0.00
Students with Disabilities	4.92	0.00

2021-22 School Safety Plan

At Gustine Middle School, We are committed to ensuring the success of all students. We accomplish this goal by maintaining a safe and orderly school environment. GMS teachers and students train regularly on school safety planning and procedures throughout the year. Staff received professional development training as we utilize the Share 911 system to connect our school site and district during an emergency. Gustine Middle School participates in monthly emergency preparedness drills (including fire and earthquake drills).

Gustine Middle School is a closed campus. Visitors are required to check-in with the office staff and sign in when on campus. GMS employs two campus supervisors whose primary responsibility is to help with student safety and supervision. Additionally, all staff members from the principal, assistant principal, counselor, teachers, classified aides, and classified staff, share in the assistance of campus supervision - during arrival to school, during a break, lunch, and at dismissal from school. GMS has implemented Positive Behavior Intervention and Supports (PBIS) which provides a positive focus and a progressive approach to student discipline if needed. Using Get Ready, Maintain Respect, and Show Responsibility; we constantly strive to correct the undesired behavior by focusing on clear and explicit positive expectations. Although, whenever appropriate, the means of corrective action is done either in lieu of or in partnership with assigning disciplinary consequences according to our progressive discipline in the Student/Parent Handbook.

Gustine Middle School has traditionally been a non-walking school. Recently, we are allowing Liability Waivers, for students who wish to walk home. Otherwise, students are either bussed in or dropped off by their parents. When necessary, GMS utilizes its ongoing partnership with the Gustine Police Department for traffic patrol in order to minimize the likelihood of vehicle collision or injury.

The GMS Safety Plan was introduced for public input on February 25, 2021, and was approved by GUSD School Board on March 11, 2021. The comprehensive plan includes the following key pieces of information: Child Abuse Reporting Procedures, Disaster Response Procedures, EMERGENCY ACTIONS & RESPONSES, Suspension & Expulsion Policies, Procedures for Notifying Teachers about Dangerous Pupils, Discrimination & Harassment Policy, School-wide Dress Code Prohibiting Gang Attire, Safe Ingress and Egress, Safe and Orderly Environment, Social Climate: People and Programs, Physical Environment: Place, Policies & Procedures on Positive School Climate, Rules and Procedures on School Discipline, Hate Crime Policies, and

2021-22 School Safety Plan

Procedures, and Bullying Prevention Policies and Procedures.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	19	10	9	
Mathematics	25	3	9	1
Science	27	2	8	1
Social Science	29	1	7	2

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	28	2	16	2
Mathematics	28	1	8	1
Science	28	1	6	3
Social Science	28	1	8	2

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	24	6	5	3
Mathematics	32		5	3
Science	32		4	4
Social Science	34		3	5

2020-21 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	406

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	6,156.94	1,073.35	5,083.59	63,083.81
District	N/A	N/A	6,071.13	\$55,112
Percent Difference - School Site and District	N/A	N/A	-17.7	13.5
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-49.7	-19.9

2020-21 Types of Services Funded

Gustine Middle School receives funding sources from Title I, Lottery, and LCFF. These funds are used to support student achievement through the use of a library clerk, a bilingual community liaison, a bilingual instructional aide, instructional aides, an academic coach, a school nurse, a part-time school psychologist, a site counselor, an Assistant Principal, and supplies/materials for programs and targeted groups of students. Programs for English Learners are supported with state-adopted materials, specialized technology, personnel, and training.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,119
Mid-Range Teacher Salary	\$80,748	\$74,665
Highest Teacher Salary	\$91,321	\$98,160
Average Principal Salary (Elementary)	\$124,301	\$118,542
Average Principal Salary (Middle)	\$130,497	\$125,068
Average Principal Salary (High)	\$135,812	\$133,516
Superintendent Salary	\$152,893	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Teachers attend professional development (PD) at a site and district levels as well as also given additional opportunities for professional development via our district contracted consultants and instructional coaches. The site also has set aside funds for teacher to attend conferences as another means of PD opportunities. GMS aligns staff development to content standards, assessed student performance, and the professional needs of the teachers. Staff development for the 2021-2022 has been focused on our new ways to increase teachers capacities in math, increasing staff mental health, and assessments and grading.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	3	3

Gustine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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 or completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT	NT	NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT		NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Gustine High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School 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
School Website	https://ghs.gustineusd.org/
County-District-School (CDS) Code	24736192431807

2021-22 District Contact Information

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

2021-22 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 583. 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 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 29 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:

School Plan for Student Achievement (SPSA) Page 2 of 69 Gustine High School

- * 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

2021-22 School Overview

fullest potential.

Gustine High School's updated Mission reads:

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	155
Grade 10	173
Grade 11	134
Grade 12	121
Total Enrollment	583

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.3
Asian	0.5
Black or African American	0.9
Filipino	0.2
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.4
White	13.7
English Learners	21.8
Foster Youth	0.2
Homeless	0.3
Socioeconomically Disadvantaged	84.4
Students with Disabilities	13.9

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2
Unknown	0
Total Teaching Positions	28.5

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

None at this time.

Year and month in which the 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 %
Mathematics	<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. Mathematics is also using OPEN UP resources for Integrated I, II, and III - typical lessons include learning goal, learning focus, preparation materials, anticipated student thinking, progression of learning, purpose, jump start, launch-explore-discuss takeaways, exit ticket, and lesson summary.</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 %
Science	<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 Dept is in the process of piloting a few programs to see what fits best for Gustine High School for adoption. World of Chemistry, by Steven S. Zumdahl, Susan L. Zumdahl, and Donald J DeCoste, 2002</p>	No	0.0 %

Also currently piloting a new curriculum for this course. STEMscopes is being used for Chemistry and Physics pilots for the school year.

BioZone is being used for the Biology/Anatomy pilot for the school year.
Discovery Education is being used for the Earth Science pilot for this school year.

History-Social Science

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.

Yes

0.0 %

Modern World History: Patterns of Interaction - McDougal Littell
Ways of the World: A Global History The Americans: Reconstruction to the 21st Century McDougal Littell
The American Pageant - Houghton Mifflin
Economics - Holt
Government - Holt
Government By the People - Pearson-Prentice Hall

Approved curriculum and course of study by College Board
AP World History
AP US History
AP Government - also using 3rd edition as a supplemental - digital licences

US History -
Klor de Alva, Jorge, et. al. The Americans: Reconstruction to the 21st Century. McDougal Littell Inc., 2003.
Appleby, Joyce, et.al United States History & Geography: Continuity & Change. McGraw Hill Education Impact
California Social Studies, 2019. (if adopted, piloted 2020-2021)
Additional Reading Like a Historian Lessons from Stanford History Education Group will be used in order to introduce primary source analysis and to promote Historical Thinking Skills (Contextualization, Sourcing, Background Knowledge, Corroboration, Use of Evidence, and Periodization).

