**BOARD OF TRUSTEES REGULAR BOARD MEETING**
**STUDY SESSION**
**GUSTINE UNIFIED SCHOOL DISTRICT**
**1500 MEREDITH AVENUE, GUSTINE, CA 95322**
**WEDNESDAY, OCTOBER 21, 2026**
**5:00 P.M.**

## I. CALL TO ORDER – 5:00 p.m. - *OPEN SESSION OF THIS MEETING WILL BE RECORDED*

**A. Roll Call**

Mr. Gary Silva, President
Mr. Zachery Ramos, Clerk
Mr. Kevin Cordeiro, Board Member
Trustee Area 4 - Vacant
Trustee Area 5 - Vacant
Miss Elizabeth Meza, Student Board Member

**B. Pledge of Allegiance**

**C. Adoption of Agenda**

**D. Disability-Related Modifications**

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

**E. Communication from the Public**

Members of the public may bring before the Board matters that are listed on the agenda. The Board may refer such a matter to the Superintendent or designee or take it under advisement, but shall not take action at that time. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item (BP 9323).

## II. INFORMATION/DISCUSSION/REPORT

**A. CAASPP – Grades & Attendance Report – Kim Medeiros**

## III. STUDY SESSION

**A. Student Achievement Study Session**

## IV. ADJOURNMENT

# INFORMATION/ DISCUSSION REPORT



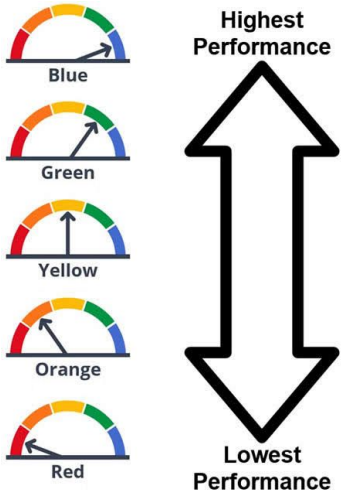
Gustine Unified School District

# Beginning of Year Insights

CAASPP · Grades & Attendance · BOY 2026–27

October 2026 · Prepared by Parsec Education




LEARN MORE

## English Language Arts

All Students | State

Yellow

55.4 points below proficient

Increased 7.4 Points

EQUITY REPORT
Number of Student Groups in Each Color

| 0 | 4 | 2 | 0 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

LEARN MORE

## Mathematics

All Students | State

Yellow

90.7 points below proficient

Increased 11 Points

EQUITY REPORT
Number of Student Groups in Each Color

| 0 | 5 | 1 | 0 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

LEARN MORE

## English Learner Progress

All Students | State

Yellow

46.3% making progress

Maintained 1.7%

LONG-TERM ENGLISH LEARNER PROGRESS

| 0 | 0 | 0 | 1 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

LEARN MORE

## College/Career

All Students | State

Green

Prepared 58%

Increased 12.7%

EQUITY REPORT
Number of Student Groups in Each Color

| 0 | 0 | 0 | 4 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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## Suspension Rate

All Students | State

Green

3.2% suspended at least one day

Declined 1.1%

EQUITY REPORT
Number of Student Groups in Each Color

| 0 | 1 | 1 | 4 | 2 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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## Chronic Absenteeism

All Students | State

Yellow

22.2% chronically absent

Declined 5.1%

EQUITY REPORT
Number of Student Groups in Each Color

| 2 | 1 | 4 | 0 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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## Graduation Rate

All Students | State

Blue

95.4% graduated

Increased 1.5%

EQUITY REPORT
Number of Student Groups in Each Color

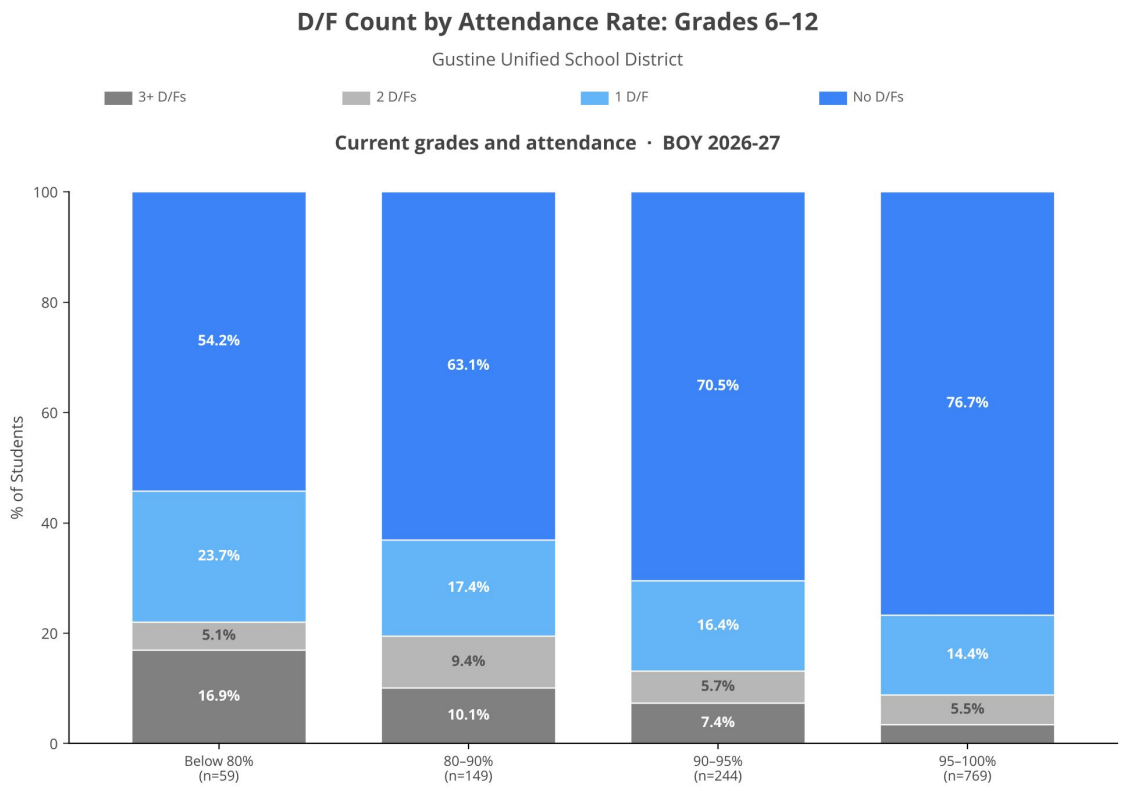
| 0 | 0 | 0 | 3 | 1 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

# Grades & Attendance: D/Fs and Chronic Absence

Gustine Unified School District



# D/F Count by Attendance Rate (Grades 6–12)




**STRENGTH**

76.7% of students attending 95% or more of school days have no D/Fs (n = 769).

