

San Martin Gwinn

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	San Martin Gwinn
Street	13745 Llagas Ave.
City, State, Zip	San Martin, CA, 95046
Phone Number	408-201-6480
Principal	Guillermo Ramos
Email Address	ramosg@mhusd.org
School Website	smg.mhusd.org
Grade Span	TK-8
County-District-School (CDS) Code	43695836118376

2025-26 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6023
Superintendent	Dr. Carmen Garcia
Email Address	garciacarmen@mhusd.org
District Website	www.mhusd.org

2025-26 School Description and Mission Statement

San Martin Gwinn is a Dual Immersion Multicultural Education (DIME) school that employs the 90/10 bilingual education model where 90% of the instructional day is in Spanish for Transitional Kindergarten and Kindergarten, and 10% is in English. English instruction increases 10% each year until 4th grade when the students 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 in Dual Immersion Programs whose primary language is Spanish may have slower English progress than their peers in traditional programs because they spend more time learning 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 grow past this phase thanks to their strong native language literacy (Hakuta & Gould, 1987).

Mission:

San Martin Gwinn is a community of lifelong learners engaging in activities that promote bilingualism, biliteracy, multiculturalism, and high academic achievement for ALL students.

Vision:

Our Dual Immersion Multicultural Education (DIME) program, prepares students to obtain high academic skills in Spanish and English on the path to earn the Seal of Biliteracy on their high school diploma in addition to becoming highly productive citizens in a diverse world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	34
Kindergarten	61
Grade 1	68
Grade 2	73
Grade 3	56
Grade 4	73
Grade 5	64
Grade 6	74
Grade 7	64
Grade 8	77
Total Enrollment	643

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	79.8
Two or More Races	3
White	12.3
English Learners	37.6
Foster Youth	0.3
Homeless	20.5
Migrant	5
Socioeconomically Disadvantaged	58.3
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

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

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

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)	24.5	83.45	312.7	86.75	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.97	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	13.8	37.6	10.43	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	2.72	4.5	1.27	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.57	15831.9	5.67
Total Teaching Positions	29.4	100	360.4	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)	23.9	71.53	313.9	80.52	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.7	0.96	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.7	25.96	56.1	14.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	1.34	11746.9	4.23
Unknown/Incomplete/NA	0.8	2.48	10.8	2.79	14303.8	5.15
Total Teaching Positions	33.5	100	389.8	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)	20.2	60.99	313	77.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.4	1.36	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.7	32.31	74.4	18.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	6.67	8.6	2.15	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.5	0.12	13705.8	4.91
Total Teaching Positions	33.1	100	402.2	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	1.3	0
Misassignments	4.00	7.3	10.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.00	8.7	10.7

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	0.40	0	2.2
Local Assignment Options	0.40	0	0
Total Out-of-Field Teachers	0.80	0	2.2

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)	14.2	42.9	40.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	11.9	0

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

Year and month in which the data were collected		September 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	McGraw Hill Education Wonders, Gr 3-5 in Non-Dual Language Classes, McGraw Hill Education StudySync, Gr 6-8, Dual Immersion: Benchmark Adelante, Gr K-5	0
Mathematics	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics Core Connections I, Core Connections II, Gr 6-8	0
Science	TWIG Science by TWIG Education Gr K-5 HMH Integrated Science Gr 6-8	0
History-Social Science	Pearson My World K-5, TCI History Alive Gr 6-8	0
Health	Positive Prevention Plus	0

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

School Facility Conditions and Planned Improvements

San Martin Gwinn Elementary School facilities were updated within the past 10 years with Measure G funds and also Capital Facilities funds. In 2016, the interior and exterior of the campus were painted, two classrooms were turned into science labs, student and staff restrooms on the Gwinn side were remodeled, and a new shade structure was installed between the library and the front office building. Two outdoor learning classrooms with shade structures were installed and what used to be the old library along with two classrooms were transformed into the new administration office off of Llagas Avenue. Six prefabricated classrooms were installed as well for the middle school students.

San Martin/Gwinn also received a technology infrastructure upgrade in 2016 which included WiFi in every classroom, a new phone system, and a new public address system including clocks and speakers throughout the campus. As part of the classroom technology upgrade, teachers received a new projection device in each classroom.