The History Department is piloting McGraw-Hill's IMPACT program for CA in grades 10, 11, and 12 (both Government and Economics).

Foreign Language

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.

No

0.0 %

Spanish for Speakers - 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

AP Spanish language - aligned with College Board
 AP Spanish Literature - aligned with College Board
 ELD Edge Beginning, Level A, and Level B

Spanish I, II, and III
 Glencoe/McGraw Hill: ¡Asi se dice! (Level 1), with student workbooks / Author: Conrad J. Schmitt 2009

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

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

LANGUAGE! Live is a comprehensive literacy intervention for
 struggling students in grades 5–12. With a blended approach,
 LANGUAGE! Live's instruction reinforces the literacy
 foundations students need while strategically using authentic
 text to engage and accelerate them to grade-level
 proficiency.

Health

Yes 0.0 %

Gustine High School utilizes Check-the-Facts approved
 modules as a state requirement for our students.

Check the Facts curriculum - Our Comprehensive Sexual
 Health Curriculum consists of ten presentations covering
 topics such as:

Anatomy, Conception, & Fetal Development

Gender Identity, stereo-types & Allyship

Sexually transmitted Infections & Contraception

Social Media Awareness & Safety

Healthy Relationships

Visual and Performing Arts

n/a

Science Laboratory Equipment (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

Merced County Office of Education conducted a Williams visit on September 2, 2021 and the overall rating was GOOD with a 92.89% score up from the previous school year which was a 91.81% score (8/20). Gustine High School is a clean and safe campus and each year, we make improvements to our campus to help keep it a safe learning environment. 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 teachers and staff communicate with administration in regards to any repairs that need to be made that could cause an unsafe learning environment. With that said, maintenance staff is quick to respond to any safety concerns or any requested general campus upgrades.

Year and month of the most recent FIT report

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Not at this time.
Interior: Interior Surfaces			X	Ceiling tiles in theatre are hanging down and water stains on ceiling tiles at the right side.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Not at this time.
Electrical		X		There is a space at one of the electrical boxes. There is a missing light cover in room 21.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms by football field, the wallboard is pulling away from the wall.
Safety: Fire Safety, Hazardous Materials	X			Damage to wood at the ramp by room 32 as well as window sill and flooring needs repair room 35.
Structural: Structural Damage, Roofs	X			Brick is coming apart at the west corner of the gym.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Not at this time.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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 and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	127	NT	NT	NT	NT
Female	62	NT	NT	NT	NT
Male	65	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	110	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	108	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	21	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	127	NT	NT	NT	NT
Female	62	NT	NT	NT	NT
Male	65	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	110	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	108	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	21	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

I-Ready Student Groups	I-Ready Total Enrollment	I-Ready Number Tested	I-Ready Percent Tested	I-Ready Percent Not Tested	I-Ready Percent At or Above Grade Level
All Students	124	121	96	4	n/a
Female	61	59	97	3	31
Male	65	62	95	5	21
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

Black or African American	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	104	n/a	n/a	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a
Two or More Races	5	n/a	n/a	n/a	n/a
White	15	n/a	n/a	n/a	n/a
English Learners	26	n/a	n/a	n/a	n/a
Foster Youth	1	n/a	n/a	n/a	n/a
Homeless	n/a	n/a	n/a	n/a	n/a
Military	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	105	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	19	n/a	n/a	n/a	n/a

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

I-Ready Student Groups	I-Ready Total Enrollment	I-Ready Number Tested	I-Ready Percent Tested	I-Ready Percent Not Tested	I-Ready Percent At or Above Grade Level
All Students	124	n/a	n/a	n/a	n/a
Female	61	59	97	3	13
Male	65	61	95	5	9
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
Black or African American	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	104	n/a	n/a	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a
Two or More Races	5	n/a	n/a	n/a	n/a
White	15	n/a	n/a	n/a	n/a
English Learners	26	n/a	n/a	n/a	n/a
Foster Youth	1	n/a	n/a	n/a	n/a
Homeless	n/a	n/a	n/a	n/a	n/a
Military	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	105	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a

Students with Disabilities	19	n/a	n/a	n/a	n/a
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	NT	NT	NT	NT
Female	49	NT	NT	NT	NT
Male	45	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	69	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	23	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	79	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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, woodworking, 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.

Health Careers - ROP Health Careers is the first course in a series of elective courses designed to prepare students to enter a career in health care as well as prepare them for post-secondary education. This course introduces students to the systems, medical terminology, cultural behaviors and practices, and safety and infection control. Students will also practice essential employment skills associated with careers such as effective communication, leadership, ethics, and legal responsibilities. This course is intended for a prerequisite course for Certified Nurse Assistant ROP Sports Medicine or ROP Medical Technologies.

Medical Tech (capstone) This course consists of scientific concepts, theories, and skill development for students interested in biology, anatomy, and health care careers. It is designed to follow biology or another life science-related class. Students will focus on the physiological, biological, and structural details of the human body, including a rigorous study of body systems.

2020-21 Career Technical Education Programs

Students will apply scientific methodologies (inquiry, developing hypotheses, gathering factual information, evaluating data, and drawing conclusions) to the practices employed by medical professionals. Medical terminology will be integrated as students understand each of the body systems.

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.

Gustine High School has articulated courses with Modesto Junior College. Gustine High School has plans moving forward with several other courses to be articulated which include Environmental Horticulture, Ag Shop Skills, and Anatomy.

Floral I

The course of study was approved by the School board on Feb. 25, 2021

Intro to Animal Science

The course of study was approved by the School Board on Feb. 25, 2021

CTE Advisory Team 2021-2022

First Name Last Name Job Title Company

Time Farao Retired Ag Instructor Merced College

Delvin 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 Operator Bloom Farming/Bloom Chemical

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	372
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3%

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.94
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	43.36

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 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.

An additional resource for parents is our Coffee with the Principal. This event has been upgraded and now it's a Parent Engagement Committee that meets once every month to discuss school concerns, academics, safety, and the needs of our

2021-22 Opportunities for Parental Involvement

parents and students. Events also include guest speakers for our parent engagement groups on a variety of topics. These topics are also addressed in the School Site Council and English Language Advisory Council meetings.

