

San Martin Gwinn Environmental Science Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
Email Address	betandos@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2019—20)	
School Name	San Martin Gwinn Environmental Science Academy
Street	13745 Llagas Ave.
City, State, Zip	San Martin, Ca, 95046-9517
Phone Number	408-201-6480
Principal	Alex Aasen, Principal
Email Address	aasena@mhusd.org
Website	www.mhusd.org
County-District-School (CDS) Code	43695836047948

Last updated: 12/17/2019

School Description and Mission Statement (School Year 2019—20)

San Martin/Gwinn School is a unique place that began in 1895 as a small country school in the southern end of the Coyote Valley. The plaza oak trees remind students, parents, and staff that no matter how many faces come through our school, the goal remains the same: to teach our children skills and strategies that will help them develop critical thinking and problem solving skills, prepare them for college or career, and keep them safe.

In 2014, our school became an Environmental Science Academy, and we are proud of our Monarch Butterflies habitat and two organic vegetable gardens maintained by students. During the last three years, our students have been working on supporting and improving our environment by student lead recycling programs, rain barrel projects to support the drought, as well as creating compost in the school's garden.

Our goal is to close the achievement gap in the 21st century skills including reading, writing, science, and math between the widely diverse student groups that come to SMG while simultaneously raising the academic performance of every student at our school.

We believe that all of our students have the ability and right to learn and that students learn best in an emotionally and physically safe environment in which each child is respected, valued, and feels included. We believe that all children can learn if we, their teachers and school staff, identify what students know and use that knowledge as the basis for planning instruction. Our goal is to prepare each child for success in secondary and postsecondary academic institutes both in the classroom and in their interpersonal relationships, so they can grow academically and socially into productive members of our society.

SMG is included in the After School Education and Safety (A.S.E.S.) Program which partners our school and the local Y.M.C.A. to provide literacy, academic enrichment, and safe after school alternatives for our students. Each year, approximately 80 students attend our after-school YMCA program which includes an early dinner, homework assistance, academic enrichment lessons, and physical exercise and games. The program starts immediately after school, until 6:00 p.m. each day and is free of charge to the families. Students at SMG also benefit from our ASPIRE (After School Program for Intervention and Enrichment), that focuses on reading intervention and enrichment activities such as:

- *Competitive soccer
- *Robotics
- *Drama
- *Arts, theater and music
- *Athletics
- *Structured Games
- *Culture and Globalization

The core curriculum is differentiated and based on Common Core Standards. Teachers receive regular Professional Development utilizing research-based strategies to enhance program delivery. The San Martin/Gwinn staff is also trained in interactive strategies from Guided Language Acquisition Design, systematic ELD, Constructing Meaning, TCI science curriculum, Project-Based Learning, Guided Reading, Learning Disabilities, Mental Health, Six Pillars of Character, and Positive Behavior Intervention and Supports (PBIS). Services are an integral part of the school day and may be augmented by a pullout program for special activities (reading interventions with Read 180/System 44, Leveled Literacy Intervention), afterschool enrichment (ASPIRE), push in support for ELD and reading intervention from our Bilingual Instructors, or independent study projects. All students work weekly in our environmental science labs, where they conduct research, projects, and science experiments. K-2 students reading below grade level receive additional daily reading services through an onsite teacher trained in reading interventions. Students 3rd-8th grade reading below grade level attend Read 180/System 44 interventions on a daily basis for 90 minutes. Our bilingual instructors do push in and pull out reading services to student reading below grade levels in grades Kinder through Third grade.

Students who excel academically in kindergarten through grade two are served within the classroom program, even though they are not formally identified as Gifted and Talented Education (GATE) until the fourth grade. Teachers work with the GATE site coordinator to offer resources for advanced-level work and extensions to the core curriculum in 4th through 8th grades. Our GATE students meet once a month for 3 hours to work with our coordinator on specific

assignments and field trips (i.e. technology, visit high tech industries-Microsoft, Google, and Intel-produce school videos).

Our teachers, with the support of our bilingual aides, provide focused English Language Development (ELD) instruction for all English learners for 40 minutes four days a week. All teachers at San Martin/Gwinn are certified to teach English learners and are either in the process of completing or have completed Cross-cultural, Language, and Academic Development (CLAD) training and are trained in Guided English Language Acquisition.