**ATTENTION NEEDED**

Students attending below 80% are about twice as likely to have a D/F: 45.8% have 1+ D/F vs. 23.3% at 95–100%. 16.9% have 3+ D/Fs. The link is clear but moderate ($r \approx -0.20$), so attendance is one factor, not the only one.

**LCAP CONNECTION**

LCAP Goal 2, Metric 2.7 (Attendance rates) sets a target of 95.52%. Action 2.7 aims to "Improve upon the tiered re-engagement strategies through family partnerships and home visits."

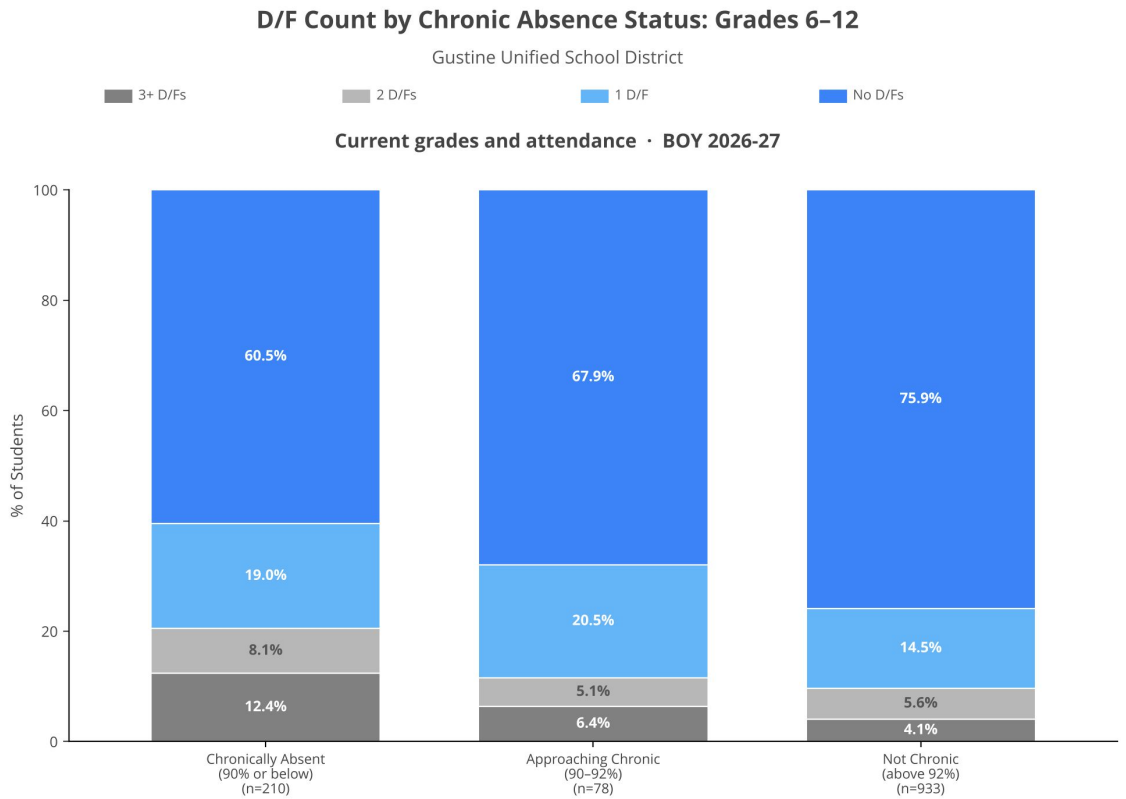
**? REFLECTION QUESTION**

*These are early-year rates (about 40 school days), so one absence moves a rate about 2.5 pts. How can teams act on the pattern now, before rates settle?*



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# D/F Count by Chronic Absence Status (Grades 6–12)




**STRENGTH**

75.9% of students who are not chronically absent have no D/Fs (n = 933).

**⚠ ATTENTION NEEDED**

39.5% of chronically absent students have 1+ D/F and 20.5% have 2+, compared with 24.1% and 9.7% of students who are not chronically absent. Students approaching chronic (90–92%) are already at 32.1%.

**LCAP CONNECTION**

LCAP Goal 2, Metric 2.8 (Chronic Absenteeism): 27.3% in 2024-25, with a target of 19.9%. This fall's 17.2% for Grades 6–12 is year-to-date and is not directly comparable to the annual Dashboard rate.

