Gustine Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Gustine Middle School
Street	28075 Sullivan Road
City, State, Zip	Gustine, Ca, 95322
Phone Number	2098545030
Principal	Peter Duenas
Email Address	pduenas@gustineusd.org
School Website	http://gms.gustineusd.org
County-District-School (CDS) Code	24736196103766

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Dear Gustine Community:
Gustine Middle School (GMS) is the home of the Braves! We are proud to show our "Brave" pride by demonstrating how we, Get Ready, Maintain Respect, and Show Responsibility.   All who enter our school are met with a smile and a welcoming environment from our front office staff which includes our secretary, attendance clerk, bilingual liaison and our health aide. The District Nurse and our site Health Aide provide efficient health services to all students. GMS is dedicated to providing a safe and conducive learning environment where students are successful in reaching their goals, goals that prepare them for college and career. GMS staff have high expectations for all students and expect our students to have those same high expectations for themselves. Together we are committed to providing the support that students need so that all GMS students meet their goals.   GMS has a school psychologist, school counselor, BCBA, and a mental health clinician on staff to support our students' social and emotional needs; general education, special education teachers and support staff are aways available to support the academic needs of our students. GMS also has a librarian who maintains a functional library that provides students the opportunity to explore their curiosity with adventure and/ or fantasy that are provided through a plethora of reading options which in turn promotes a sustained love of reading. The GMS cafeteria staff keep our students nourished throughout the day and the custodial staff ensures a safe and clean learning environment. GMS has a Teacher on Special Assignment who is dedicated to the safety and attendance of our students. GMS has one campus supervisors, and various instructional aides that provide the needed supervision for our students. GMS is home to a variety of individuals who make up the Gustine Middle School community to ensure that each student is a success. It is through our determination, dedication, and mindset that we will achieve our goals. Go Braves!!!

Mr. Peter Duenas
Principal, Gustine Middle School

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	140
Grade 7	123
Grade 8	142
Total Enrollment	405

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.2%
Asian	1%
Filipino	0.7%
Hispanic or Latino	87.7%
Two or More Races	1.5%
White	7.9%
English Learners	34.3%
Foster Youth	0.2%
Homeless	1.5%
Migrant	3.2%
Socioeconomically Disadvantaged	81.7%
Students with Disabilities	11.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.60	78.98	74.30	87.13	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	8.60	2.30	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.54	3.00	3.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	4.30	1.10	1.40	12115.80	4.41
Unknown	1.30	7.47	4.40	5.17	18854.30	6.86
Total Teaching Positions	18.60	100.00	85.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	72.02	76.90	83.26	234405.20	84.00
Intern Credential Holders Properly Assigned	1.20	6.07	6.20	6.72	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	14.29	4.80	5.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	6.87	2.20	2.45	11953.10	4.28
Unknown	0.10	0.70	2.10	2.32	15831.90	5.67
Total Teaching Positions	19.90	100.00	92.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	2.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	2.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00
Local Assignment Options	0.00	1.30
Total Out-of-Field Teachers	0.80	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	15.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2023

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 2022 CPM	Yes	0.0%

Science	TWIG Science, June 8th 2022	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%

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	08/23/23

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			N/A
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).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	21	29	26	47	46
Mathematics (grades 3-8 and 11)	10	11	13	13	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	405	402	99.26	0.74	20.70
Female	190	189	99.47	0.53	26.46
Male	215	213	99.07	0.93	15.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	356	353	99.16	0.84	19.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	45.45
White	30	30	100.00	0.00	30.00
English Learners	139	137	98.56	1.44	3.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	331	329	99.40	0.60	18.54
Students Receiving Migrant Education Services	17	17	100.00	0.00	29.41
Students with Disabilities	44	44	100.00	0.00	0.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	406	403	99.26	0.74	10.67
Female	191	190	99.48	0.52	9.47
Male	215	213	99.07	0.93	11.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	357	354	99.16	0.84	9.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	45.45
White	30	30	100.00	0.00	16.67
English Learners	140	138	98.57	1.43	1.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	332	330	99.40	0.60	10.00
Students Receiving Migrant Education Services	17	17	100.00	0.00	5.88
Students with Disabilities	44	44	100.00	0.00	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.00	15.60	15.86	15.04	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	146	142	97.26	2.74	16.20
Female	78	76	97.44	2.56	21.05
Male	68	66	97.06	2.94	10.61
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	--	--	--	--	--
Hispanic or Latino	129	125	96.90	3.10	16.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	48	96.00	4.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	117	97.50	2.50	17.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	8.33

