Gustine High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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://www.gustineusd.org/
Grade Span	9-12
County-District-School (CDS) Code	24736192431807

2025-26 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

2025-26 School Description and Mission Statement

Gustine High School, nestled in the heart of California's Central Valley, has served the community since its establishment in 1913. Serving grades 9 through 12, the school currently has 520 students.

The demographic composition reflects the diversity of the community: 85.96% Hispanic (447 students), 10.58% White (55 students), and a combined 3.46% representing Asian (0.58%), Filipino (1.35%), Two or More Races (0.96%), African American (0.19%), American Indian/Native Alaskan (0.19%), and Native Hawaiian/Pacific Islander (0.19%) students.

A total of 112 students (21.54%) are identified as English Learners, including students classified as Long-Term English Learners. The school serves 49 students with disabilities (9.42%). Socioeconomic data indicate that 438 students (84.23%) are identified as socioeconomically disadvantaged. Additionally, 10 students (1.92%) are experiencing homelessness, and two students (0.58%) are in foster care. In alignment with Gustine High School's commitment to equity, access, and student support, 100% of students are eligible for free meals.

A principal and an assistant principal lead Gustine High School. It is supported by two school counselors, a college and career technician, a CTE counselor, and a school psychologist who also serves Gustine Elementary School. This shared support reflects a collaborative, districtwide approach to meeting student needs. The faculty includes 29 certificated teachers and an instructional coach, ensuring students receive strong academic instruction and ongoing support. We also have a mental health clinician and BCBA who support our students.

Gustine Unified School District's motto, "Opening Doors… to a Brighter Future," reflects the district's commitment to academic achievement and student success. This philosophy emphasizes creating meaningful opportunities that prepare students for college, careers, and life beyond high school. Through its long-standing history, diverse student population, and dedicated team of educators, Gustine High School continues to carry out the district's vision and support a promising future for all students.

Gustine High School's Vision:

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

2025-26 School Description and Mission Statement

environment. We are responsive to all students and their needs as they become college career-ready and productive members of their community. We are committed to supporting and guiding each learner so that they can excel to their fullest potential.

Gustine High School's Mission:

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

Gustine High School's updated Schoolwide Learning Outcomes read:
To become productive members of a community who are college and career-ready and able to excel to their fullest potential, the student will:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	123
Grade 10	158
Grade 11	122
Grade 12	128
Total Enrollment	531

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	0.2
Filipino	1.3
Hispanic or Latino	84.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.9
White	10.4
English Learners	21.1
Foster Youth	0.6
Homeless	1.9
Migrant	1.3
Socioeconomically Disadvantaged	82.5
Students with Disabilities	9.2

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.

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)	25.5	83.97	76.9	83.26	234405.2	84
Intern Credential Holders Properly Assigned	2.5	8.21	6.2	6.72	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	3.25	4.8	5.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.25	2.2	2.45	11953.1	4.28
Unknown/Incomplete/NA	1	3.29	2.1	2.32	15831.9	5.67
Total Teaching Positions	30.4	100	92.3	100	279044.8	100

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.

2022-23 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)	23.4	73.84	65.8	71.22	231142.4	83.24
Intern Credential Holders Properly Assigned	1.7	5.4	4.7	5.1	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.2	16.69	13.5	14.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	2.49	2.2	2.48	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.58	6	6.56	14303.8	5.15
Total Teaching Positions	31.6	100	92.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22.6	77.2	69.7	74.21	230039.4	100
Intern Credential Holders Properly Assigned	2	6.82	7.8	8.33	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.6	9.07	8.9	9.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.5	0.6	12112.8	4.34
Unknown/Incomplete/NA	2	6.88	6.8	7.28	13705.8	4.91
Total Teaching Positions	29.3	100	94	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.7	1.6
Misassignments	0.90	3.5	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	5.2	2.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.30	0.7	0
Total Out-of-Field Teachers	0.30	0.7	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2	12.8	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.6	1.6	2.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading and Writing Course (ERWC) Publisher: California State University – CSU Chancellor's Office Edition: 3rd Edition Grade Level(s): 9-12 Adoption Year: 2023 English 101 CCAP (Dual Enrollment) – Offered in partnership with Modesto Junior College; taught by an MJC professor with a GHS teacher facilitator. Instructional materials selected by the professor. ENGL C1000- Academic Reading and Writing. Textbooks Author Title Publisher Date ISBN CCN: Rise B. Axelrod, Charles R. Cooper, Ellen Carillo, Wallace Cleaves Concise Guide to Writing (13th Ed.) Bedford/St. Martin's 2021 1319249221 CCN: Gerald Graff and Cathy Birkenstein They Say/I Say with Readings: The Moves that Matter in Academic Writing (6th Ed.) STAR Reader Diagnostic Benchmark is given three times a year, as well as FIAB (focused interim assessment blocks) and IAB (interim assessment blocks)	0.0 %
Mathematics	Integrated Math I, II, III – CPM Core Connections Integrated I, II, III, CPM Educational Program, 2nd Edition, Adopted June 2022 Pre-Calculus – CPM Core Connections Pre-Calculus, CPM Educational Program, 3rd Edition, Adopted June 2022 Statistics - College textbook by Wiley - 2024	0.0 %