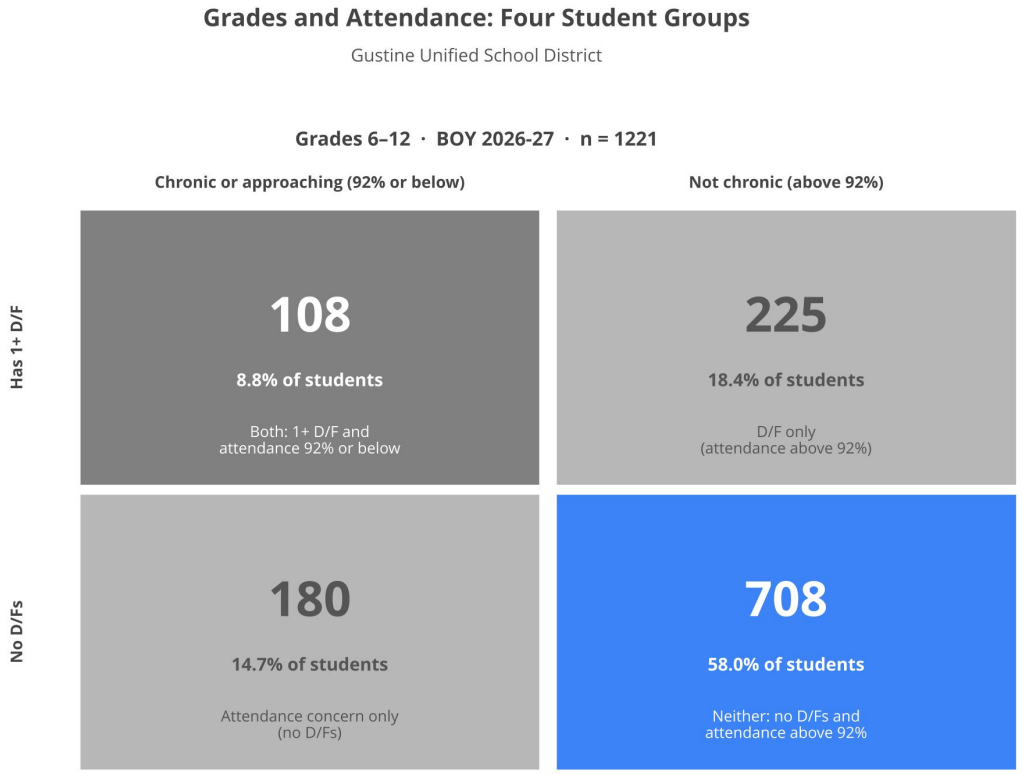
**? REFLECTION QUESTION**

*The approaching-chronic group is already showing more D/Fs. What early-warning outreach could reach these 78 students this month?*



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# Grades and Attendance: Four Student Groups (Grades 6–12)




**STRENGTH**

708 students (58.0%) have no D/Fs and attend more than 92% of school days.

**ATTENTION NEEDED**

108 students (8.8%) have both a D/F and attendance at or below 92%. Another 225 have D/Fs only, and 180 have an attendance concern only. This file has no student IDs, so these groups can't yet be matched to STAR results.

**SUCCESS CRITERIA**

Goal 1: "...providing a centralized platform and data coaching to ensure teams can efficiently analyze CAASPP, STAR, and DIBELS data for MTSS decisions."

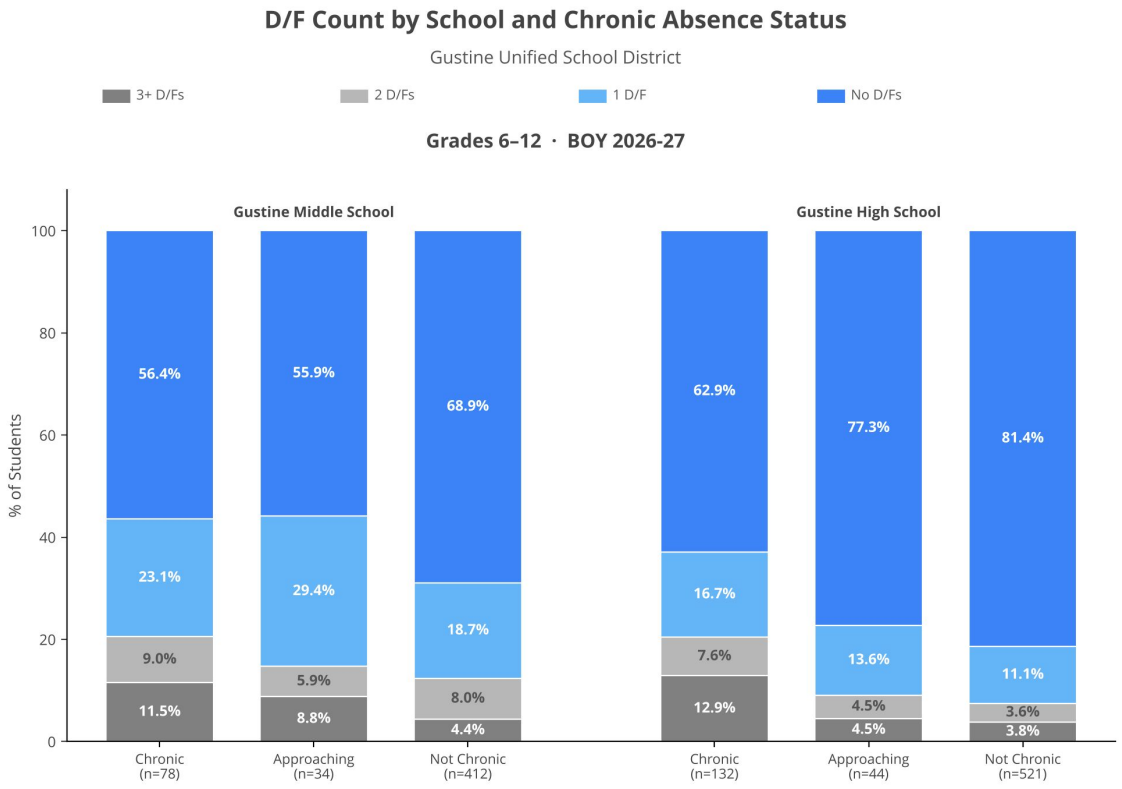
**? REFLECTION QUESTION**

*Who on each site team will own the list of 108 students with both concerns, and what does Tier 2 or Tier 3 support look like for them?*



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# D/F Count by School and Chronic Absence Status




**STRENGTH**

At Gustine High, 81.4% of students who are not chronically absent have no D/Fs.

**ATTENTION NEEDED**

At Gustine Middle, 31.1% of students who are not chronically absent still have a D/F, vs. 18.6% at Gustine High. 43.6% of chronically absent middle schoolers have a D/F, so attendance isn't the whole story there.

**SUCCESS CRITERIA**

Goal 2: "...equipping them with student-level data dashboards and implementation strategies to effectively guide and focus their PLCs on data-driven interventions."

