

# Gustine High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

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

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

## School Description and Mission Statement (School Year 2019-20)

Opened in 1913, Gustine High School serves just under 600 students and is the sole comprehensive high school within the Gustine Unified School District, which covers approximately 224 square miles and encompasses the communities of Gustine and Santa Nella.

The majority of our students live in the town of Gustine -- a rural, agrarian community located 29 miles west of the county seat of Merced; the 2010 census indicated that the City of Gustine has 5,500 residents.

Farming and dairy-related agricultural industries are the cornerstone of our community, which is located in one of the most fertile regions in the world. Significant walnut, almond, wheat, hay, alfalfa, bean, and tomato crops contribute to the agricultural base. Often-times, Gustine High School students come from families who have long ties to the community and feel a bond with the high school. Many of the students' parents, aunts, uncles, and grandparents are graduates of Gustine High School. In addition, several members of the faculty and staff are GHS alumni.

At the same time, we have become more diverse over the past several years. 74.9% of our students are Hispanic, and many of our students are the children of recent immigrants who are attending a school in the United States for the first time while learning a new language. Indeed, our students are now 15.3% current English-language learners.

Gustine area residents pride themselves in their community. The community can best be described as lower middle class with a median household income of \$48,571, as reported by the US Census Bureau. The ethnic composition consists of primarily Hispanic (43%) and white non-Hispanic (57%). Although the Gustine community is classified as lower middle class, however, 72.1% of our students are socioeconomically disadvantaged.

GHS is also a Title 1 school, and these funds specifically are intended to help us meet the needs of low-income students. According to the U.S. Department of Education, "The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments."

Gustine High School continues to work on strengthening its already positive relationship with the community in numerous ways. During football season, red and white flags line the street downtown each Friday for our home games, and the community is invited to dress up in either spirit gear or a weekly theme, such as for Breast Cancer Awareness.

Parents receive information on activities and events from the school and its teachers via ParentSquare, which automatically translates communications into the receiver's home language. This allows teachers to easily convey information about upcoming tasks, celebrations, and concerns with parents in a timely way. Stakeholders can also access the Gustine High School website for updated information, including the daily bulletin, and the Gustine Reds Facebook page posts almost daily to keep the community up-to-date and involved in school-related activities. In addition, parents are encouraged to call the school with concerns, and full-time Spanish-speaking personnel are always available.

Our AERIES ABI program allows parents to view updates on their students' academic progress by granting parents access to teacher gradebooks. In addition to being able to view student grades in Aeries, parents will also be able to view their students' four-year academic plans. Counselors are reaching out to all parents via phone, email, Parent Square, and social media to set up parent meetings during which parents can assist in the creation of said four-year plans. In addition, parents have a key role on the School Site Council, the main decision-making body at the school. Parent input is also sought through the Parent Advisory Committee and the English Learner Advisory Committee (ELAC), as well as through informal Coffee with the Principal gatherings. Several booster clubs support the athletic, FFA and band programs. The Rotary Club of Gustine also supports our Interact Club. We also have a community scholarship fund called GUSTO, which has funded over \$600,000 worth of scholarships since it was founded 22 years ago.

As a school, then, we have strong ties to our students and the community, and we are actively working to deepen the relationships between school and home; moreover, we recognize the need to both balance the community's sense of tradition with our need to meet the needs of modern learners.

The mission of GHS and the GUSD 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.

The expected school-wide learning results are:

- 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.