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. We also partner with local colleges to support our students and parents in registration, enrollment, and financial education. We also partner with Merced Counties Strengthening Families, which have 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.3	1.7	3.7	6.4	4.5	8.6	9.0	8.9	9.4
Graduation Rate	95.7	95.9	95.4	93.6	93.6	90.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	108	103	95.4
Female	55	52	94.5
Male	53	51	96.2
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	81	78	96.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	24	23	95.8

English Learners	13	12	92.3
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	95	91	95.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	17	14	82.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	593	103	17.4
Female	300	297	48	16.2
Male	302	296	55	18.6
American Indian or Alaska Native	2	2	0	0.0
Asian	6	3	0	0.0
Black or African American	5	5	2	40.0
Filipino	1	1	0	0.0
Hispanic or Latino	493	487	87	17.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	8	8	3	37.5
White	81	81	10	12.3
English Learners	133	131	34	26.0
Foster Youth	2	2	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	510	502	96	19.1
Students Receiving Migrant Education Services	40	37	5	13.5
Students with Disabilities	85	84	24	28.6

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.10	0.33	7.92	0.80	3.47	0.20
Expulsions	0.50	0.00	0.20	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.95	6.20	2.45
Expulsions	0.33	0.10	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.00	0.00
Male	0.66	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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.

The Safety Plan's objective is 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. This plan was revised on March 29th, 2021. The safety plan was then emailed to School Innovations and achievement program advisor, Devin Mariana for approval. It was approved by SI and A on May 10, 2021, and approved by the Gustine Unified School Board on June 9, 2021.

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

Comprehensive School Safety Plan: 2021-2022

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Sample Required School Emergency Drill Report
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EMERGENCY ACTIONS

- 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

2021-22 School Safety Plan

- 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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	5	14	5
Mathematics	21	15	10	1
Science	24	7	8	0
Social Science	28	2	10	3

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

2020-21 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	291.5

2020-21 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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$55,112
Percent Difference - School Site and District	N/A	N/A	29.9	32.8
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-2.8	-0.4

2020-21 Types of Services Funded

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, ESSRS III 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).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,119
Mid-Range Teacher Salary	\$80,748	\$74,665
Highest Teacher Salary	\$91,321	\$98,160
Average Principal Salary (Elementary)	\$124,301	\$118,542
Average Principal Salary (Middle)	\$130,497	\$125,068
Average Principal Salary (High)	\$135,812	\$133,516
Superintendent Salary	\$152,893	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	7%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses 16.1

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	1
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered	7

Professional Development

Most teachers have been fully trained to utilize the adopted curricula and instructional materials to maximize efficacy. Specifically, the Math department is attending training sessions during the 2021-2022 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	44	20	12

Gustine Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT	NT	NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT		NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

Pioneer High (Continuation)

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Pioneer High (Continuation)
Street	501 North Ave.
City, State, Zip	Gustine, Ca, 95322
Phone Number	209-854-6414
Principal	Brian Chubon
Email Address	bchubon@gustineusd.org
School Website	gustineusd.org
County-District-School (CDS) Code	24736192430031

2021-22 District Contact Information

District Name	Gustine Unified School District
Phone Number	209-854-374
Superintendent	Bryan Ballenger
Email Address	www.gustineusd.org
District Website Address	bballenger@gustineusd.org

2021-22 School Overview

Pioneer High School is an alternative education program (continuation school), which provides opportunities and strives to meet the needs and goals of students that have not been met at the comprehensive high school. We provide an individualized instructional program in a flexible learning environment. Pioneer's educational program and curriculum are aligned with Gustine High School and California state educational standards but is modified for acceleration. There is one principal, two counselors available. There is one certificated teacher that facilitates the the online learning program and we will be adopting a new online program called Edgenuity.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	4
Grade 12	18
Total Enrollment	24

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	20.8
Male	79.2
Asian	4.2
Hispanic or Latino	87.5
Two or More Races	4.2
White	4.2
English Learners	25
Socioeconomically Disadvantaged	95.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1
Unknown	0
Total Teaching Positions	1

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the 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	Edgenuity Courseware offers students an online curriculum for 9th through 12th grade with over 400 engaging courses. Our Courseware enhances the way teachers utilize data, track progress to course completion and content mastery, and saving valuable time to ensure that program goals are met. Edgenuity's curriculum is customized to meet the needs and the pace of individual learners who are in credit recovery and or would like to accelerate their learning. California English A/B (two-semester course) for English 9,10,11 and 12).	Yes	0
Mathematics	Edgenuity Courseware offers students an online curriculum for 9th through 12th grade with over 400 engaging courses. Our Courseware enhances the way teachers utilize data,	Yes	0

track progress to course completion and content mastery, and saving valuable time to ensure that program goals are met. Edgenuity's curriculum is customized to meet the needs and the pace of individual learners who are in credit recovery and or would like to accelerate their learning.

Integrated I, II and III semester A and B
Financial Mathematics semester A and B

Science

Edgenuity Courseware offers students an online curriculum for 9th through 12th grade with over 400 engaging courses. Our Courseware enhances the way teachers utilize data, track progress to course completion and content mastery, and saving valuable time to ensure that program goals are met. Edgenuity's curriculum is customized to meet the needs and the pace of individual learners who are in credit recovery and or would like to accelerate their learning.

Yes 0

Earth and Space Science semester A and B
Biology semester A and B

History-Social Science

Edgenuity Courseware offers students an online curriculum for 9th through 12th grade with over 400 engaging courses. Our Courseware enhances the way teachers utilize data, track progress to course completion and content mastery, and saving valuable time to ensure that program goals are met. Edgenuity's curriculum is customized to meet the needs and the pace of individual learners who are in credit recovery and or would like to accelerate their learning.

Yes 0

Geography, Modern World History, US History and Econ/Gov and Civics - Semester A and B

Foreign Language

Edgenuity Courseware offers students an online curriculum for 9th through 12th grade with over 400 engaging courses. Our Courseware enhances the way teachers utilize data, track progress to course completion and content mastery, and saving valuable time to ensure that program goals are met. Edgenuity's curriculum is customized to meet the needs and the pace of individual learners who are in credit recovery and or would like to accelerate their learning.

Yes 0

Spanish I and II - Semester A and B

Health

Edgenuity Courseware offers students an online curriculum for 9th through 12th grade with over 400 engaging courses. Our Courseware enhances the way teachers utilize data, track progress to course completion and content mastery, and saving valuable time to ensure that program goals are met. Edgenuity's curriculum is customized to meet the needs and the pace of individual learners who are in credit recovery and or would like to accelerate their learning.

Yes 0

California Health 2.0

Visual and Performing Arts

Edgenuity Courseware offers students an online curriculum for 9th through 12th grade with over 400 engaging courses. Our Courseware enhances the way teachers utilize data, track progress to course completion and content mastery, and saving valuable time to ensure that program goals are

Yes 0

met. Edgenuity's curriculum is customized to meet the needs and the pace of individual learners who are in credit recovery and or would like to accelerate their learning.

Art History and CA Visual Arts - Can be used as an elective course.

Science Laboratory Equipment N/A
(grades 9-12)

No

N/A

School Facility Conditions and Planned Improvements

Pioneer High School received Good marks in all areas of the FIT. There are no immediate needs for any repairs or upgrades.