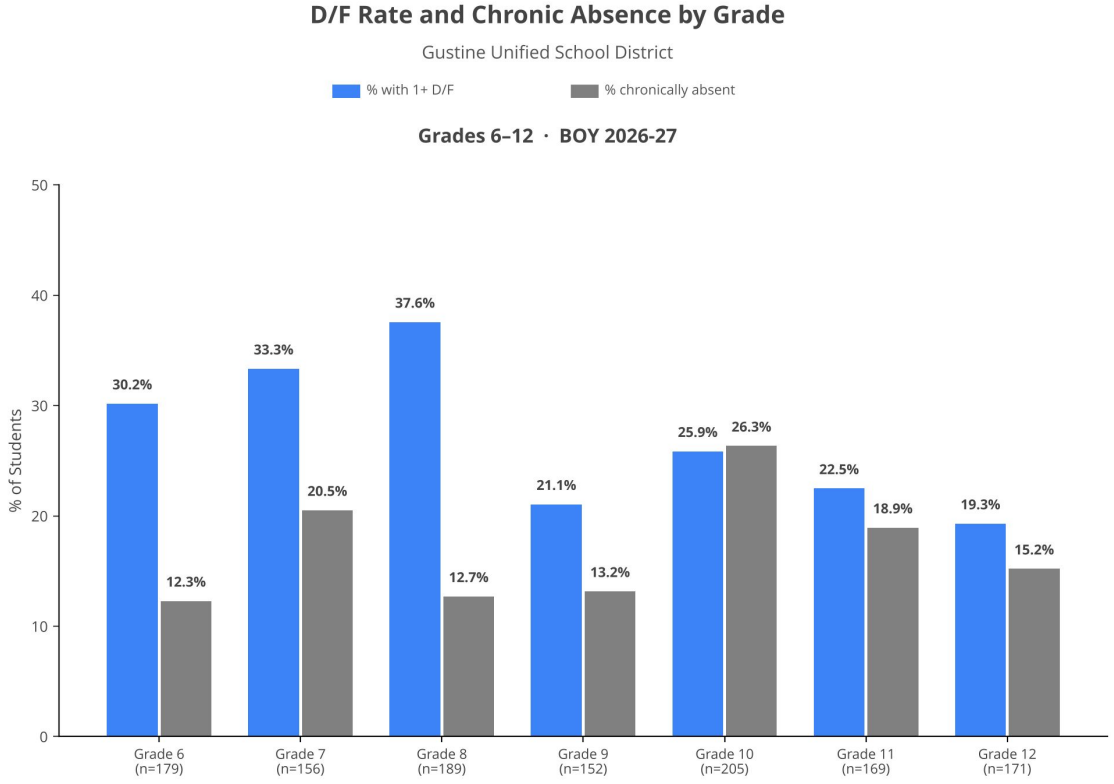
**REFLECTION QUESTION**

*Beyond attendance, what else might explain D/Fs at the middle school (grading practices, course load, missing work), and how could PLCs look into it?*



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# D/F Rate and Chronic Absence by Grade (Grades 6–12)




**STRENGTH**

Grade 12 has the lowest D/F rate (19.3%), followed by Grade 9 (21.1%), which also showed the largest STAR Reading gains this fall.

**ATTENTION NEEDED**

Grade 8 has the highest D/F rate (37.6%), and STAR shows 59.7% of 8th graders Not Met. Grade 10 has the highest chronic absence (26.3%), and Grade 7 is high on both (33.3% D/F, 20.5% chronic).

**LCAP CONNECTION**

LCAP Action 2.7 (Attendance): the district will "develop strategies, supports, and incentives for students to ensure higher attendance rates and avoid chronic absenteeism."

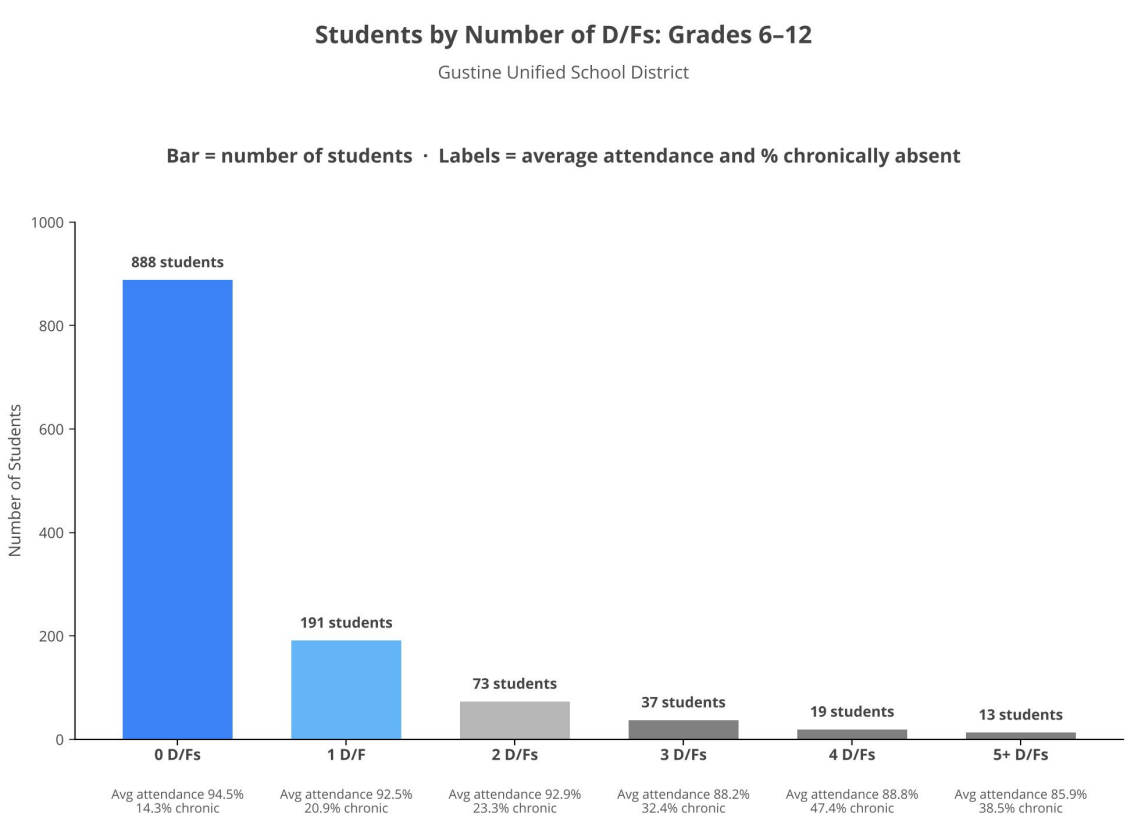
**? REFLECTION QUESTION**

*In Grade 8, D/Fs are high but chronic absence is low (12.7%). What is driving D/Fs for 8th graders who are coming to school?*



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# Students by Number of D/Fs (Grades 6–12)




**STRENGTH**

888 students (72.7%) have no D/Fs, with an average attendance of 94.5%.

