

San Martin/Gwinn Environmental Science Academy

13745 Llagas Ave. • San Martin, CA, 95046 • 408-201-6480 • Grades K-8

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Morgan Hill Unified School District

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School Description

Located in the southern end of the Coyote Valley, San Martin/Gwinn is a unique school that began in 1895. 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 prepare our students for college or careers by teaching them the skills, strategies, and values that will help them succeed in a diverse society.

San Martin/Gwinn is a Dual Immersion Multicultural Education (DIME) school that employs 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% of the time 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 whose primary language is Spanish 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, the kindergarten classes contain a mix of students with language skills as follows: 1/3 Spanish dominant, 1/3 English only, and 1/3 mix of Spanish and English. 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.

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, Writing Process, Project-Based Learning, Guided Reading, Emotional and Learning Disabilities, Positive Behavior reinforcement system (PBIS), and CCSS teaching strategies. Additional services are an integral part of the school day and may be augmented by a pull out and push in program for special activities (reading interventions with Read 180/System 44, Leveled Literacy Intervention, and Resource, as needed), afterschool enrichment, push in/pull out support for ELD and reading intervention provided by our three bilingual instructors. K-2 students reading below grade level receive additional daily reading services with our bilingual aides, and they use Lexia to support their individual reading needs. Students 3rd-8th grade reading below grade level attend Read 180/System 44 interventions on a daily basis for 90 minutes.

Focused English Language Development (ELD) instruction is provided for all English learners 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. In addition to this certifications, all of our DIME staff has a BCLAD credential.

SMG continues to be organized under three goals aligned to the district's LCAP. The budgetary actions we take are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).
2. **Parent Engagement:** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).
3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include:

In addition to our district's goal, our school level goals and priorities include a focus on three areas: increasing language arts proficiency, increasing math proficiency and decreasing chronic absenteeism.

During distance learning, San Martin Gwinn has continued to provide academic instruction, social emotional support, and enrichment opportunities for all of our students. In preparation for distance learning in English and Spanish, all of our teachers participated in a variety of professional development opportunities to prepare for online teaching platforms such as Zoom, Seesaw, Lexia, I-Station, and Remind, among others. Additionally, with the support of our School Site Council and ELAC, we targeted funding in our budget to pay our staff for the professional development time during the summer of 2020. Our classified and certificated staff met weekly over the summer to plan for distance learning. We also identified enrichment opportunities with the support of our Home and School Club to offer multiple programs for our students, including a Halloween Drive-Thru Parade and Book Giveaway, Fall Art Contest, Weekly Virtual Field Trip Program, The Great SMG Book Challenge, and our Language Ambassadors Program.

As we prepared for distance learning, we knew that Communication with our families would be a high priority. Therefore, our staff developed a bilingual distance learning communication plan in which the principal and assistant principal utilized a weekly newsletter, the Panther Press, to inform our community about school events and other topics. Concurrently, we purchased a license for the Remind App for all of our teachers to better facilitate communication between our teachers and families. Many of our grade level teams send home a weekly newsletter as well. Finally, we have held parent informational and feedback meetings on Zoom to help share resources as well as hear input to adjust our distance learning plans.

Once the school year began, we knew that ensuring that students were able to log on to Zoom classes was a top priority. Therefore, we created a daily drive-thru tech support service in which parents could receive help from our front office staff with hotspots, Chromebooks, or any other technology related need. The Principal and Assistant Principal trained our front office staff on basic tech support to ensure that at least one staff member was always available during the hours of 8:30 am to 3:30 pm to provide tech support. Also, we utilized our drive-thru service to disseminate learning materials and a variety of additional resources to our families.

To support students with engaging in their classes, we created a Re-engagement Process and formed a Re-engagement Team consisting of the administrators, counselors, and our community liaison. Teachers follow a process for referring students to this team, and we have offered a variety of interventions including counseling/mentoring services, tutoring, assistance with technology, and over 75 home visits between August-December 2020.