Year and month of the most recent FIT report

August 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None at this time. Pioneer High School is located at the old Gustine Middle School campus in room D-2. The following information will be used as the PHS FIT report.
Interior: Interior Surfaces	X			None at this time
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None at this time
Electrical	X			None at this time
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None at this time
Safety: Fire Safety, Hazardous Materials	X			None at this time
Structural: Structural Damage, Roofs	X			None at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None at this time.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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 and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	12	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	15	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

At this time stakeholder involvement is on a case by case basis for a students who want to attend Pioneer High School. The stakeholders that are involved in the decision to enroll at PHS are the Site Principal, Counselor, Parent and Student. There two ways to enroll at Pioneer High School. One being that a student and parent want to voluntarily transfer because Pioneer is the

2021-22 Opportunities for Parental Involvement

best educational fit for the student. The second way is the student is deficient in credits and has no other option but to transfer to Pioneer to recovery lost credits. Both processes always involve both the student and parent to sign off on the voluntary transfer and the student who is in credit recovery can opt to stay at the comprehensive high school and risk graduating.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	14.7	13.9	25.0	6.4	4.5	8.6	9.0	8.9	9.4
Graduation Rate	85.3	86.1	75.0	93.6	93.6	90.7	84.5	84.2	83.6

20-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	24	75.0
Female	--	--	--
Male	22	16	72.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	25	19	76.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	31	23	74.2

Students Receiving Migrant Education Services

Students with Disabilities

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	43	39	25	64.1
Female	12	12	8	66.7
Male	31	27	17	63.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	37	34	22	64.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	4	3	3	100.0
English Learners	12	10	7	70.0
Foster Youth	1	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	39	36	24	66.7
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	3	2	1	50.0

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.35	0.00	7.92	0.80	3.47	0.20
Expulsions	1.59	0.00	0.20	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.23	6.20	2.45
Expulsions	0.00	0.10	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Since Pioneer High School is located on the Gustine High School campus its safety plan is exactly the same. The plan can be located in the Gustine High Main Office and was updated and approved at a October 2020 School Board Meeting.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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		1	
Mathematics	26		1	
Science	26		1	
Social Science	26		1	

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	6	10		
Mathematics	2	6		
Science	2	3		
Social Science	4	9		

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	3	9		
Mathematics	2	9		
Science	2	9		
Social Science	3	8		

2020-21 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 time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

19-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	3,625.78	166.81	3,458.97	67,677.04
District	N/A	N/A	6,071.13	\$55,112
Percent Difference - School Site and District	N/A	N/A	-54.8	20.5
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-83.8	-12.9

2020-21 Types of Services Funded

Pioneer High School receives funding from several sources, including Title I, Lottery, LCFF, and Title III. These funds are used to support student achievement.

These funds are used to purchase our curriculum licenses of PLATO, Computers, and looking into possible Career Readiness programs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,119
Mid-Range Teacher Salary	\$80,748	\$74,665
Highest Teacher Salary	\$91,321	\$98,160
Average Principal Salary (Elementary)	\$124,301	\$118,542
Average Principal Salary (Middle)	\$130,497	\$125,068
Average Principal Salary (High)	\$135,812	\$133,516
Superintendent Salary	\$152,893	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	7%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Pioneer High School teacher participated 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4

Gustine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Gustine Unified School District
Phone Number	209-854-374
Superintendent	Bryan Ballenger
Email Address	www.gustineusd.org
District Website Address	bballenger@gustineusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT	NT	NT
English Learners	309	NT	NT	NT	NT
Former Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	918	NT	NT	NT	NT
Female	446	NT	NT	NT	NT
Male	472	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	798	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	NT	NT	NT	NT
White	84	NT	NT		NT
English Learners	309	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	788	NT	NT	NT	NT
Students Receiving Migrant Education Services	49	NT	NT	NT	NT
Students with Disabilities	133	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

GUSTINE UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees

MEETING DATE:

February 9, 2022

AGENDA ITEM TITLE: CSBA Delegate Assembly Election for 2022

AGENDA SECTION: Action

PRESENTED BY: Dr. Bryan Ballenger, Superintendent

RECOMMENDED ACTION:

It is recommended that the Board of Trustees vote for one candidate.

SUMMARY:

The California School Boards Association is conducting the 2022 Election for Delegate Assembly. The Board may vote for one candidate in the Merced County Subregion 8-D.

FISCAL IMPACT: None

BUDGET CATEGORY: None

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT
SUBREGION 8-D
(Merced County)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2022 - March 31, 202

**denotes incumbent*

☐

Ariel Gonzalez (Delhi USD)

☐

Birdi Olivarez-Kidwell (Merced City SD)

☐

Zachary David Ramos (Gustine USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 8 – 14 Delegates (12 elected/2 appointed ♦)

Director: Stephen Schluer (Manteca USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 8-A (San Joaquin)

Eric Duncan (Manteca USD), term expires 2022
Kathy Howe (Manteca USD), term expires 2022
Cecilia Mendez (Stockton USD) ♦, appointed term expires 2022
George Neely (Lodi USD), term expires 2023
Christopher (Kit) Oase (Ripon USD), term expires 2023
Jenny Van De Pol (Lincoln USD), term expires 2022
Raymond C. Zulueta Jr. (Stockton USD) ♦, appointed term expires 2023

Subregion 8-B (Amador, Calaveras, Tuolumne)

Sherri Reusche (Calaveras USD), term expires 2023

Subregion 8-C (Stanislaus)

Faye Lane (Ceres USD), term expires 2022
Cynthia (Cindi) Lindsey (Sylvan Union ESD), term expires 2023
Paul Wallace (Neman-Crows Landing USD), term expires 2023

Subregion 8-D (Merced)

Jessee Espinosa (Merced City ESD), term expires 2023
Vacant, term expires 2022

County Delegate:

Juliana Feriani (Tuolumne COE), term expires 2022

<u>Counties</u>

San Joaquin (Subregion A)
Amador, Calaveras, Tuolumne (Subregion B)
Stanislaus (Subregion C)
Merced (Subregion D)

Delegate Assembly Biographical Sketch Form for 2022 Election



Deadline: Friday, January 7, 2022 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2022. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2022.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: [Signature]

Date: 1-7-2022

Name: Ariel Gonzalez

CSBA Region & subregion #: 8

District or COE: Delhi Unified School District

Years on board: 1 yr.

Profession: Business Owner Contact Number (☒ Cell ☐ Home ☐ Bus.): (209) 216-8456

Primary E-mail: agonzalez@delhiusd.org

Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

- To be able to gain knowledge in the political aspect of being a board member, while connecting with other delegates and hearing the best practices.
- Ability to communicate, forward thinking, able to pivot and adjust to changes, and ability to make tough calls are skills I bring.

Please describe your activities and involvement on your local board, community, and/or CSBA.

- I have achieved the MIA Program provided by CSBA and have been able to use my new gained knowledge to push forward actions and ~~new~~ initiatives.
- In the community, I have organized clean up events around our town and participate in our MAC meetings (Municipal Advisory Committee).