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	29	25	78
Without Full Credential	2	1	1.5	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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>RCD ELA Units                      The Language of Literature - McDougall Littell                      British Literature - Holt McDougal                      Everything's an Argument with Readings - Bedford/St. Martin's</p> <p>Gustine High School English Department has recently attended the Expository Reading and Writing Curriculum course training for the 3.0 update. Based on the new design, all English classes 9-12 will be aligned to ERWC 3.0. This curriculum does not include an adopted textbook, but instead is based on expository texts and novels that are within the modules; these are provided in a consumable and/or digital format. As a result, students will be issued materials in an ongoing basis, relevant to the current module being studied. In addition, although levels 9-10 do not yet have a full-year designated curriculum, all units studied are based on the assignment template and modular design as established by ERWC 3.0. The reading selections for AP English Language and Composition and AP English</p>	No	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Literature and Composition are determined by the class syllabus approved by the College Board for the respective classes, neither of which requires a textbook.		
<b>Mathematics</b>	<p>The High School has distributed to students locally adopted standards-aligned mathematics textbooks or instructional materials in all classrooms for all students enrolled in grades 9-12 mathmatic courses.</p> <p>RCD Units  Integrated I, II  Algrebra II  AP Statistics  AP Calculus  California Algebra I - Prentice Hall Geometry - Prentice Hall  Prentice Hall Mathematics - Prentice Hall  Pre-Caculus with Limits: A Graphing Approach - Houghton Mifflin  Single Variable Calculus - Cengage Learning  Practice of Statistics - Starnes, Yates, and Moore  California Integrated Mathematics - Houghton Mifflin  MVP Math supplemental materials</p>	No	0.0 %
<b>Science</b>	<p>The high school has distributed to students locally adopted standards=aligned science textbooks or instuctional 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 labratory equipment is made available to all students enrolled in these 9-12 courses.</p> <p>Science Spectrum - Holt  Biology - Holt  Essentials of Anatomy and Physiology - Pearson  World of Chemistry - McDougal  Littell  Chemistry - Houghton Mifflin  Physics Principles and Problems - Glenco/McGraw Hill  Earth Science" McDougal Littell</p>	No	0.0 %
<b>History-Social Science</b>	The High School has distributed to students locally adopted standards-aligned history-social science textbooks or instructional	No	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>materials in all classrooms for all students enrolled in grades 10-12 history-social science courses.</p> <p>Modern World History: Patterns of Interaction - McDougal Littell Ways of the World: A Global History The Americans: Reconstruction to the 21st Century McDougall Littell The American Pageant - Houghton Mifflin Economics - Holt Government - Holt Government By the People - Pearson-Prentice Hall DBQ Project materials are supplemental resources</p> <p>AP World History AP US History AP Government</p>		
<b>Foreign Language</b>	<p>The High School has distributed to students locally adopted state curriculum framework-aligned foreign language or instructional materials in all classrooms for all students enrolled in foreign language courses.</p> <p>Spanish for Speakers AP Spanish language AP Spainsih Literature ELD Edge Beginning, Level A and Level B</p> <p>Spanish I, II and III</p> <p>Asi se dice! - Glencoe/McGraw Hill Asi se dice! Level 2 - Glencoe/McGraw Hill Abriendo Paso - Gramatica - Pearson/Prentice Hall Abriendo Puertas antologia de literatura Tomo I McDougal Littell Abriendo Puertas antologia de literatura Tomo II McDougal Littell Abriendo puertas ampliando perspectivas - McDougal Littell</p> <p>Vista Higher Learning Digital Curriculum for Spanish for Speakers 2 course.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.</p>	No	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Vista higher Learning textbook - Galeria @ de lengua y cultura		
<b>Health</b>	The High School has distributed to students locally adopted standards-aligned health textbooks or instructional materials in all classrooms for all students enrolled in health courses. Glencoe Health / Glencoe An Invitation to Health - Hales 18th edition (paperback) Online power-point for Hales' An Invitation to Health 18th.	No	0.0 %

### School Facility Conditions and Planned Improvements (Most Recent Year)

Merced County Office of Education conducted a Williams visit in August 2019.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

**Year and month of the most recent FIT report:** August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None at this time.
<b>Interior:</b> Interior Surfaces	Fair	There were defecencies in multiple hallways and classrooms; the repairs are in progress.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	The welding shop had a deficiency mark, bricks coming apart and shop needs housekeeping
<b>Electrical:</b> Electrical	Good	The wood-shop and restroom by football field had a deficiency mark; the repair is in progress.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Freshman Hall had a deficiency mark; the repairs are in progress.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Freshman Hall had a defeciey mark

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	Gym had a deficiency
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	42	54	29	32	50	50
<b>Mathematics (grades 3-8 and 11)</b>	12	20	17	18	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	132	131	99.24	0.76	54.20
<b>Male</b>	53	52	98.11	1.89	46.15
<b>Female</b>	79	79	100.00	0.00	59.49
<b>Black or African American</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	96	95	98.96	1.04	48.42
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	28	28	100.00	0.00	64.29
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	104	103	99.04	0.96	46.60
<b>English Learners</b>	33	33	100.00	0.00	27.27
<b>Students with Disabilities</b>	12	12	100.00	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	14	14	100.00	0.00	50.00
<b>Foster Youth</b>					
<b>Homeless</b>					