	We partner with Merced College Math Bridge, and we have a teacher with a master's. Statistics - College textbook by Wiley - 2024 Pilot Illustrative Math (IM) 2025/2026	
Science	The high school has adopted an online-based curriculum, STEMscopes. STEMscopes is an aligned science curriculum. This curriculum is made available for all students enrolled in 9-12 science courses. For courses designated as lab science by the school/district, science laboratory equipment is made available to all students enrolled in these 9-12 courses. Living Earth – STEMscopes, current edition Chemistry of the Earth System – STEMscopes, current edition Physics in the Universe – STEMscopes, current edition Anatomy & Physiology – Essentials of Anatomy & Physiology, Martini & Bartholomew, 3rd Ed. AP Chemistry – Chemistry, Zumdahl & Zumdahl, 6th Ed. We partner with Modesto Junior College to offer Animal and Veterinary Science CCAP courses taught by instructors holding a master's degree. Textbook - Scientific Farm Animal Production.	0.0 %
History-Social Science	The High School has distributed locally adopted standards-aligned history-social science textbooks or instructional materials to all classrooms for all students enrolled in grades 10-12 history-social science courses. Modern World History – McGraw-Hill IMPACT, 2019 U.S. History – McGraw-Hill IMPACT, 2019 U.S. Government – McGraw-Hill IMPACT, 2019 Economics – McGraw-Hill IMPACT, 2019 AP World History – College Board approved, 2019 AP Government – College Board approved; AMSCO 3rd Ed, 2019 We partner with Modesto Junior College to offer History 101 and 102 CCAP - MJC textbook	0.0 %
Foreign Language	The High School has distributed locally adopted, state curriculum framework-aligned foreign language or instructional materials to all classrooms for all students enrolled in foreign language courses. Spanish Speakers 1 – Galería 1, 2nd Ed., Vista, 2025 Spanish Speakers 2 – Galería 2, 2nd Ed., Vista, 2025 AP Spanish Language – Temas, Vista, 2020; Como agua para chocolate (6-yr license, 2022) AP Spanish Literature – Abriendo Puertas, McDougal Littell; Azulejo, 2nd Ed., 2023 ELD 1–4 – Edge, Nat. Geographic/Cengage, 2014	0.0 %

	Spanish I, II, and III Glencoe/McGraw-Hill: ¡Asi se dice! (Level 1), With student workbooks / Author: Conrad J. Schmitt 2009	
Health	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	0.0 %
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

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

School Facility Conditions and Planned Improvements

The Merced County Office of Education (MCOE) conducts the FIT or Williams compliance inspections. The most recent inspection, either district or Williams, is available when this SARC is prepared and utilized for this report. Inspection reports are maintained at the GUSD district office. The Gustine Fire Department also conducts yearly site inspections at Gustine High School to ensure the campus meets all necessary safety requirements.
The rating scale used for this inspection is as follows:
99% - 100% = Exemplary: School meets most/all good repair standards. Noted deficiencies, if any, are not significant.
90% - 98.99% = Good: The school was maintained in good repair with some isolated deficiencies from wear/tear or are being mitigated.
75%—89.99% = Fair: The school is not in good repair, and it has some critical or widespread deficiencies which require repairs.
00% - 74.99% = Poor: School facilities are in poor condition with deficiencies of various degrees throughout and major repairs are necessary.
The results of the most recent report available for this campus are disaggregated below.