San Martin/Gwinn offers K-8 students a unique opportunity to participate in Dual Immersion Instruction through the DIME Program. San Martin/Gwinn uses the 90/10 model, where 90% of the instructional day is in Spanish for Kindergarten, and 10% is in English. English instruction increases 10% each year until 4th grade when the children are taught 50% in each language. We chose this model because research has shown that students in the 90/10 model are more proficient in Spanish at the end of the program with no detriment to their English development.

In the early grades, English Language Learners (ELLs) in Dual Immersion Programs may have slower English progress than their peers in traditional programs because they spend more learning time in their first language. Studies have shown, however, that eventually ELL students in traditional programs reach a plateau in their literacy, while those in Dual Immersion easily grow past this phase thanks to their strong native language literacy (Hakuta & Gould, 1987).

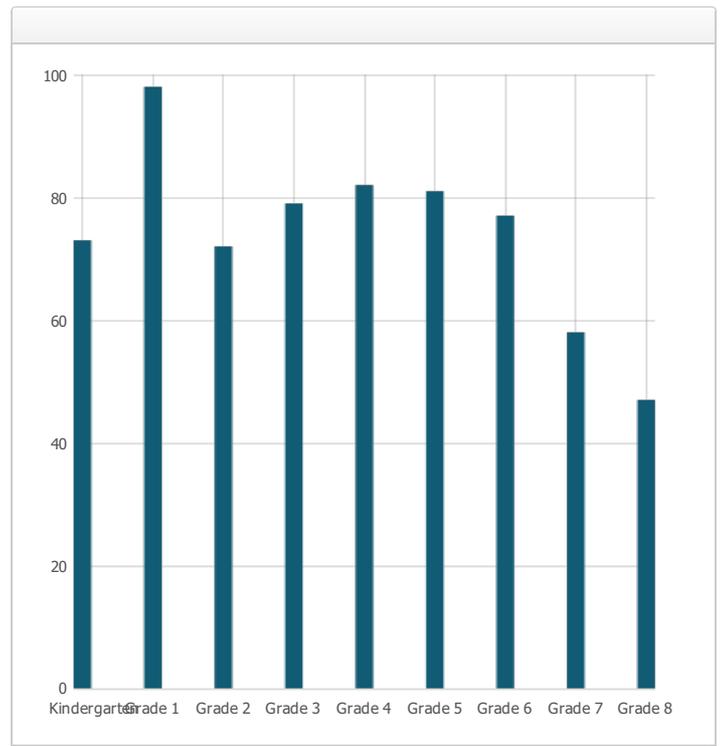
To maximize language learning, each class is made up of half native English speakers and half native Spanish speakers. About 60 kindergarten spots are open, 30 for each language group. DIME enrollment is based on many factors, including total school enrollment, the number of interested pupils, and other considerations. The final number will depend on the needs of the children and requirements to maintain a quality dual immersion program. We strive to include every interested student in the Dual Immersion program.

Last updated: 12/16/2019

Student Enrollment by Grade Level (School Year 2018—19)

Kindergarten numbers reflect combined Kindergarten and Transitional Kindergarten enrollment.

Grade Level	Number of Students
Kindergarten	73
Grade 1	98
Grade 2	72
Grade 3	79
Grade 4	82
Grade 5	81
Grade 6	77
Grade 7	58
Grade 8	47
Total Enrollment	667



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.30 %
American Indian or Alaska Native	0.10 %
Asian	0.60 %
Filipino	1.00 %
Hispanic or Latino	81.30 %
Native Hawaiian or Pacific Islander	%
White	12.60 %
Two or More Races	1.80 %
Other	-11.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.20 %
English Learners	44.10 %
Students with Disabilities	10.80 %
Foster Youth	0.40 %
Homeless	14.20 %