Finally, our staff has worked to prepare for the time when all of our SMG Panthers are back on campus. We are currently in the process of creating a Spanish/English leveled library and small group reading room, building PE sheds for our sports equipment, updating book selections in our school library, and working on a long-term project to vertically align the teaching of foundational reading skills in grades K-5 and vocabulary skills in grades 6-8. We also have a garden club that meets in person several times per month to work on our school garden.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	73
Grade 2	88
Grade 3	80
Grade 4	73
Grade 5	79
Grade 6	78
Grade 7	74
Grade 8	54
Total Enrollment	679

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	1
Filipino	1.3
Hispanic or Latino	80.1
White	12.4
Two or More Races	1.6
Socioeconomically Disadvantaged	59.4
English Learners	42.7
Students with Disabilities	11.2
Homeless	16.1

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 for San Martin/Gwinn	18-19	19-20	20-21
With Full Credential	28	28	30
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	2	2

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at San Martin/Gwinn Environmental Science Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	2	2	4
Total Teacher Misassignments*	2	4	5
Vacant Teacher Positions	2	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics Core Connections I, Core Connections II, Gr 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science by TWIG Education Gr K-5 HMH Integrated Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson My World K-5, TCI History Alive Gr 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. As part of the classroom technology upgrade, they received a new projection device in each of the classroom.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: June 2020

System Inspected	Repair Status	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 Rating	Exemplary	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	28	N/A	52	N/A	50	N/A
Math	19	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	6	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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. During in-person instruction, our parents volunteer on field trips, in the classroom, and during class instruction, supporting the programs design and reinforcing cultural diversity. During distance learning, we have included new opportunities for parents to be involved including: virtual room parents, parent guest speakers, and more. In August, we held a parent forum with an overview of our Distance Learning plan. Each teacher trained students and parents on how to access their online learning tools. Additionally, we established a front office tech support drive-thru to help parents and students receive immediate help with their online accounts and Chromebooks.

Our Home and School Club this year supports our distance learning program in a variety of ways. 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 ELPAC, LAS link, and Logramos assessments.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

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.

School Safety Plan (School Year 2020-2021)

During in-person instruction, 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 was reviewed and approved on September 3rd, 2020. 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 Sheriff's Department works with our staff as needed to train staff on Code Red procedures. During in-person instruction, A Run, Hide, Defend drill is conducted each year in which officers from the sheriff's department monitor the safety of our students and provide feedback to improve our system and procedures.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.1	3.6	4.9	5.0	3.5	3.5
Expulsions	0	.1	.1	.2	.1	.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.04	.04	n/a
Expulsions	0	.001	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.153
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	.5
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	1.125
Resource Specialist (non-teaching)	n/a
Other	2.02

*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 Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	23		4		24		3	3	27			
1	26		3		25		4		24		3	
2	24		3		25		4		22	4		
3	28		2		26		3		27		3	
4	30		4		33		1	1	30		2	
5	27		3		29		3		32		2	
6	26	1	1		21	1	3		22	9	6	3
Other**									22	1	1	

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

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 and Gradebook. This is the fourth 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.

To better prepare for distance learning, we budgeted for approximately 378 hours of professional development in July and August to prepare our teachers for the 2020-2021 school year.

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 and all other content areas. 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 through 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. 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.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,318	\$49,782
Mid-Range Teacher Salary	\$83,434	\$76,851
Highest Teacher Salary	\$105,569	\$97,722
Average Principal Salary (ES)	\$127,689	\$121,304
Average Principal Salary (MS)	\$136,052	\$128,629
Average Principal Salary (HS)	\$131,848	\$141,235
Superintendent Salary	\$270,778	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

San Martin/Gwinn received \$206,635 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 \$104,828 in LCFF-EL and F&R, and \$121,480 from State lottery. 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 and LCFF funds have been used to pay for our bilingual paraprofessionals, a 5th grade DIME teacher, and additional staffing in middle school, so that we can address the needs of students reading significantly below grade level.

During in-person learning, 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.

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5768.40	428.10	5340.30	83432
District	N/A	N/A	8495.23	\$81,305
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-45.6	2.6
School Site/ State	-36.8	5.2

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