**⚠ ATTENTION NEEDED**

Average attendance falls from 94.5% (no D/Fs) to 85.9%–88.8% for students with 3 or more D/Fs. 32.4%–47.4% of those students are chronically absent. These are early-year results (about 40 school days) and will shift as the year goes on.

**? REFLECTION QUESTION**

*69 students have 3 or more D/Fs. What would it take to review each of their plans, including attendance, by the end of the quarter?*



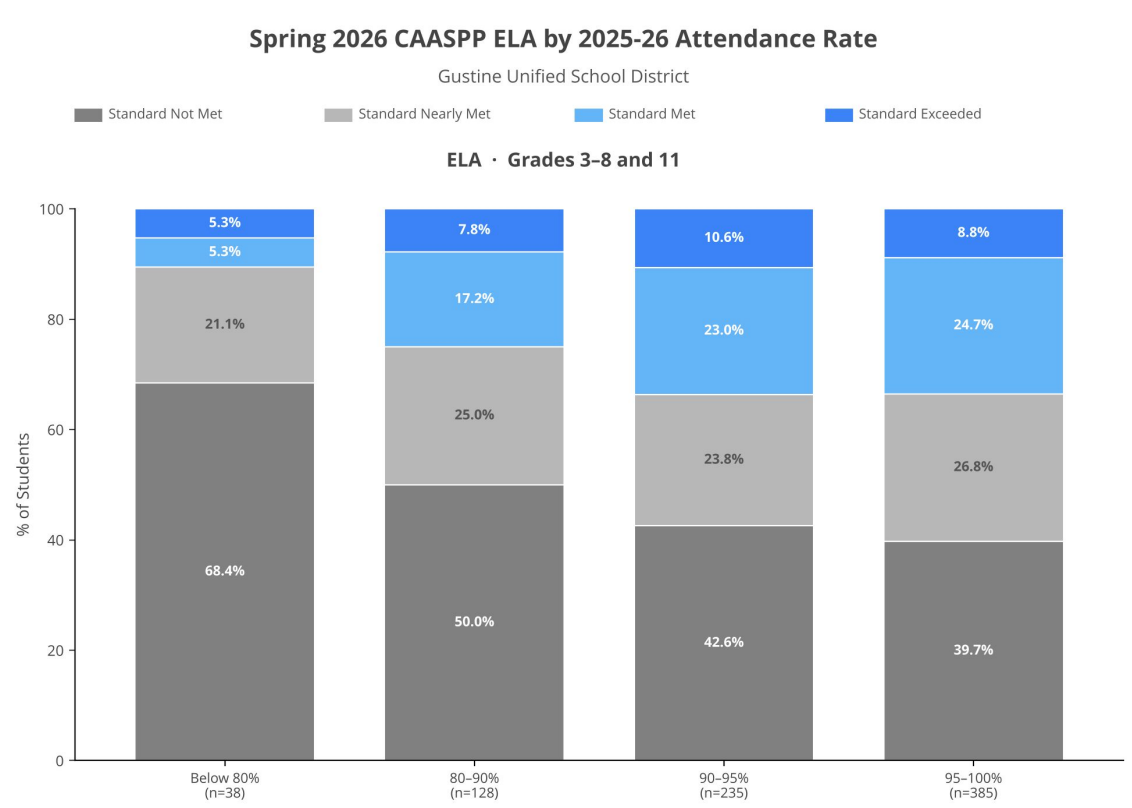
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# CAASPP 2025-26 & Attendance

Gustine Unified School District



# Spring 2026 CAASPP ELA by 2025-26 Attendance Rate




**STRENGTH**

Students who attended 90% or more of the year had 33.5%–33.6% Met/Exceeded in ELA (n = 620).

**ATTENTION NEEDED**

Below 80% attendance, only 10.5% Met/Exceeded and 68.4% were Not Met (n = 38). In ELA the link is weak overall ($r \approx 0.12$): the gap shows up mainly below 90% attendance. 50 results with no attendance match are not counted.

**LCAP CONNECTION**

LCAP Action 1.15 (Increased Achievement in English Language Arts) is monitored with CAASPP ELA (Metrics 1.12 and 1.14).