A. Conditions of Learning

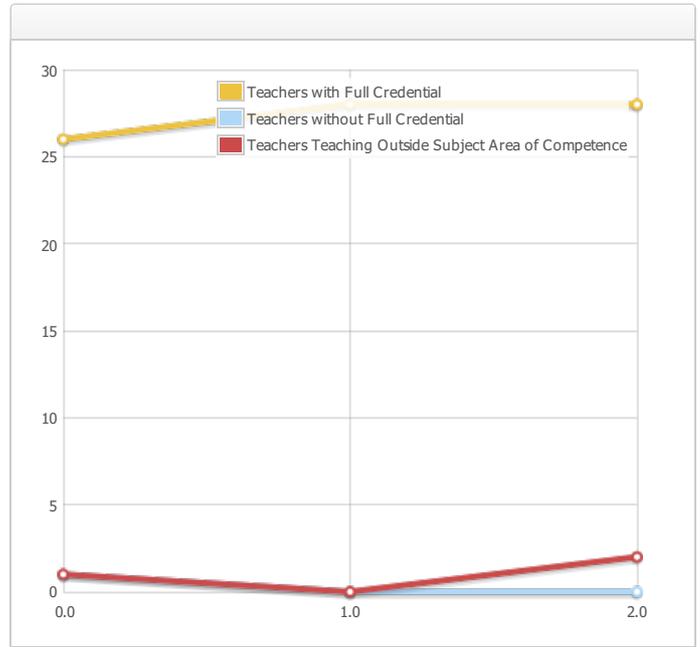
State Priority: Basic

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

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

Teacher Credentials

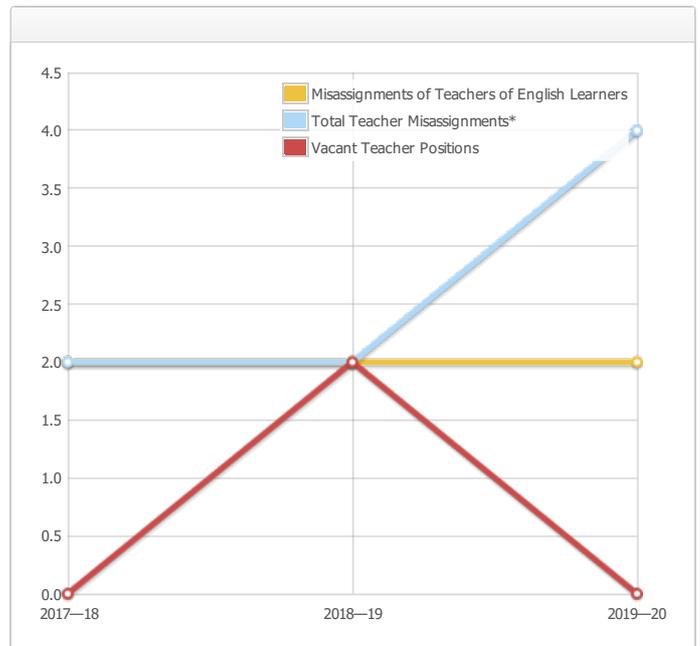
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	26	28	28	364
Without Full Credential	1	0	0	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	2	4



Last updated: 12/19/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments*	2	2	4
Vacant Teacher Positions	0	2	0



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

Last updated: 12/19/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education Wonders, Gr K-5, McGraw Hill Education StudySync, Gr 6-8, Dual Immersion: McGraw Hill Education Maravillas, Gr K-5	Yes	0.00 %
Mathematics	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics Core Connections I, Core Connections II, Gr 6-8	Yes	0.00 %
Science	TWIG Science by TWIG Education Gr K-5 Piloting: Glencoe/McGraw Hill Science Series Gr 6-8	No	0.00 %
History-Social Science	Pearson My World K-5, TCI History Alive Gr 6-8	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/2/2020

School Facility Conditions and Planned Improvements

San Martin/Gwinn Elementary School has seen a huge transformation of the last few years both with Measure G funds and also Capital Facilities. The interior and exterior of the campus was painted, two classrooms were turned into science labs, both student and staff restrooms on the Gwinn side have been remodeled, a new shade structure was installed in between the two Gwinn buildings. Two outdoor learning classrooms with shade structures were installed and what used to be the old library along with two classrooms was transformed into the new administration office off of Llagas Avenue.

Seven new Gen 7 classrooms and one restroom building were installed to accommodate for the addition of 6th, 7th and 8th grade classes on the campus.

San Martin/Gwinn also received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus.