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

- Currently, would be uniformed guidance when it comes to certain COVID protocols.
- ~~Also~~ Also training to provide parents on limitations of the board and accessibility to the Brown Act for community.

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Signature: 

Date: January 5, 2022

Name: Birdi Olivarez-Kidwell

CSBA Region & subregion #: 8-D

District or COE: Merced City School District

Years on board: 1

Profession: Community Volunteer Contact Number (☒ Cell ☐ Home ☐ Bus.): 209-756-5520

Primary E-mail: birdi4area4@gmail.com

Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My interest in becoming a delegate comes from my recent election to serve as President for the Board of Education and seeing the incredible role that CSBA plays in the success of Board Members statewide. Additionally, serving more than 17 years in various volunteer positions in local education at the elementary and high school districts has provided insight into the educational system and the unique challenges it faces. My 25-year career in a global payment technology company has given me skills in developing policy for federal compliance and for determining strategic direction, which would be of service to the delegate assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have demonstrated service to the educational community not only in the classrooms, but as a member of the Long-Range Facilities Planning Committee, School Site Council, Political Action Committee, and as President of the Bond Oversight Committee and Parent-Teacher Clubs. I serve my community on a neighborhood watch program, a community clean-up organization, by attending the Community Police Academy and as a member of the County Library NPO. I am also an executive member of the County School Board Association. As a Board Trustee, I continue to serve on the budget, safety, and policy sub-committees.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Currently the biggest challenges facing governing boards are related to the Covid-19 situation. The learning loss due to distance education, as well as the division of the public and staff over vaccination and masking mandates are urgent issues to be addressed. These have only been added to the existing challenges of family and student engagement, equity, and literacy rates. CSBA can help address these challenges by ensuring that consistent information and the latest policy updates are communicated to all members, and by facilitating open dialogue and brainstorming sessions amongst members to develop strategic solutions, to share lessons learned and to leverage the incredible amount of collective experience.

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Zachery David Ramos

Date: 12/11/2021

Name: Zachery David Ramos

CSBA Region & subregion #: 8-D

District or COE: Grassline Unified School District

Years on board: One

Profession: Business Owner

Contact Number (☒ Cell ☐ Home ☐ Bus.): 209 585 8233

Primary E-mail: zacheryramos21@gmail.com

Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. I am interested in becoming a Delegate because I know that I will be able to help get great work done with my fellow Delegates to help

01 - students across California get the help they deserve. The skills I bring to the Delegate Assembly are critical thinking, my ability to work great in a team, professionalism in tense situations, strong communication skills and the ability to lead & motivate others. I have 15 years of experience in education by owning and operating a free library & education organization. 6 years of business leadership experience starting with owning my own businesses since my junior year of high school.

Please describe your activities and involvement on your local board, community, and/or CSBA. As a school board member I have raised over \$20,000 in grant funding, community support, and donating personal funds from my own pocket. I created the first ever Zero Food Waste Initiative which put an end to food waste by collecting the unused food and giving out to those in need. During Covid I led a food distribution to help families in need across Merced County which has resulted in giving out over one million dollars & 500,000 pounds worth of food. Created the STEM Wing at Ramona Elementary by getting grant and donating personal funds. As a community member I sit on the County Library Advisory Board, Merced County Behavioral Health Board Secretary, the County Library Advisory Board, Merced County Behavioral Health Board Secretary, Head of the Grassline Airport Commission and owner of the first education center in Grassline history.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? The biggest challenge facing governing boards right now is the disconnect between boards & educators. We have staff that have no idea who their governing board is and that needs to change because if we really want to help our students we need to help our teachers first. By working together with our superintendent & board members we can hold round table discussions with staff from our school sites and listen to their concerns & ideas. To many I do think that they 100% know what teachers/students need but unless we are actually meeting with them we won't really know what is going on. Yes the board & staff need to understand that their own things that can and can't be done but the fact that there is stuff we can do is proof enough that we need to start opening the doors and having round table to solve problems.



GUSTINE UNIFIED SCHOOL DISTRICT BOARD
MEMBER DISTRICT 3

ZACHERY RAMOS

GET IN CONTACT

Home: (209)585-8233

zacheryramos21@gmail.com

Mobile: (209)585-8233

1080 Elm Avenue Gustine CA 95322

PERSONAL PROFILE

First time Board Member five year educator in the tutoring industry owning a K-12 academics business. Have a great love & passion for education I work day & night to make sure our students are getting the support they deserve.

AREAS OF EXPERTISE

- Tutoring Services
- Business Management
- Public Speaking
- Grant Writing
- Stress & Anxiety Management
- Leadership & Motivator
- Mental Health Strategies

OTHER SKILLS

- The ability to analyze complex technical information
- Can analyze, design and implement database structures
- Detail oriented
- Excellent problem solver
- Critical Thinking
- Professionalism in tense situations

HONORS

- 2020 PACER Faces of Change
- Merced Sun Star 20 Under 40
- PALCUS Young Portuguese "Promesa" Award
- Top 30 Under 30 International Literacy Association
- Presidential Gold Medal
- United Nations Ambassador Award for Community Service

WORK EXPERIENCE

AS A BOARD MEMBER I HAVE;

- Got our district \$20,000 in Grant Funding and Personal Funding that went towards the creation of the Manuel Ramos S.T.E.M. Wing, Recycling, Feeding Gustine Youth Program, 2 New School Gardens, Zero Food Waste Initiative, Free Children's Book Days, G.H.S. Literacy Grant, and so much more.

- Created the Maria Ramos Education Grant which I have used to award funding to teachers to use on their students and classrooms.

- Created the first STEM Wing at our Romero Elementary School site.

- Worked with local farmers and the USDA to feed Gustine families and neighboring families during COVID-19 which resulted in over \$1,000,000 of free food distributed to families in and around Gustine.

- Created the Babies to Bookworms Objective which brings together our County Department of Health, Library Department, and Office of Education together to support parents of newborns and help them get a head start in education and health.

- Worked with our Business Pathways Teachers to assist in the creation of the new student store at our high school site so our students can get a hands on approach to running a business on campus.

- Created and Raised funding for the No Child Goes Hungry initiative to help our students at our elementary sites get the support they need.

— Tutor students in need of extra assistance in Math & English at all grade levels.

PUBLIC SERVICE

My journey into Public Service started at the young age of 17 during my Senior year of high school. I founded the, now internationally recognized not-for-profit literacy organization, Gustine Traveling Library. From there I went on to create startup businesses to help finance the work that I do with the Traveling Library to help youth across California. I also sit on numerous boards & committees like being the Secretary of the Merced County Behavioral Health Board so that I may expand my reach of helping others. I plan to use my skills & experience in leadership to work alongside my fellow Delegates so that we may turn around the current education decline that our state is facing and bring all of our schools into the 21st century where students our top priority.