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	132	132	100.00	0.00	20.45
<b>Male</b>	53	53	100.00	0.00	15.09
<b>Female</b>	79	79	100.00	0.00	24.05
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	96	96	100.00	0.00	17.71
<b>Native Hawaiian or Pacific Islander</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	28	28	100.00	0.00	21.43
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	104	104	100.00	0.00	14.42
English Learners	33	33	100.00	0.00	3.03
Students with Disabilities	12	12	100.00	0.00	0.00
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Foster Youth					
Homeless					

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

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

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## Career Technical Education Programs (School Year 2018-19)

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Programs and classes offered that are specifically focused on career preparation and/or preparation for work. Courses such as Agriculture Mechanics introduces students to the diverse field of Ag Mechanics. Students learn various shop skills for use at home or on a ranch. These include career research , shop safety, tool identification, welding, plumbing, woodwork, electrical, concrete, rope work, small project construction and others. This agriculture course is designed to teach students valuable skills that they can apply to the job market and college. The “hands on” approach to learning is emphasized in this class and qualifies students to participate in all FFA activities such as showing at the county fair. Intermediate Agriculture Mechanics is an introductory course in the operation, service, and repair of small gasoline engines. The course covers welding (Oxyacetylene Arc & MIG) and basic fabrication skills. Practical applications will cover skills specific to welding/fabrication as it pertains to farm operations. This class allows students to make, design, and construct projects that are of an agriculture nature. The Advanced Agriculture Mechanics course is designed to be a one-year course devoted to the development of equipment maintenance and operation, welding skills, project planning and techniques used in industry. The course emphasizes welding skills in the advanced phase of arc welding, MIG, and TIG welding. The primary emphasis is using equipment in out-of-position welding with the application of welding skills learned for equipment fabrication. Blueprint reading, measurement, project design, layout and construction will also be included in the course content. This course is designed to teach students valuable skills that they can apply to the job market and college. This course has been articulated for 2 + 2 credit at Merced College. The Art and History of Floral Design course 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. 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 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 further processed foods. This applied, laboratory-based course, with a focus on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing, engineering, and much more. Through an active, hands-on laboratory experience, students will explore the role of food within various contexts, investigate the management of food quality and safety, explore the processes involved in food production from farming to the science and physics of various types of food production. This course provides students with valuable experience for a career in 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. Course includes exploration of various careers, extended education, and employment/job preparation opportunities. The Intro to Agriculture 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. This course provides hands-on learning and qualifies students to participate in all FFA activities such as showing at the county fair. The Ag Wood 1 & 2 courses provide an introduction to the study and application of Ag Wood and Construction. It introduces and develops many of the essential skills needed to excel in the Ag Wood working industry, such as construction, carpentry, cabinetry, and other. Applications of these skills are developed through project development and construction. This agriculture course is designed to teach students valuable skills that they can apply to the job market and college.

How these programs and classes are integrated with academic courses and how they support academic achievement Courses such as Advanced Agriculture Mechanics include blueprint reading, measurement, project design, layout and construction. This course is designed to teach students valuable skills that they can apply to the job market and college. This course has been articulated for 2 + 2 credit at Merced College. The Agricultural Biology course meets CSU & UC “d” requirement. Agriculture Biology is one-year, laboratory science course, designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships between plants and animals among the following topics: molecular and cellular aspects of life, reproduction, evolution, genetics, taxonomy, ecological relationships among animals, and the similarities between animals and humans. This course centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting. This agriculture course is designed to teach students valuable skills that they can apply to the job market and college. The Veterinary Science course fulfills the CSU and UC “g” requirement and is designed to provide 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 will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills. ROP Food Science and Nutrition meets CSU and UC “g” requirement and teaches students to apply 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 further processed foods. This applied, laboratory-based course, with a focus on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing, engineering, and much more. Through an active, hands-on laboratory experience, students will explore the role of food within various contexts, investigate the management of food quality and safety, explore the processes involved in food production from farming to the science and physics of various types of food production. The Art and History of Floral Design course meets CSU and 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 CSU and UC “g” requirement, and has a prerequisite of Integrated Math I. 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 fulfills the CSU and UC “g” requirement. Food Science 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 further processed foods. This applied, laboratory-based course, with a focus on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing, engineering, and much more. Through an active, hands-on laboratory experience, students will explore the role of food within various contexts, investigate the management of food quality and safety, explore the processes involved in food production from farming to the science and physics of various types of food production. The Ag Wood 1 & 2 courses provide an introduction to the study and application of Ag Wood and Construction. It introduces and develops many of the essential skills needed to excel in the Ag Wood working industry, such as construction, carpentry, cabinetry, and other. Applications of these skills are developed through project development and construction. This agriculture course is designed to teach students valuable skills that they can apply to the job market and college.