Last updated: 12/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/17/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	26.0%	28.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	19.0%	43.0%	43.0%	38.0%	39.0%

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

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

Last updated: 1/3/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	428	426	99.53%	0.47%	27.93%
Male	194	193	99.48%	0.52%	19.69%
Female	234	233	99.57%	0.43%	34.76%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	363	361	99.45%	0.55%	24.10%
Native Hawaiian or Pacific Islander					
White	42	42	100.00%	0.00%	57.14%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	285	283	99.30%	0.70%	19.08%
English Learners	242	240	99.17%	0.83%	19.17%
Students with Disabilities	61	61	100.00%	0.00%	6.56%
Students Receiving Migrant Education Services	38	38	100.00%	0.00%	7.89%
Foster Youth	--	--	--	--	
Homeless				3.08%	

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

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

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

Last updated: 1/3/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	428	426	99.53%	0.47%	19.25%
Male	194	193	99.48%	0.52%	19.69%
Female	234	233	99.57%	0.43%	18.88%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	363	361	99.45%	0.55%	16.07%
Native Hawaiian or Pacific Islander					
White	42	42	100.00%	0.00%	47.62%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	285	283	99.30%	0.70%	11.66%
English Learners	242	240	99.17%	0.83%	14.58%
Students with Disabilities	61	61	100.00%	0.00%	4.92%
Students Receiving Migrant Education Services	38	38	100.00%	0.00%	5.26%
Foster Youth	--	--	--	--	
Homeless				3.08%	

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

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

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

Last updated: 1/3/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

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

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

Last updated: 1/3/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.90%	17.30%	17.30%
7	23.30%	15.00%	15.00%

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

Last updated: 1/2/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

We have a variety of ways for parents to participate at school. They can join our School Site Council, English Language Advisory Council (ELAC), DIME participation group, Home and School Club boards, and CABE-English Language-Technology parent classes. All of these organizations work cooperatively with the principal and staff on program oversight, staff support, and the general functioning of the school. Our parents volunteer on field trips, in the classroom, and during class instruction, supporting the programs design and reinforcing cultural diversity.

Our Home and School Club this year supports our Athletic Program for our Middle School. We are diligently working to increase the number of parent volunteers and the opportunities we have for them as well. Home and School Club as well as Title I funds are utilized to support our parents as they are fingerprinted in order for them to participate as volunteers at our site. We fund three six-hour bilingual instructional aide, one MTSS paraprofessional, and a six-hour bilingual liaison to help us communicate more efficiently with our Spanish-speaking population, work with small groups of children, and administer the annual CELDT, ELPAC, LAS link, and Logramos assessments. Our school-based monies are used mainly for instructional supplies and materials.

State Priority: Pupil Engagement

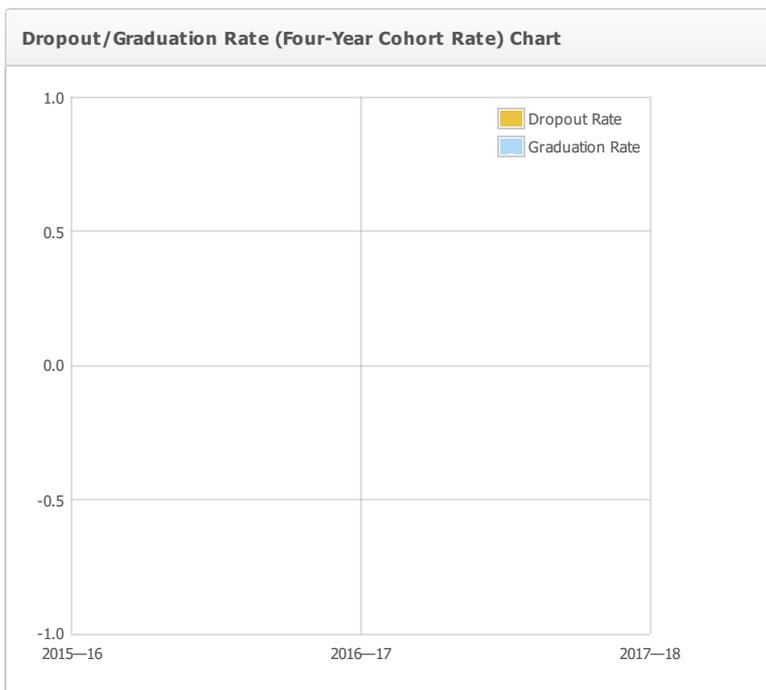
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	88.80%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	6.50%	9.00%	9.10%	9.60%
Graduation Rate	--	--	89.00%	86.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	5.00%	8.10%	3.60%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.10%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