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

February 9, 2022

AGENDA ITEM TITLE: GES & RES English Language Development PD**AGENDA SECTION:** Action**PRESENTED BY:** Alma Romo, Nicholas Freitas**RECOMMENDATIONS:**

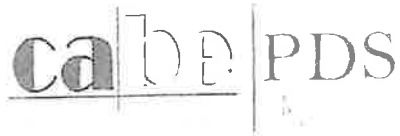
It is recommended that the Board of Trustees approve the GES & RES English Language Development PD request.

SUMMARY:

California Association for Bilingual Education (CABE) is the pioneering professional association with over 40 years of experience with educational programs for language learners and has developed tools and techniques for planning, implementing, and enhancing language programs, including English Learner (EL) programs. The following professional development is proposed as a way to support the vision of the district under the knowledgeable leadership of the principals at Gustine Elementary and Romero Elementary to guide the district in support of a strong, successful, and sustainable EL program in Gustine Unified School District.

FISCAL IMPACT: \$10,500.00**BUDGET CATEGORY:** Title III

Revised 07/05/2016



MEMORANDUM of UNDERSTANDING (MOU)

Between **Gustine Unified School District (GUSD)**
and **California Association for Bilingual Education (CABE)**
for 2021-2022

This agreement is entered into by and between the California Association for Bilingual Education (CABE) and GUSD Unified School District (GUSD) and serves to outline the details and responsibilities of CABE and GUSD, respectively, in regard to CABE providing an expert consultant to present **three (3) days**, not to exceed 6 hours each day, of customized professional development (hereafter: PD) in support of the **ELD Program** for a **total cost of \$10,500**, which are also outlined in the approved proposal, Appendix A.

Responsibilities of GUSD

- To schedule the PD in collaboration with CABE PDS.
- To notify CABE PDS of date/time changes for the PD in a timely manner:
 - Once GUSD and CABE PDS have mutually agreed upon the date/time for the PD, CABE PDS must be notified of any change in date/time at least ten (10) business days prior to the originally scheduled day and time of the PD.
 - If notice is received less than ten (10) business days prior to the originally scheduled day and time of the PD, GUSD will be liable for any additional travel and consultant costs related to the date/time change(s), if applicable.
- To provide an appropriate location for the PD at no cost to CABE;
- To provide the audiovisual equipment for the presentations, requested by CABE in advance;
- To provide technical support during delivery of virtual PD, if using a District sponsored meeting platform.
- To meet any accommodate the needs of any of their participants as needed, including interpretation.
- To cover the cost of and prepare materials/handouts for the PD, including translation, if necessary;
- Provide administrative support (sign-in sheets, name badges, name tents, materials boxes for participants, chart paper, markers, etc.);
- Arrange for and cover cost of food participants for the PD (if any); and
- Limit the number of participants to a maximum of 50 for the C/PD.

- Participants are defined as those who attend the C/PD, even for only a portion of the day, whether they are formally registered/paid or not (provided however, such term shall not include those staff individuals present who provide audiovisual equipment, materials/handouts or administrative support to the C/PD).
- If the number of participants exceeds 50, CAFE must be notified at least 2 weeks in advance.
 - An additional consultant may be assigned to the presentation to support participant engagement and additional materials may need to be prepared.
- If CAFE receives notice at least two weeks in advance that the number of participants will exceed 50, then the cost per participant beyond 50 will be \$75 each and added to the total cost of the MOU; and
- If CAFE does not receive notice at least two weeks in advance that the number of participants will exceed 50, then the cost per participant beyond 50 will be \$150 each and added to the total cost of the MOU.

Responsibilities of CAFE

- To provide an expert consultant to present the PD; and
- Provide all travel costs for said consultant.
- When delivering virtual PD, CAFE may provide the virtual meeting platform or may request to use a platform provided by the District.

Virtual Delivery

- If in-person professional development is not an option due to the Covid-19 pandemic or other reasons out of CAFE's control, CAFE will coordinate with district to provide the Professional Development through a virtual platform, with modifications as needed (time, materials, etc.).
- If professional development is provided via a virtual platform, the professional development session will be delivered in divided times over agreed upon days equivalent of in person delivery or in an adjusted full day session appropriate for virtual facilitation.
- CAFE will provide the Zoom Virtual Platform and all necessary links and set up unless GUSD selects to use and set up a different platform. District is responsible for providing technical support to CAFE consultant for training, managing, setting up, and monitoring the session.
- Sessions will not be recorded unless explicit permission is provided by district and attendees to be used by CAFE for internal purposes.
- Digital handouts and materials for each professional development sessions are to be used by participants only and not to be distributed unless permission is granted by CAFE.

Budgeting

At contract signing, a non-refundable deposit of 25% of the total costs will be due. This deposit will cover the initial costs incurred by CABA and the consultant to begin preparing the PD. Should the need arise to reschedule or cancel the PD, the deposit will be applied toward the rescheduled date or any future PD provided by CABA. CABA PDS will invoice GUSD for the remaining amounts due after each day of PD is presented.

Intellectual Property

CABA retains all intellectual property rights to the content of the PD presentations. CABA retains the right to record virtual and in-person PD for internal quality control purposes. Only CABA may record its PD presentations and any recordings are the sole property of CABA.

Insurance

CABA shall provide to GUSD a current certificate of policy evidencing its comprehensive and general liability insurance coverage in a sum not less than \$3,000,000 aggregate and \$1,000,000 per occurrence. CABA will provide evidence of Workers' Compensation insurance coverage for all CABA PDS consultants upon request.

Indemnification

- A. Insofar as permitted by law, GUSD shall assume the defense and hold harmless CABA and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of GUSD, its officers, agents or employees.
- B. Insofar as permitted by law, CABA shall assume the defense and hold harmless GUSD and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of CABA its officers, agents or employees.
- C. It is the intent of GUSD and CABA that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative negligence shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.

- D. GUSD and CABA agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this Agreement within ten (10) calendar days of such determination. GUSD and CABA further agree to cooperate in the defense of any such actions. Nothing in this Agreement shall establish a standard of care for or create any legal right for any person not a party to this Agreement.

Termination

Either party may terminate this MOU without cause upon (30) days prior written notice to the other party. If terminated by the District, the District will be responsible for costs incurred up to the date of termination. If in-person professional development is not an option at any point during the school year due to the Covid-19 pandemic or other cause outside the control of the parties, CABA will provide the PD through a virtual platform, with modifications as needed, or the parties will reschedule the PD to a mutually agreeable date.