The Office of Public School Construction has developed the Facility Inspection Tool (FIT) to determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility according to EC Section 17002(d)(2). Based on a visual inspection, the tool is designed to identify areas of a school site that need repair. In addition, the EC specifies that the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

School Facility Conditions and Planned Improvements

Good repair means the facility is maintained to ensure it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education must conduct specified assessments of school conditions, including the safety, cleanliness, and adequacy of school facilities, and the needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each facility is maintained in good repair to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

"INSPECTOR'S COMMENTS AND
RATING EXPLANATION:" Construction is taking place onsite, so there is a lot of dust and dirt on the campus. The deficiencies noted (excluding the auditorium ceiling have already been repaired. 91.19% and a rating of GOOD

Year and month of the most recent FIT report	October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100%
Interior: Interior Surfaces			X	54.55%
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			100%
Electrical	X			100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			95.46%
Safety: Fire Safety, Hazardous Materials		X		88.64%
Structural: Structural Damage, Roofs	X			100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			95.45%

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	48	23	26	47	48
Mathematics (grades 3-8 and 11)	5	10	12	15	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	114	99.13	0.87	48.25
Female	66	65	98.48	1.52	61.54
Male	49	49	100.00	0.00	30.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	97	98.98	1.02	43.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	17	94.44	5.56	23.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	96	98.97	1.03	45.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	16.67

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	115	100.00	0.00	10.43
Female	66	66	100.00	0.00	12.12
Male	49	49	100.00	0.00	8.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	98	98	100.00	0.00	8.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	97	100.00	0.00	7.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.25	22.34	13.83	20.99	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	274	100.00	0.00	22.34
Female	133	133	100.00	0.00	28.03
Male	141	141	100.00	0.00	17.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	226	226	100.00	0.00	18.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	28	28	100.00	0.00	32.14
English Learners	57	57	100.00	0.00	3.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	230	230	100.00	0.00	19.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	24	100.00	0.00	4.17

2024-25 Career Technical Education Programs

Gustine High School Career Technical Education

Gustine High School offers a variety of courses, including Career Technical Education (CTE) courses. Many of these courses serve the dual purpose of preparing students for college and careers. Our special populations, such as English Learners and Resource/SDC students, are included in our CTE classes. The curriculum and projects are adapted to help EL and special education students participate fully in classes and related extracurricular activities, like exhibiting livestock and creating projects for competitions. The effectiveness of CTE programs is evaluated through student achievement, the completion of an annual, scored job skills portfolio, and mock interviews.

Gustine High School has partnered with Modesto Junior College to allow students to earn college credits while in high school. We have articulated specific courses. Articulation enables students to earn college credit if they achieve a C or better and may involve additional testing. We also offer students the opportunity to take dual-enrollment courses. This means students are enrolled at MJC, attending classes either in person or online, while still attending Gustine High School. Additionally, we offer six courses from MJC through the College and Career Access Pathways (CCAP) program, including English 101, History 101 and 102, Healthy Living, Introduction to Psychology, and Sociology.

AGRICULTURE AND NATURAL RESOURCES SECTOR

2024-25 Career Technical Education Programs

Agricultural Business Pathway

Intro
Intro to Ag Business

Concentrator
Ag Business II

Capstone
Ag Business III

Agricultural Mechanics Pathway

Intro
Intro to Ag Mechanics

Concentrator
Ag Mechanics II

Capstone
Ag Mechanics III

Agriscience Pathway

Intro
Ag Biology*

Concentrator
Ag Chemistry*

Capstone
Ag Physics

Floral Pathway

Concentrator
Floral Design II

Capstone
Floral Design III

BUSINESS AND FINANCE SECTOR

Business Management Pathway

Concentrator
Business Management II

Capstone
Business Management III

HEALTH SCIENCE AND MEDICAL TECHNOLOGY SECTOR

Patient Care Pathway

Concentrator

2024-25 Career Technical Education Programs

Patient Care II

Capstone
Patient Care III

Educational Pathway

Foundation in Edcuation I - 12 units
Foundation in Education II - 4 units

CTE Advisory Team 2025/2026

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	386
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	11.0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	8.33%

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	79.8%
Graduates Who Completed All Courses Required for UC/CSU Admission	56.8%

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98.3	98.3	98.7	98.7	98.7

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.

2025-26 Opportunities for Parental Involvement

Gustine High School values our parents' and community members' leadership and contributions through their active participation in the School Site Council. This council plays a vital role in establishing school-wide goals and collaboratively developing and approving the GHS Single Plan for Student Achievement (SPSA). Parents also provide significant input into the GUSD Local Control Accountability Plan (LCAP).

Parents and community members also serve on strategic committees, such as the English Learner Advisory Committee (ELAC) and the Title I Advisory Committee, which are integral to discussions within the School Site Council. Title I funds, used school-wide, ensure all students have equitable access to a high-quality education. These committees, composed of parents, teachers, administrators, and students, address Gustine High's needs and provide input on allocating resources. Here are a few items that parents can engage with at GHS.