Students are monitored on campus from 7:30 a.m. to 2:20 p.m. Teachers serve as yard supervisors before and after school and morning recesses. Six to seven yard supervisors are on duty during all of the recesses and lunch periods. Yard supervisors have been trained in using the school wide programs. Teachers regularly review the rules for safe, responsible behavior in school and on the playground using our student behavior expectations. Our campus has the PBIS (Positive Behavior Intervention and Supports System) expectations banners in specific high traffic areas of the school as well. Visitors must enter the school through the main door and sign in at the office. We have a closed campus, and all visitors need to sign in our main office and use our LobbyGuard system to ensure all personnel on campus don't pose a threat to our students.

SMG revises our School Safety Plan annually with School Site Council and staff; it is currently last revised, and it will be finalized and shared with staff and parents during our ELAC, SSC, and HSC meetings. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during school wide staff meetings. We practice fire and earthquake drills regularly throughout the school year and hold trainings for staff on emergency preparedness in late April. The Santa Clara County Sherriff's Department works with our staff as needed to train staff on Code Red procedures. A Run, Hide, Defend drill is conducted each year in which officers from the sheriff's department came to monitor the safety of our students and provide feedback to improve our system and procedures.

Last updated: 12/16/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		4	
1	25.00		3	
2	25.00		3	
3	24.00		4	
4	27.00		3	
5	25.00		3	
6	23.00	1	2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		4	
1	26.00		3	
2	24.00		3	
3	28.00		2	
4	30.00		4	
5	27.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	25.00		4	
2	25.00		4	
3	26.00		3	
4	33.00		1	1
5	29.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.70	1	2	
Mathematics	25.70	1	2	
Science	25.70	1	2	
Social Science	25.70	1	2	

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	2	4	
Mathematics	24.70	2	4	
Science	24.70	2	4	
Social Science	24.70	2	4	

* Number of classes indicates how many classrooms 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.

Last updated: 1/3/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.40
Social Worker	
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.30

*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.

Last updated: 1/6/2020

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5397.73	\$265.32	\$5132.42	\$85440.00
District	N/A	N/A	\$7927.41	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/19/2019

Types of Services Funded (Fiscal Year 2018—19)

San Martin/Gwinn received \$222,084 in Title I funds. These dollars go directly to the School Improvement Plan for all students, and the Economic Impact and Limited English Program to fund our second-language students. San Martin/Gwinn is identified as a school wide Title I school since 60 percent of our population qualifies for the Free and Reduced Lunch Program. These funds helped pay for participation in reading intervention programs for students, extra-duty contracts for teachers, bilingual instructors, and other stipends that support the various student programs at our school. We also received \$62,088 in LCFF-EL and F&R, \$83,487 from State lottery, and \$28,575 from a Live Oak grant. All these funds go directly to ensuring that standards-based instructional materials are available for every student, that staff has ongoing professional development, and that parents have opportunities to engage in the learning process with their students. During this year, Title 1 funds have been used to pay for our part-time Reading TOSA, so that we can address the needs of students reading significantly below grade level. This TOSA works with students in grades 4th-8th. Our LCFF funds from the district fund a part time reading TOSA for our Dual Immersion students.