Notices

Any notice required to be given by the terms of this MOU shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

To GUSD:	Gustine Unified School District 1500 Meredith Ave. Gustine, CA 95322
To CABA:	California Association for Bilingual Education 20888 Amar Road Walnut, CA 91789

Integration

This MOU represents the entire and integrate agreement between GUSD and CABA for the services described above, and supersedes all prior negotiations, representations, or agreements, either written or oral. This MOU may be amended only by written instrument signed by the duly authorized representatives of GUSD and CABA.

Representation of Authority

The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this MOU.

IN WITNESS WHEREOF, GUSD and CABA have executed this MOU as of the date first above written.

Authorized Representative
Gustine Unified School District
1500 Meredith Ave.
Gustine, CA 95322
(209) 854-3784
Date:

Jan Corea, CABA CEO
California Association for Bilingual Education
20888 Amar Road
Walnut, CA 91789
(626) 814-4441
Date:



***Proposal from CABE Professional Development Services to
Gustine Unified School District for
Support of the English Learner Program***

To: Alma Romo, Principal, Gustine Elementary School, Gustine Unified School District
Nicholas Freitas, Principal, Romero Elementary School, Gustine Unified School District

From: Rubí Flores, Director of Professional Learning, CABE Professional Development Services (PDS)

CC: Jan Gustafson-Corea, CEO, California Association for Bilingual Education (CABE)

Date: 1.28.22

Re: CABE Professional Development Services (PDS) Proposal for consulting and professional development in support of the EL program

Introduction

CABE is the pioneering professional association with over 40 years of experience with educational programs for language learners and has developed tools and techniques for planning, implementing, and enhancing language programs, including English Learner (EL) programs. We bring this deep knowledge of and expertise with ELD to our collaboration with districts in support of their planning, implementation, and enhancement of their programs.

The following professional development is proposed as a way to support the vision of the district under the knowledgeable leadership of the principals at Gustine Elementary and Romero Elementary to guide the district in support of a strong, successful, and sustainable EL program in Gustine Unified School District.

Proposed Collaboration for October 26th, 2021 through June 30, 2022

The process of enhancing an ELD program takes careful analysis and strategic planning for implementation. This proposal spans the 2021-2022 academic year and provides consulting and professional development support for enhancing the ELD program. CABE PDS will work with district representatives to identify and cluster the critical topics to explore, conversations that will need to be conducted, and decisions that need to be made in analyzing and planning for and the implementation of the enhanced ELD program. The recommended consulting and professional development is listed below and is offered for your consideration. This proposal can be customized to your budget, specific goals, and level of support needed.

Proposed support for the 2021-2022 academic year:

Goal 1. Classroom Observations and Data Gathering Classroom Walk-through	By Whom	# of Days
Description of services provided: <ul style="list-style-type: none"> • Visit Gustine Elementary and Romero Elementary in Gustine Unified School District and connect with key staff for background building and goal setting. This may include administrators, TOSAS, EL Specialists, ELD Teachers • Conduct informal site and classroom walk-throughs to gather anecdotal data on ELD instructional practices, environment supports, etc. • Debrief with district administration and key personnel regarding next steps after visit is completed at end of day • Provide coaching, and consulting support as needed 	District staff and CABE PDS consultant	2 days

Goal 2. Designated ELD Demonstration and Planning Session	By Whom	# of Days
Description of services provided: <ul style="list-style-type: none"> • Focus on teaching language through social studies content during designated ELD • Implementing practices and strategies that require use of all 4 language domains in strategic ways • Embedding ELPAC task types in designated ELD instruction • Model lesson and lesson cycle samples will be shared • Facilitation of designated ELD lesson cycle planning and coaching as needed 	District staff and CABE PDS consultant	1 days

Summary: English Learner (EL) Program Professional Development	Cost:
Proposed for 2021-2022:	
Goal 1: Classroom Observations and Data Gathering Classroom Walk-through	\$7,000
Goal 2: Designated ELD Demonstration and Planning Session	\$3,500
Total Proposed Cost for 2021-2022:	\$10,500

Responsibilities of GUSD

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- If CABE does not receive notice at least two weeks in advance that the number of participants will exceed 50, then the cost per participant beyond 50 will be \$150 each and added to the total cost of the MOU.

Responsibilities of CABE

- To provide an expert consultant to present the PD; and
- Provide all travel costs for said consultant.
- When delivering virtual PD, CABE may provide the virtual meeting platform or may request to use a platform provided by the District.

***Proposal from CABE Professional Development Services to
Gustine Unified School District for
Support of the English Learner Program***

Virtual Delivery

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Budgeting

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CABE PDS will invoice GUSD for the remaining amounts due after each day of PD is presented.

Intellectual Property

CABE retains all intellectual property rights to the content of the PD presentations. CABE retains the right to record virtual and in-person PD for internal quality control purposes. Only CABE may record its PD presentations and any recordings are the sole property of CABE.

GUSTINE UNIFIED SCHOOL DISTRICT**Meeting of the Board of Trustees****MEETING DATE:**

February 9, 2022

AGENDA ITEM TITLE: A.L.I.C.E. Training and Certification**AGENDA SECTION:** Action**PRESENTED BY:** *Lisa Filippini, Assistant Superintendent of Student Services***RECOMMENDATIONS:**

It is recommended the Board of Trustees approve the A.L.I.C.E. Training and Certification for all GUSD Staff members.

SUMMARY:

The District and the Merced County Sheriff Dept are working together to update protocols and procedures as well as train all staff in A.L.I.C.E safety preparedness response. A.L.I.C.E Active Shooter Response Training takes a trauma-informed approach to active threat response training and is provided for all employees in the TK-12 environment. A.L.I.C.E. response training also provides vital resources for students with special needs. GUSD will complete a blended training program with A.L.I.C.E. training via interactive training slides covering basic A.L.I.C.E procedures; after completion all staff will be certified in A.L.I.C.E procedures and protocols. To ensure this new knowledge is current and part of the routine for GUSD safety every 90 days, staff will receive "Knowledge Checks" via email to keep staff fresh on all strategies taught. A.L.I.C.E. provides supplemental training for specific departments such as administrations and bussing. Once staff have completed the training via, Merced County Sheriff's Dept. will provide PD regarding the A.L.I.C.E training and provide active scenarios for all staff to practice to ensure site and district wide safety. They will also provide four phases of training, a tactical manual on each site including the District, and will provide all county resources needed to provide a comprehensive training program for GUSD.

FISCAL IMPACT: \$5,975.50 annually for 3 years**BUDGET CATEGORY:**

THIS QUOTE IS A DRAFT AND REQUIRES FURTHER APPROVAL

NAVIGATE360 - ORDER FORM

Customer: Gustine Unified School Dist
1500 MEREDITH AVE
GUSTINE, CA 95322
Lisa Filippini
lfilippini@gustineusd.org

Proposal No: Q-29308
Proposal By: Jeff Wesley
Email: jwesley@navigate360.com
Opp Number: 145259
Proposal Expires: 1/21/2022

Initial Payment: \$5,975.50

Recurring Payment: \$5,975.50 Annually - Net 30

Term: The 36 month term for subscription services begins on **2/14/2022** and ends on **2/13/2025**.