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.2	100	100	100	99.2

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our belief here at Gustine Middle School is that together, with our families, we can provide what is best learning experience for our students. We encourage our parents to become involved in all of our school leadership opportunities and activities. It is through the collaboration with our parents that we can move forward to a successful future for our students. Parents have the opportunity to be a part of the Parent Teachers Organization, School Site Council, English Learners Advisory Committee and the District English Language Advisory Committee. Parents are welcome to attend Coffee with the Principal, parent Informational evenings that cover topics such as mental health, bullying, vaping, or cyber safety. GMS is working on bringing together parents, students, and staff to celebrate student success. We have had parent paint night and are planning on holding a parent student poem night. Our lines of communication with parents and families are through phone conversations, Parent Square, Gustine Middle School Website, and our Aeries Portal. Parent Square is also a district wide communication system that sends out messages via phone calls, text or email. Parent Square also allows for private direct messaging for parents to teachers and administrators. Gustine Middle School is committed to working together with parents and families; we can do anything when we work together. It is through a shared and open communication between the school, parents and the community that we will Succeed.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	436	423	121	28.6
Female	208	202	57	28.2
Male	228	221	64	29.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	1	25.0
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	380	371	106	28.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	7	2	28.6
White	35	33	11	33.3
English Learners	157	153	51	33.3
Foster Youth	2	2	0	0.0
Homeless	9	7	2	28.6
Socioeconomically Disadvantaged	362	350	110	31.4
Students Receiving Migrant Education Services	19	19	9	47.4
Students with Disabilities	51	49	19	38.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.64	12.20	8.94	0.80	5.45	5.02	0.20	3.17	3.60
Expulsions	0.00	0.24	0.23	0.00	0.69	0.11	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.94	0.23
Female	6.25	0.48
Male	11.4	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.89	0.26
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	11.43	0
English Learners	8.92	0.64
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	19.61	0

2023-24 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 one campus supervisor whose primary responsibility is to help with student safety and supervision. Additionally, all staff members from the principal, Teacher on Special Assignment, 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 students to walk home. Otherwise, students are either bussed (outskirts of Gustine) 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 15, 2023, and was approved by GUSD School Board on March 08, 2023. 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

2023-24 School Safety Plan

Procedures, and Bullying Prevention Policies and Procedures.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	8	9	1
Mathematics	23	3	8	
Science	23	2	9	
Social Science	23	3	9	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	11	7	0
Mathematics	26	1	9	0
Science	26	1	9	0
Social Science	27	0	10	0

2022-23 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	

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$50,508	$47,616
Mid-Range Teacher Salary	$83,978	$75,580
Highest Teacher Salary	$94,974	$100,485
Average Principal Salary (Elementary)	$128,841	$114,067
Average Principal Salary (Middle)	$135,285	$123,622
Average Principal Salary (High)	$133,218	$125,386
Superintendent Salary	$159,009	$157,977
Percent of Budget for Teacher Salaries	31.27%	27.82%
Percent of Budget for Administrative Salaries	6.53%	5.78%

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 2022-2023 has been focused on our new ways to increase teachers capacities in math and science, increasing staff mental health, and assessments and grading. Professional Development has also included standard based grading and understanding special education services.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3