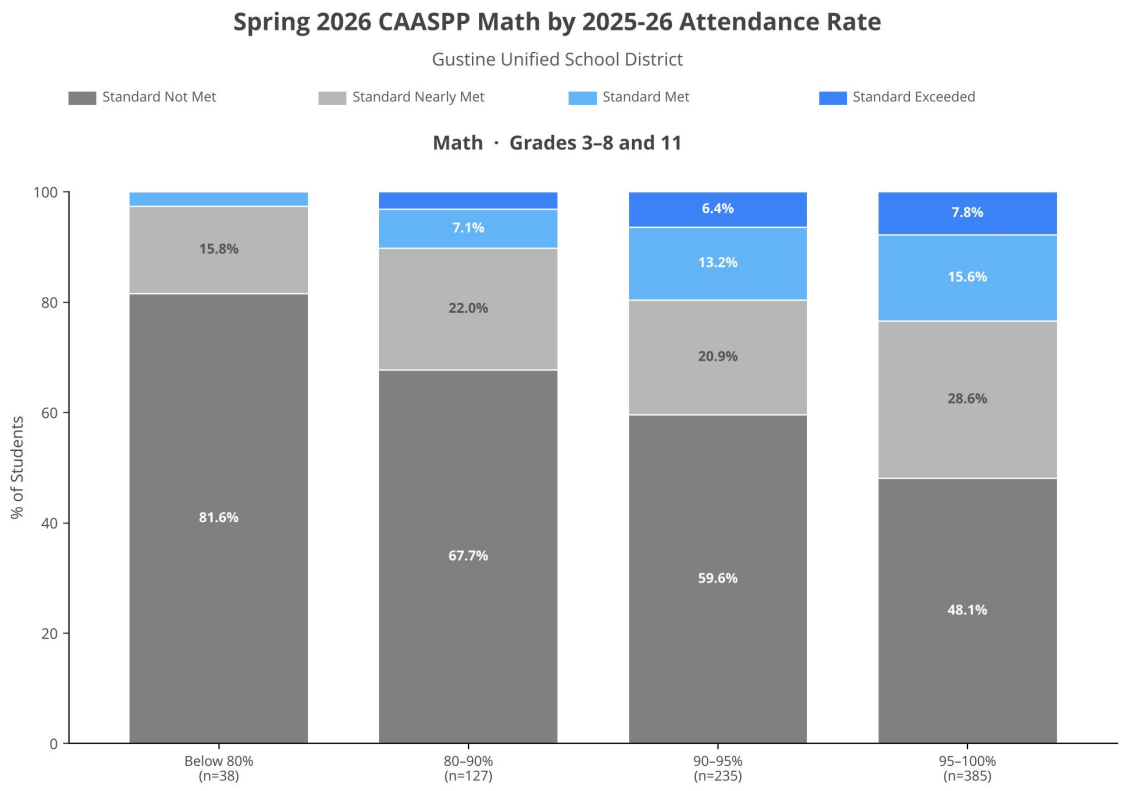
**? REFLECTION QUESTION**

*For students attending less than 90% of the year, what reading supports can follow them when they miss class?*



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# Spring 2026 CAASPP Math by 2025-26 Attendance Rate




**STRENGTH**

Students attending 95–100% of the year had the highest Math results: 23.4% Met/Exceeded (n = 385).

**ATTENTION NEEDED**

Math Met/Exceeded drops at every attendance level: 23.4% → 19.6% → 10.2% → 2.6%, while Not Met rises from 48.1% to 81.6%. The link is stronger in Math than ELA (r ≈ 0.20), but still moderate.

**LCAP CONNECTION**

LCAP Action 1.16 (Increase Achievement in Mathematics) is monitored with CAASPP Math (Metrics 1.13 and 1.15).

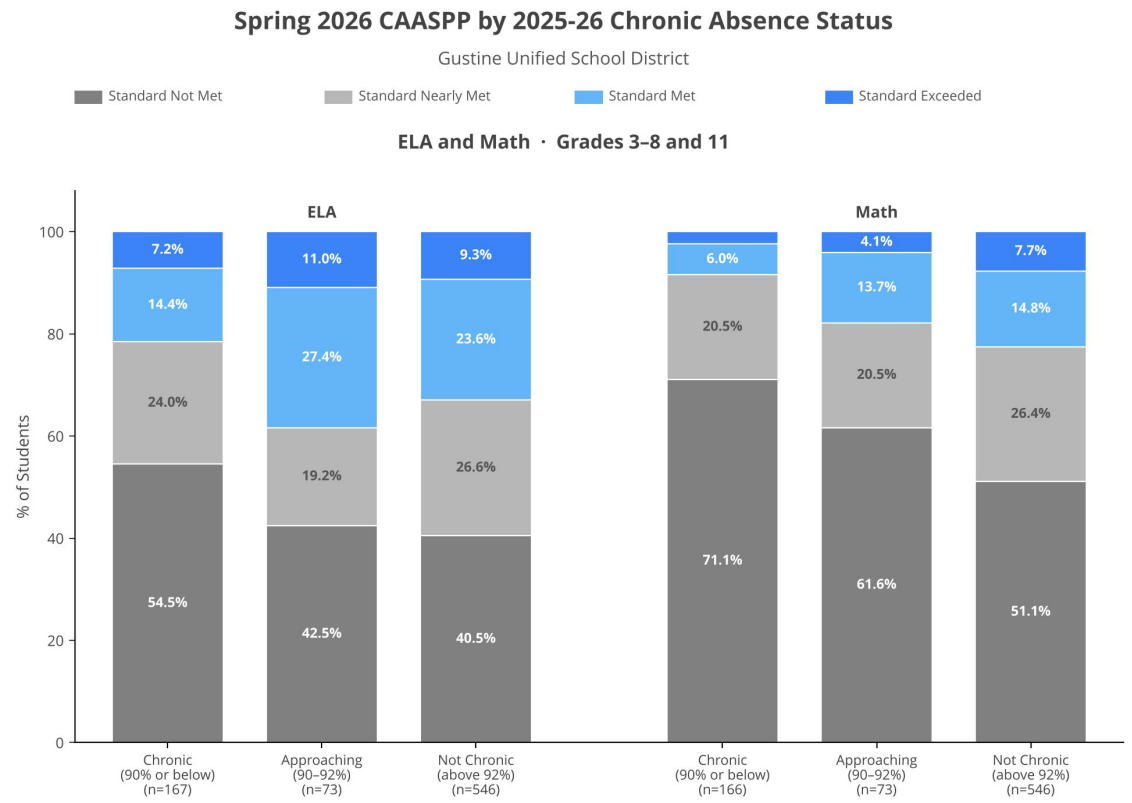
**? REFLECTION QUESTION**

*Math builds on itself unit to unit. How do teachers help students catch up on missed lessons so a few absences don't become a gap?*



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# Spring 2026 CAASPP by 2025-26 Chronic Absence Status




**STRENGTH**

Students who were not chronically absent reached 33.0% Met/Exceeded in ELA and 22.5% in Math (n = 546).

**⚠ ATTENTION NEEDED**

Chronically absent students (21.2% of those tested) reached 21.6% Met/Exceeded in ELA and 8.4% in Math; 71.1% were Not Met in Math.

**LCAP CONNECTION**

LCAP Goal 2, Metric 2.8 (Chronic Absenteeism): 27.3% in 2024-25, with a target of 19.9%. Action 2.7 (Attendance) uses SARB, home visits and tiered re-engagement.