During the summer of 2023, the roofs on the lower grade classrooms were replaced and new air conditioning and heating units were installed through the campus.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	<p>Interior Services Poor – Damaged, missing, stained or loose ceiling tiles, carpet has holes or torn, wall paper peeling, Formica counter is chipped, floor tiles missing or broken.</p> <p>In process of ordering and replacing ceiling tiles and floor tiles at this location, generate work order for wallpaper and counter top repairs, repair torn or ripped carpet, and replace missing or damaged floor tiles.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	<p>Electrical Poor – Electrical outlet is missing, light doesn't come on, Light diffuser missing or loose, multiple lights out, electrical outlet covers missing or broken exposing electrical wires, daisy-chained surge protectors.</p> <p>Generate work order to replace electrical outlet and broken or missing electrical covers and diffusers, replace burned out lights, remove daisy-chained power strips.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>Restrooms/Fountains - Missing menstrual products and signage, Faucet handle is broken, drinking fountain has a drip or sporadic, Exterior drinking fountains have no flow or leak.</p> <p>Reviewing menstrual products requirements with custodial and adding new signage, generate work order to fix low or no flow or leaks to faucets and drinking fountains, replace missing faucet handle.</p>
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	26	27	48	50	47	48
Mathematics (grades 3-8 and 11)	19	19	37	38	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	409	396	96.82	3.18	26.52
Female	211	205	97.16	2.84	31.22
Male	198	191	96.46	3.54	21.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	334	323	96.71	3.29	23.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	26.09
White	44	44	100.00	0.00	50.00
English Learners	144	137	95.14	4.86	8.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	186	175	94.09	5.91	16.00
Students Receiving Migrant Education Services	21	20	95.24	4.76	10.00
Students with Disabilities	74	68	91.89	8.11	7.35

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	409	399	97.56	2.44	19.30
Female	211	207	98.10	1.90	19.81
Male	198	192	96.97	3.03	18.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	334	325	97.31	2.69	16.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	21.74
White	44	44	100.00	0.00	38.64
English Learners	144	141	97.92	2.08	3.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	186	178	95.70	4.30	10.11
Students Receiving Migrant Education Services	21	21	100.00	0.00	4.76
Students with Disabilities	74	68	91.89	8.11	5.88

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)	13.14	25.19	35	36.92	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	141	139	98.58	1.42	25.90
Female	63	62	98.41	1.59	30.65
Male	78	77	98.72	1.28	22.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	117	116	99.15	0.85	21.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	66.67
English Learners	48	48	100.00	0.00	4.17
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	58	98.31	1.69	18.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	24	92.31	7.69	12.50

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 5	100	100	100	100	100
Grade 7	100	97.4	56.4	100	97.4

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

We have a variety of opportunities for parents/guardians to participate at school. Parents/guardians can join our School Site Council, English Language Advisory Committee, Home and School Club, Community Schools Advisory Committee, and monthly Coffee Chats with the Principal. All of these organizations work cooperatively with the principal and staff on program oversight, staff support, and the general functioning of the school. Additionally, parent/guardian volunteer opportunities include: field trips, school events, classroom support, and much more.

Our parent/guardian community continues to enrich the learning of our students through volunteer art programs such as after school theater performances and the Meet the Masters Art Program. In this program, parent/guardian volunteers directly teach our students about specific artists, and then they lead the students through an art lesson.

Additionally, we implemented a security process for volunteers to walk their children to class in the mornings. The process includes parents/guardians reviewing and accepting agreements and norms for walking their children to class in addition to a brightly colored lanyard that helps our staff know which parents/guardians have been approved.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	689	664	110	16.6
Female	332	320	44	13.8
Male	357	344	66	19.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	545	529	94	17.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	2	10.5
White	84	81	6	7.4
English Learners	261	254	37	14.6
Foster Youth	--	--	--	--
Homeless	148	146	39	26.7
Socioeconomically Disadvantaged	423	409	86	21.0
Students Receiving Migrant Education Services	37	37	5	13.5
Students with Disabilities	104	97	27	27.8

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
4.96	2.95	2.32	4.9	5.08	3.47	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	0.14	0	0.03	0.13	0.09	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	2.32	0.00
Female	2.41	0.00
Male	2.24	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	2.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.45	0.00
Foster Youth	0.00	0.00
Homeless	2.03	0.00
Socioeconomically Disadvantaged	3.07	0.00
Students Receiving Migrant Education Services	2.70	0.00
Students with Disabilities	5.77	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