Notes:

SUBSCRIPTION SERVICES

Item	Description	Quantity	Price
1000-1000- 200-1007	Access to all courses included within the following catalogs: -ALICE Training -Personal Safety Skills -Wellness	1,735	\$5,725.50
1200-1	Elearning Support & Maintenance	1,735	\$250.00

Annual Subscription Price: \$5,975.50

Accurate Sales Tax will be added when applicable.

Terms and Conditions

Please see the Master Services Agreement and Addenda thereto for the terms and conditions that govern this Order Form. Customer agrees that Customer's purchases hereunder are neither contingent on the delivery of any future functionality or features of the Services nor dependent on any oral or written public comments made by Company regarding future functionality or features.

× By signing below, Customer agrees to the Master Service Agreement Terms and following addenda:

Master Service Agreement: <https://tinyurl.com/N360MSA-20210108>

Software Services Addendum A

IN WITNESS WHEREOF, the parties have caused their respective duly authorized representatives to execute this Agreement in consideration of the promises and mutual covenants contained herein.

NAVIGATE360 SIGNATORY

Name: _____
Date: _____
Signature: _____

CUSTOMER BILLING INFORMATION

A/P Contact Name: _____
A/P Phone: _____
A/P Email: _____
A/P Address: _____
City: _____
State (2 Letter Abbreviation): _____
Zip Code: _____
Federal Tax ID: _____
Purchase Order
☐ Attached PO #: _____
☐ PO in process to be sent separately
Sales Tax Exempt No. _____

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Alice and Personal Safety Skills Curriculum

Safety education for everyone that can be used anywhere.



SAFETY EDUCATION WITH PURPOSE

Protect students and staff for a lifetime



EXPERTLY CURATED COURSES

Aligned with SAMHSA & NASP



ALICE TRAINING®

Active shooter response training

Safety education for everyone, everywhere. The flexible course library ensures your students and staff are prepared to respond to high-stress emergency incidents. Position your school to achieve a culture of safety, preparedness and resilience.

The evolving ecosystem of on-demand safety preparedness courses will allow you to provide critical education beyond expectations. The expertly curated, engaging eLearning keeps your students and staff protected and your school prepared.

ALICE and Personal Safety Skills Curriculum

Empower your students and staff to prepare for and respond to high-stress emergencies and acts of violence with courage and resilience.

ALICE



The ALICE Active Shooter Response Training Program takes a trauma-informed approach to active threat response training and should be taken by every employee in a K-12 setting, especially K-12 teachers. Vital resources for students with special needs are provided for teachers to use in K-3rd, 4th-8th, and 9th-12th settings.

➤ This course has four modules:

☑ **Introduction**

- Teacher testimonial
- What is a violent critical incident & what is ALICE
- Why this training is vital: Stats, research, empirical data
- The emphasis on age-appropriate training

☑ **Awareness & Communication strategies**

- Situational Awareness
- Alert
- Inform

☑ **Response Options Strategies**

- Evacuate
- Lockdown
- Counter
- How to lead discussions on decompressing after training

☑ **Prepare & Destress**

- How to prepare yourself for acts of violence
- How to prepare your students
- How to prepare your space
- What to do to destress to avoid re-traumatizing

Role-Specific Courses Included:

ALICE for Administrators
ALICE for Support Staff

ALICE for Coaches
ALICE for Cafeteria Staff

ALICE for Bus Drivers



De-Escalation: How Diffuse Aggression

With youth aggression and mental health crises on the rise, it is imperative to understand how to diffuse a situation before it escalates. This course is designed to prepare individuals to recognize and diffuse aggression in students.

This course will take approximately 40 minutes and can be taken by anyone in a K-12 or business setting who wants to learn how to diffuse aggression. This course is made up of five modules and a quiz:

- Understanding Your Brain's Role in Conflict
- You Can Control Emotional Reactions
- Decoding Nonverbal Messages
- Own What You Say
- Figure It Out
- Post Test



How to Properly Call 911

Calling 911 is not something most people often do. Ensure you know when to call and what to say when it counts.

This course will take approximately 15 minutes and is intended for workplace employees and K-12 staff and faculty.

In this course, users will learn details about:

- What to share when calling 911
- When it is appropriate to call 911
- How to avoid calling by mistake
- Teaching children to contact 911 (if needed)

By the end of this course, learners will be able to make an emergency call and get help faster should the situation ever require them to do so.



Extreme Survival Stress

Stress and anxiety are prevalent in any school. Add in the violence and threats common in today's communities, and expecting our youth to instinctually know how to handle themselves in an emergency would be remiss.

These courses will take approximately 10 minutes each and can be taken by any professional in a K-12 or business setting. It discusses extreme survival stress, how to prepare for it, and how to overcome it with tactical breathing. Learners will be able to define extreme survival stress, understand how to prevent it and identify how to overcome it.

There are five modules in this course:

- What Is Extreme Survival Stress
- Physiology of Extreme Survival Stress
- Preparing for Extreme Survival Stress
- Overcoming Extreme Survival Stress
- Quiz



Situational Awareness

Understanding your environment can be the piece of information that helps you avoid an emergency rather than becoming an unwilling participant in a crisis.

This course will teach learners in a K-12 setting about situational awareness and will take approximately 45 minutes. The learner will be able to recognize what is out of place in their environment and recognize students who may need help. This course discusses how normalcy bias and trusting your intuition can contribute to awareness of a potential situation.

The course will:

- Define situational awareness & how it works
- Cover Cooper's Color Code of Awareness
- Provide key terminology behind awareness, such as focus lock
- Define the 20/10 rule
- Outline pre-attack indicators
- Discuss freeze, flight or fight



Recovery: Trauma Response

The time to create a recovery plan is not during recovery. Solidify your trauma-recovery planning now to make sure you have things in place when you need them.

This course will guide you through successfully creating a recovery strategy for your school in the event of a violent critical incident. It includes resources that will make your recovery and trauma-response planning process organized and up to date.

Learners will:

- Prepare for what to do in the hours following a violent critical incident & beyond
- Apply healthy coping mechanisms & healing activities for dealing with trauma
- Construct a plan for post-incident requirements, including how to handle the media, memorials, anniversaries & safety drills

This interactive course includes seven modules:

- Introduction & Defining Trauma
- Preparedness Timeline
- Coping & Healing
- Media Coverage
- Moving on
- Anniversaries
- Safety Drills Post-Incident & Summary



The evolving ecosystem of the Navigate360 Training Institute will help you stay ahead of safety expectations with a prepared staff and engaged student population. Don't wait to connect your school community with courses to prepare for and respond to acts of violence and high-stress emergencies — learn more about the pinnacle of safety training today.

alicetraining.com