How the school addresses the needs of students in career preparation and/or preparation for work, including needs unique to defined special populations of students 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 measurable outcomes of these programs and classes and how they are evaluated for effectiveness in attaining those outcomes 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 2+2 Credit and articulation with local community colleges to allow students to earn college credits.

State the primary representatives of the district’s CTE advisory committee and the industries represented on the committee:

CTE Advisory Team 2019-2020

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

<b>Grade Level</b>	<b>Percentage of Students Meeting Four of Six Fitness Standards</b>	<b>Percentage of Students Meeting Five of Six Fitness Standards</b>	<b>Percentage of Students Meeting Six of Six Fitness Standards</b>
<b>9</b>	22.7	34.4	28.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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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 (School Plan for student achievement). Parent also 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 newly formed Title I Advisory Committee. These 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 a Parent Empowerment Program (PEP) hosted by UC Merced. PEP is a program that empowers parents to clearly understand and assist their children to navigate the issues related to both financing a 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.

Gustine High also hosts a Coffee with the Principal every other month to discuss school achievement, safety, and the needs of parents and students. Gustine High Counselors host several parent night events throughout the year. Topics range from college- and career-awareness to the college application/registration process for senior parents. School Site Council, English Language Advisory Council, and Advancement Via Individual Determination parent meetings provide additional resources.

### School Safety Plan (School Year 2019-20)

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

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

### Gustine High School Vision

At Gustine High School, we build strong, positive, and mutually respectful relationships in an inclusive, supportive, and rigorous environment.

We are responsive to all students and their needs as they become college and career ready, as well as productive members of their community.

We are committed to supporting and guiding each learner so they can excel to their fullest potential.

**What is included in our Site Safety Plan:**

- Oath/Disaster Service Workers & Public Employees - Use of School Facilities
- Important Telephone Numbers
- Situational Communication Plans
- Plan for Loss of Technology
- Evacuation Sites
- Incident Command System Flow Chart
- Staff Duties and Assignments
- Incident Command Locations
- Alarm Information/Utility Shut-Offs
- Incident Command Post
- Security, Search and Rescue Area Map
- Student Release Team
- Medical Team
- Teacher Buddy List
- Activity/Documentation Log
- Student Emergency Evacuation Absence List
- Support Personnel Absence List
- Student Release Sign Out Sheet
- Valve Shut-Off Location Map
- On-Site Evacuation Map
- Off-Site Evacuation Map
- Sample Required School Emergency Drill Report
- Optional Emergency Drill Planning Calendar
- Site Emergency Procedures & Plans For Special Needs Students

**EMERGENCY ACTIONS**

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

**EMERGENCY RESPONSES (Alphabetical Index)**

- Accident at School
- Active Shooter/Armed Assailant
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Tsunami
- Utility Failure

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,067.31	869.96	6,197.35	69,186.10
District	N/A	N/A	5,799.19	
Percent Difference - School Site and District	N/A	N/A	6.6	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Gustine High School receives funding from several sources including Title I, Title III, State Lottery, LCFF, Carl Perkins Tech Education grants, CTE Gran, Prop 20 for instructional materials and unrestricted funds. These funds are used to support student achievement through the use of teacher intervention academies, 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.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	11	22

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	38	44	44

All of the Gustine High School faculty are Highly Qualified. We currently have two teachers with a provisional internship credential. Teachers participate in professional development (PD) at the site and district level. On average, they attend full-day district professional development sessions thrice annually. The number of professional development opportunities depend on teachers' content areas and may include summer professional development. Additional designated funds allow teachers to attend conferences and other professional development opportunities. Staff development has focused on supporting our English language and special education subgroups. There has been additional training regarding instruction and pedagogy specific to block schedule. The 2018-19 and 2019-20 school year have also been dedicated to writing our WASC Self Study and preparing for a November 2019 visit. In addition, all training is aligned to district and school goals found in the LCAP and SPSA. Attendance at training's must be tied to district and site goals; therefore, the process of selecting and attending workshops is effective because both teachers and administrators must identify specific areas of the LCAP and SPSA before approval for training.