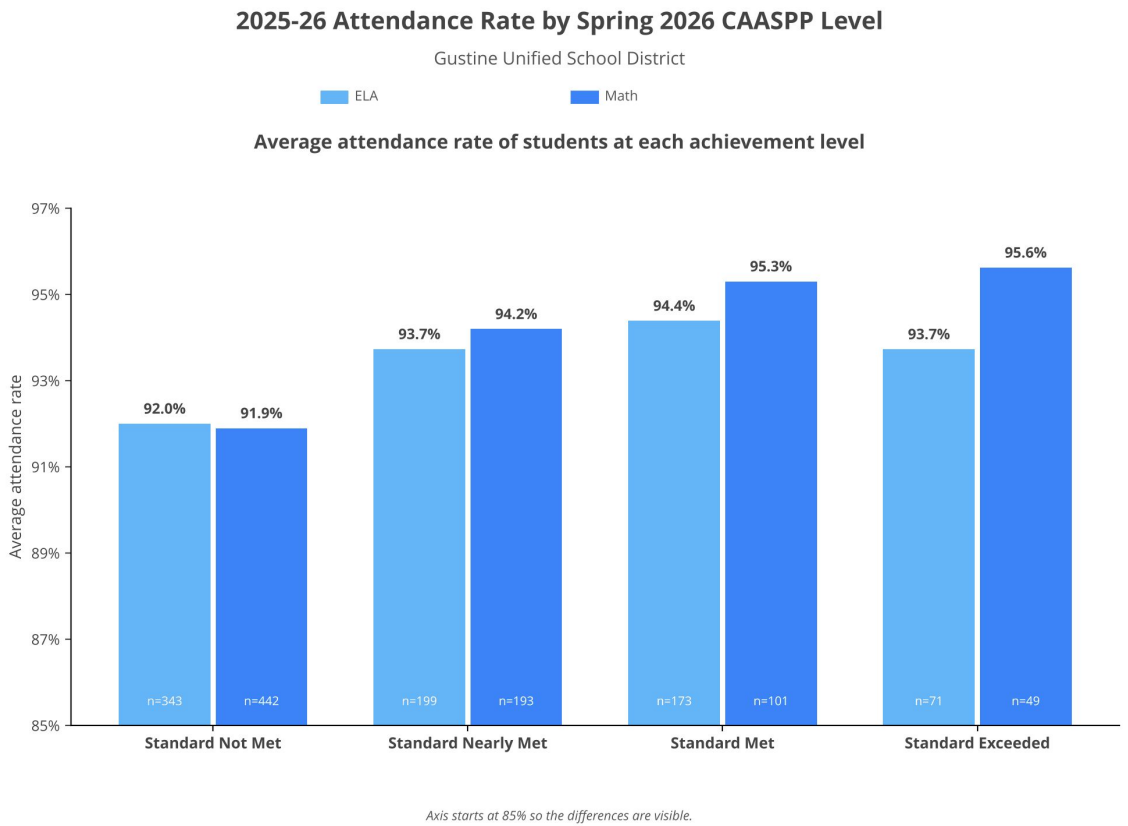
**? REFLECTION QUESTION**

*In ELA, students approaching chronic (38.4%) did as well as those with strong attendance. What does that suggest about where attendance matters most?*



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# 2025-26 Attendance by Spring 2026 CAASPP Level




### ❁ STRENGTH

Students who Met or Exceeded in Math averaged 95.3%–95.6% attendance, above the LCAP attendance target of 95.52% (Metric 2.7).

### ⚠ ATTENTION NEEDED

Students at Standard Not Met averaged about 92% attendance in both subjects, roughly 6 more days missed across the year than students who Met the Math standard. ELA Exceeded (93.7%) breaks the pattern, so attendance is not the whole story.

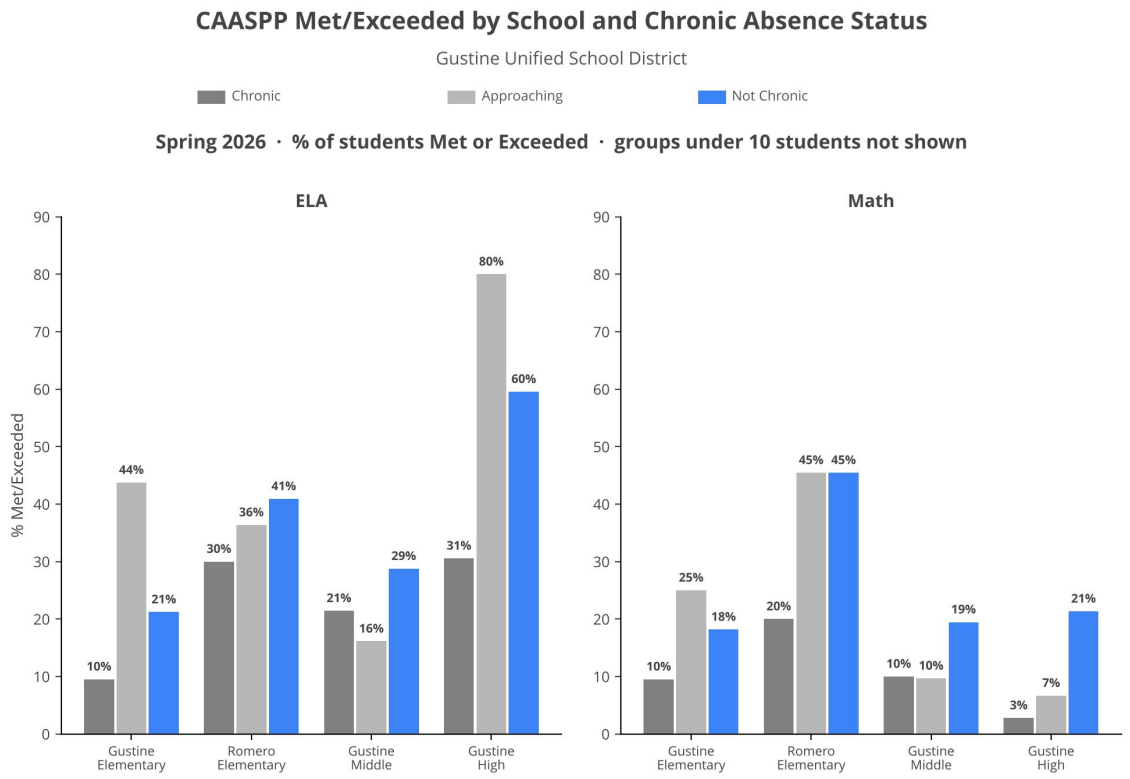
### ? REFLECTION QUESTION

*What would it look like to flag students for academic support when attendance first drops below 92%, instead of waiting for test results?*



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# CAASPP Met/Exceeded by School and Chronic Absence Status




**STRENGTH**

Romero Elementary students who were not chronically absent reached 40.9% Met/Exceeded in ELA and 45.5% in Math.