GHS Back to School Night
Families met teachers, reviewed behavior expectations, and learned about academic programs, resources, and supports available to students throughout the year.

Parent University: Social Media & Suicide Prevention
A parent education workshop providing data, warning signs, and resources related to student mental health, suicide prevention, and online safety.

Senior Parent Night
Families of seniors received guidance on graduation requirements, CSU/UC applications, FAFSA, and postsecondary planning timelines, with direct counselor support.

Data Confirmation Workshop
Parents received hands-on support to register for and update their ARIES parent portal accounts, ensuring accurate student information and improved communication.

Parent-Teacher Conference Day

2025-26 Opportunities for Parental Involvement

An opportunity for parents, students, teachers, and counselors to discuss academic progress, behavior, and supports to promote student success.

Coach AI Parent Workshop
A parent-focused workshop centered on social-emotional learning and ASCA mindsets, strengthening family capacity to support student well-being and growth.

Cash for College Workshop
A family-focused financial aid workshop where parents and students received direct assistance completing FAFSA and understanding college funding options.

How Gustine High School Drives Parent Engagement

Gustine High School places a strong emphasis on meaningful parent engagement as a key component of student success. The school intentionally provides multiple entry points for families to connect with the campus, understand academic expectations, and actively support their students' educational journeys. Through structured events such as Back to School Night, Senior Parent Night, and Parent-Teacher Conferences, families are informed partners in academic planning, graduation progress, and postsecondary readiness.

In addition, Gustine High School prioritizes parent education and empowerment through workshops focused on mental health, social-emotional learning, online safety, and financial aid. Events such as Parent University, Coach AI Parent Workshops, and Cash for College ensure families have access to timely information, practical tools, and direct support. By offering both academic and wellness-focused engagement opportunities, the school strengthens trust, communication, and shared responsibility between home and school, reinforcing a collaborative approach to supporting every student's success.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.9	2.4	0.8	4.7	6.7	5.5	8.2	8.9	8
Graduation Rate	95.4	97.6	99.2	94.7	93.3	94.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	119	118	99.2
Female	57	57	100.0
Male	62	61	98.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	95	94	98.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	15	15	100.0
English Learners	34	33	97.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	99	98	99.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	18	17	94.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	544	536	155	28.9
Female	276	273	91	33.3
Male	268	263	64	24.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	460	453	135	29.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	55	54	13	24.1
English Learners	117	115	46	40.0
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	455	448	145	32.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	49	26	53.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.79	4.6	4.78	5.02	2.7	4.46	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0.17	0	0.11	0.06	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.78	0.00
Female	3.26	0.00
Male	6.34	0.00
Non-Binary	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	4.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.27	0.00
English Learners	8.55	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	5.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.65	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At Gustine High School, student and staff safety is a top priority. We are committed to providing a secure, supportive, and welcoming learning environment. This commitment is outlined in our Safe School Plan, which is reviewed and updated annually. At the start of each school year, the plan is reviewed with staff and approved by the Gustine High School Site Council (SSC). The 2025/2026 update will be presented to the SSC in both English and Spanish in January and submitted to the school board for final approval in February 2026.

To ensure campus readiness, Gustine High conducts regular emergency drills throughout the school year. These drills prepare students and staff to respond effectively to a variety of emergencies and reinforce expectations for maintaining a safe, orderly, and respectful campus.

We also take pride in maintaining a clean and well-kept campus. Through a shared responsibility between students and staff, the school remains litter-free, and any vandalism is addressed promptly to preserve a positive and welcoming environment.

Gustine High works closely with the Merced County Sheriff's Department to strengthen emergency preparedness. In collaboration with law enforcement, the school conducts comprehensive lockdown drills designed to improve coordination, communication, and response procedures. These drills enhance staff readiness and support a unified response in emergencies.

In addition to lockdown drills, the school conducts three to four safety drills each year covering a range of emergency scenarios. Gustine High is supported by a dedicated School Resource Officer (SRO) who helps monitor campus safety and build positive relationships with students. Although shared with other district schools, the SRO's presence reflects the district's ongoing commitment to student safety and well-being.

Through collaboration with staff, students, families, and local law enforcement, Gustine High School maintains a safe, orderly, and supportive campus where students can learn and thrive.