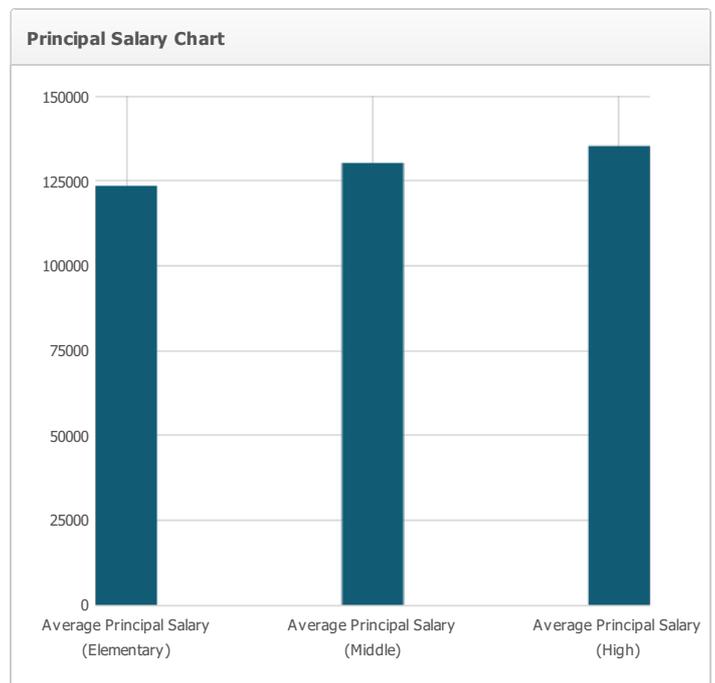
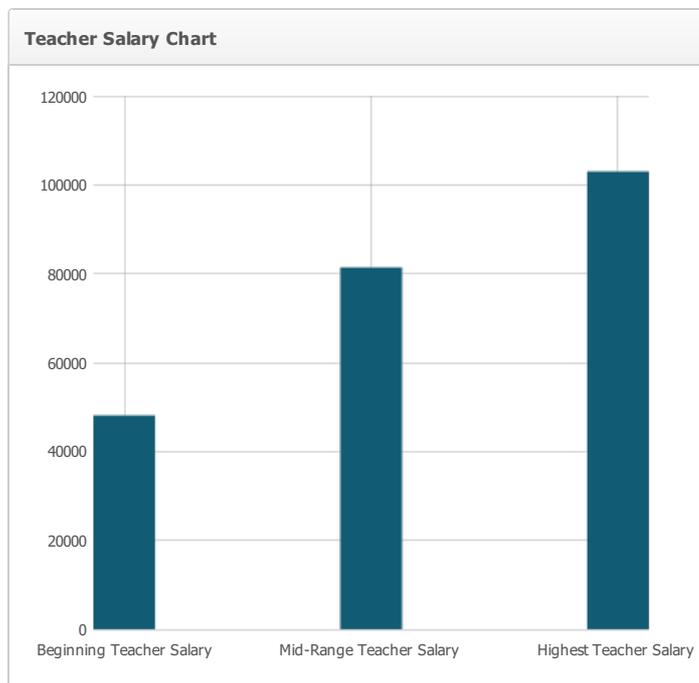
Our Home and School Club parents support extracurricular activities through small fund-raising efforts such as music, theater, Mariachi after school program, middle school sports, assemblies, and field trips.

Last updated: 12/16/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/3/2020

Professional Development

San Martin/Gwinn teachers continue to focus on common core literacy and mathematics for staff development. We also spend time looking for ways to improve our ELD instruction. Systematic ELD, Constructing Meaning, and interactive GLAD strategies are infused throughout the day making learning fun for all students. Additionally, teachers were trained in the Aeries Data Management System, Gradebook, and Robotics. This is the third year our staff has implemented NWEA assessments to track students' progress. This data is used to analyze student performance on quarterly Benchmarks in order to guide instruction.

In addition, teachers meet weekly to collaborate during PLC (Professional Learning Communities) meetings. Weekly PLC meetings include discussions focused on current instructional strategies and best practices for reading. K-3 teachers received training in Fountas and Pinnell reading assessment, LLI (Leveled Literacy Intervention), and Mondo (guided reading). In order to meet the early literacy skills of kinder thru third grade students. Teachers at San Martin Gwinn are encouraged to try new instructional models and find solid examples of research-based practice to help us close our achievement gap. San Martin/Gwinn staff receives continuous training on NGSS by SCCOE and Dr. Bert Bower, from TCI, in order for to ensure that our teachers receive support in teaching and fostering the goal of our environmental science academy. SMG staff was also trained in EEI (Education and Environmental Initiative) social studies curriculum that they integrate with our environmental science lessons. Our 4th through 8th grade teachers have been trained in the implementation of a supplemental math program, Study Islands, that allows students to receive differentiated math instruction and practice. This program is utilized frequently and as an after school support system for students who are underperforming.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/3/2020