**ATTENTION NEEDED**

At Gustine High, Math Met/Exceeded was 21.3% for students not chronically absent vs. 2.8% for chronically absent students (n = 36). At Gustine Elementary, chronically absent students reached 9.5% in both subjects. Some groups are small (e.g., Gustine High approaching, n = 15).

**SUCCESS CRITERIA**

Goal 2: "...equipping them with student-level data dashboards and implementation strategies to effectively guide and focus their PLCs on data-driven interventions."

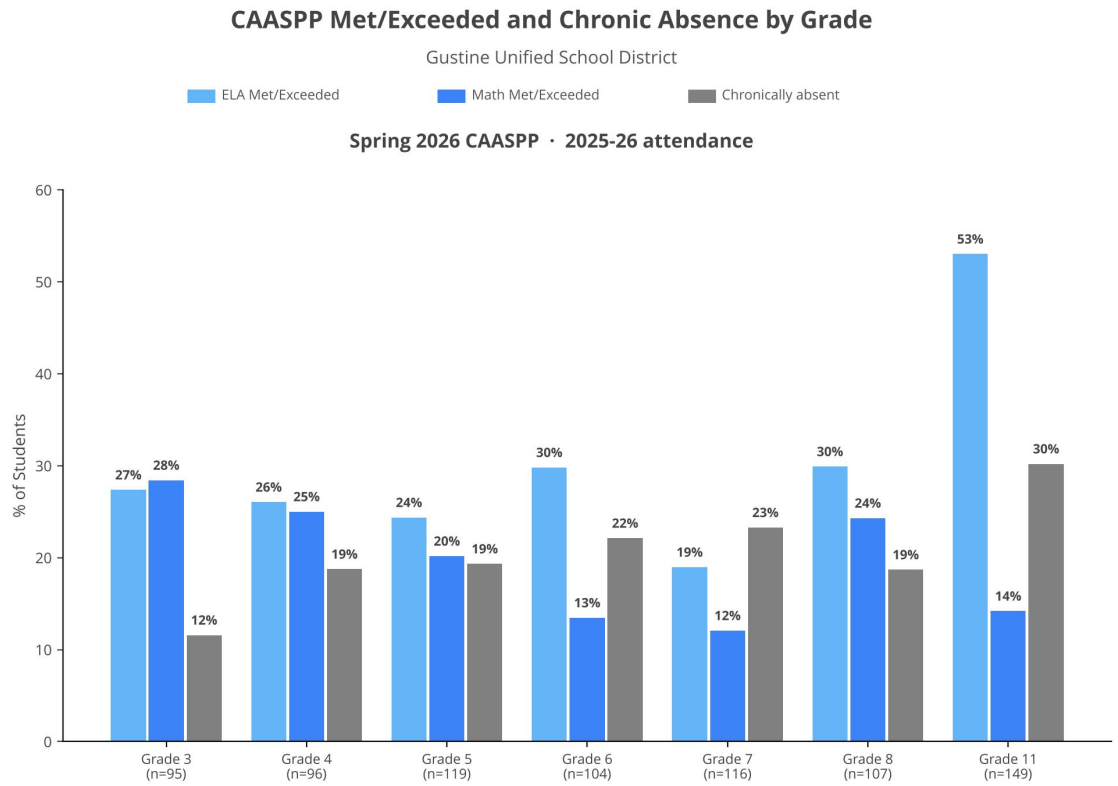
**REFLECTION QUESTION**

*Where is the gap between chronically absent and regularly attending students widest at each site, and what support can PLCs plan for those students?*



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# CAASPP Met/Exceeded and Chronic Absence by Grade




**STRENGTH**

Grade 11 reached 53.0% Met/Exceeded in ELA, the highest of any grade, even with the highest chronic absence rate (30.2%).

**ATTENTION NEEDED**

Math Met/Exceeded is lowest in Grades 6 (13.5%), 7 (12.1%) and 11 (14.2%), which also have some of the highest chronic absence rates (22.1%, 23.3% and 30.2%).

**SUCCESS CRITERIA**

Goal 1: "...providing a centralized platform and data coaching to ensure teams can efficiently analyze CAASPP, STAR, and DIBELS data for MTSS decisions."

**REFLECTION QUESTION**

*Grade 11 ELA results stay strong despite high absence, but Math does not. What is different about how the two subjects support students who miss school?*



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| | GES 2025-26 | | | GES 2024-25 | | |
|---|---|---|---|---|---|---|
| Students with Intensives Reading Scores and 10 or More Absences | # of Absences | Minutes of Lost Reading Instruction | Hours of Lost Reading Instruction | | # of Absences | |
| [redacted] | 9 | 810 | 13.5 | A | 11 | Kinder |
| | 40 | 3600 | 60 | B | 41 | Kinder |
| | 14 | 1260 | 21 | C | 10 | Kinder |
| | 12 | 1080 | 18 | D | 10 | Kinder |
| | 13 | 1170 | 19.5 | E | 8 | Kinder |
| | 9 | 810 | 13.5 | F | 32 | Kinder |
| | 16 | 1440 | 24 | G | 20 | Kinder |
| | 11 | 990 | 16.5 | H | 17 | Kinder |
| | 9 | 810 | 13.5 | I | 16 | Kinder |
| | 14 | 1260 | 21 | J | -- | Kinder |
| | 19 | 1710 | 28.5 | K | No Kinder | Kinder |
| | 33 | 2970 | 49.5 | L | No Kinder | Kinder |
| | 14 | 1260 | 21 | M | 49 | Kinder |
| | 10 | 900 | 15 | N | 33 | Kinder |
| | 11 | 990 | 16.5 | O | 21 | Kinder |
| | 11 | 990 | 16.5 | P | 18 | Kinder |

**Progress is happening, but our work is not finished.**

Every day in school is an opportunity to learn, grow, and succeed. Our data reinforces the importance of consistent attendance, especially in mathematics and foundational reading.

***By focusing on strong instruction, student engagement, attendance, and timely interventions, we will continue moving toward the outcomes our students deserve***.

Every student. Every day. Every opportunity.