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	24	8	21	0
Mathematics	23	10	13	0
Science	22	6	11	0
Social Science	27	1	15	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	14	15	0
Mathematics	20	13	11	0
Science	22	5	10	0
Social Science	24	7	10	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	6	12	6
Mathematics	20	15	10	0
Science	23	4	5	2
Social Science	25	6	7	3

2024-25 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	276.5

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11,373.00	1834.00	9539.00	101,992.00
District	N/A	N/A	16189.00	$88,627
Percent Difference - School Site and District	N/A	N/A	-51.7	14.0
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-15.5	9.6

Fiscal Year 2024-25 Types of Services Funded

The state's Local Control Funding Formula (LCFF) provides essential base and supplemental funding to support programs and services for students. These funds are allocated based on the Local Control Accountability Plan (LCAP), developed by the Gustine Unified School District in collaboration with stakeholders, including parents, students, school employees, and community members. Throughout the school year, several meetings are held to gather input from stakeholders, ensuring funds are used strategically to address the instructional needs of all students.

Gustine High School benefits from a variety of funding sources, including:

Title I, which supports economically disadvantaged students.
Title III funds programs for students with limited proficiency in English.
State Lottery Funds, which address athletic and curriculum needs.
Carl Perkins Tech Education Grants and CTE Grants bolster our FFA and career technical education programs.
A-G Grant, which enhances college and career readiness initiatives.
WE Will Grant Funding

Fiscal Year 2024-25 Types of Services Funded

Golden State Program Pathway
CTEIG Grant for Business, AG and Patoient Care Pathways
ESSER Funding supports mental health services, BCBA programs, and additional instructional aides for special education. Gustine High School has also secured funding through the WE Will Grant and the Golden State Grant to expand and strengthen our Medical and Educational Pathways. These funds support work-based learning opportunities, dual-enrollment programs, and college-readiness initiatives that are critical to preparing students for careers in healthcare and education. This funding allows us to provide resources such as transportation, hands-on experiences, career counseling, and access to college credits, all of which are essential for student success in these pathways.

Together, these funding sources ensure that Gustine High School has the resources to provide a well-rounded education that meets the diverse needs of our student population and prepares them for college, career, and beyond.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,170	$57,978
Mid-Range Teacher Salary	$98,380	$89,612
Highest Teacher Salary	$111,262	$117,194
Average Principal Salary (Elementary)	$152,076	$143,632
Average Principal Salary (Middle)	$159,626	$149,447
Average Principal Salary (High)	$166,100	$162,334
Superintendent Salary	$214,264	$234,076
Percent of Budget for Teacher Salaries	26.13%	27.81%
Percent of Budget for Administrative Salaries	5.51%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.4

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	1
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

Gustine High School, professional development is intentionally designed to meet the diverse needs of both students and teachers. Professional learning priorities are informed by multiple data sources, including classroom observations, teacher surveys, disaggregated SBAC data, PBIS data, and other assessment tools. This data-driven approach ensures that professional development is targeted, relevant, and impactful.

Gustine High School benefits from a strong partnership with the Merced County Office of Education (MCOE), which provides ongoing support to departments across the campus, including English, Math, Science, Art, and Music. Through this collaboration, teachers participate in focused professional learning opportunities, including CPM Math training, STAR diagnostic professional development, and co-teaching coaching. MCOE also provides observation support and instructional guidance, helping educators strengthen best practices and better meet student needs.

Gustine Unified School District is committed to continuous professional growth across all subject areas, including Math, English Language Arts, Science, English Language Development, and Special Education. Teachers engage in ongoing training throughout the school year, aligned to both individual and schoolwide goals. New teachers receive structured support through the TIPS mentoring program, where trained mentors provide coaching, feedback, and guidance during their first two years to support effective lesson planning and classroom instruction.

Professional development is embedded throughout the school year through staff development days that include administrators, certificated staff, and classified employees. Teachers also attend specialized workshops and conferences focused on literacy, mathematics, ELD, special education strategies, and curriculum development. In addition, weekly Professional Learning Community (PLC) meetings provide structured collaboration time, including dedicated co-teaching discussions, where educators work together to refine instructional practices and share effective strategies.

Most recently, teachers and special education staff participated in professional learning sessions focused on supporting diverse learners. These collaborative discussions promoted the sharing of practical strategies and strengthened inclusive practices across classrooms.

At Gustine High School, professional development is an ongoing commitment to equipping educators with the knowledge, skills, and support needed to improve instruction and elevate student learning. Through strategic partnerships and a collaborative culture, the school continues to strengthen teaching practices and advance academic excellence for all students.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	49	54	64