Students are monitored on campus from 7:30 a.m. to 2:45 p.m. Teachers serve as yard supervisors before and after school and morning recesses. Three district-funded student supervisors are on duty during all of the recesses and lunch periods. Site funds are utilized to pay for an additional student supervisor to meet the supervision needs of our TK-8 campus. Student supervisors have been trained in using the school-wide Positive Behavioral Interventions and Supports (PBIS) practices. Teachers regularly review the rules for safe, responsible behavior in school and on the playground using our PBIS practices. School administration reviews the SMG PBIS rules and values twice each year—once in August and once in January. In addition, students share a daily message during morning announcements that is aligned with our PBIS PAWS expectations and delivered over the intercom system. PBIS expectation banners are displayed throughout the campus in high-traffic areas and classrooms. In addition to strengthening our school climate and culture through PBIS practices, SMG is a recipient of the Community School Grant. A portion of this grant is used to support our work in deepening empathy, activating leadership, and sustaining inclusion, with services provided by consultants from Progression Partners.

Our campus is closed, and all visitors are required to sign in at the main office.

SMG revises our School Safety Plan annually with School Site Council, School Safety Committee and staff; it was reviewed and approved on September 30, 2025. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is shared 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. The Morgan Hill Police School Resource Officers and The Santa Clara County Sheriff's Department trains our staff annually on the Run, Hide, Defend active shooter protocol, and we hold an annual drill during the first trimester. Additionally, SMG has a school Climate and Culture team that meets regularly to analyze data and guide our PBIS practices.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	4	9	4
1	32	1	5	3
2	25	0	12	0
3	33	1	6	6
4	24	0	12	0
5	31	0	10	2
6	19	9	14	1
Other	13	2	1	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	12	0
1	26	0	12	0
2	26	0	8	0
3	24	0	11	0
4	23	0	12	0
5	24	0	12	0
6	20	7	15	1
Other	14	2	1	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	19	3	0	0
1	22	0	3	0
2	27	0	3	0
3	26	0	2	0
4	23	0	3	0
5	20	2	1	0
6	30	0	1	3
Other	0	0	0	0

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	336

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	7

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	\$11,442.38	\$234.55	\$11,207.83	\$102,863
District	N/A	N/A	\$11,095.33	\$105,310
Percent Difference - School Site and District	N/A	N/A	1.0	-2.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	0.6	2.8

Fiscal Year 2024-25 Types of Services Funded

San Martin Gwinn received \$55,012.92 in Title I funds. San Martin Gwinn is identified as a Title I school because 59 percent of our student population qualifies for the Free and Reduced Lunch Program. Title I funds were used to hire additional classroom teaching staff to avoid combination classes and reduce classroom sizes.

We also received \$87,579.85 in Local Control Funding Formula (LCFF) funds, and \$76,658.05 from State Lottery funds. These funds go directly to ensuring that standards-based instructional materials are available for every student, that staff has ongoing professional development focused on the Professional Learning Communities model, and that parents have opportunities to engage in the learning process with their children. Additionally, LCFF and Lottery funds were used to fund stipends to pay classified and certificated staff to run after school programs, lead teacher teams, lead student clubs, and more. A comprehensive expenditure plan in support of school programs and services can be found in our School Plan for Student Achievement which is posted on the school's website.

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	\$63,686	\$62,145
Mid-Range Teacher Salary	\$107,739	\$97,088
Highest Teacher Salary	\$136,327	\$120,436
Average Principal Salary (Elementary)	\$154,729	\$151,343
Average Principal Salary (Middle)	\$164,219	\$159,514
Average Principal Salary (High)	\$178,185	\$177,261
Superintendent Salary	\$297,357	\$294,805
Percent of Budget for Teacher Salaries	32.11%	29.95%
Percent of Budget for Administrative Salaries	5.62%	5.4%

Professional Development

This year, San Martin Gwinn teachers have focused on building our Professional Learning Community practices. Our teachers work collaboratively in recurring cycles of inquiry to identify why students are or are not learning and to determine appropriate responses through targeted interventions or enrichment. Our continued focus this year is on essential standards, curriculum alignment, and the use of common assessments across grade levels. In addition to our weekly collaboration meetings, substitute days are budgeted for grade level teams to meet and collaborate on curriculum and instruction. Additionally, our Kindergarten through fifth grade classrooms are using the new Benchmark Adelante curriculum.

In addition to site professional development, San Martin Gwinn sends a team of DIME teachers annually to the California Association of Bilingual Education (CABE) conference to learn new strategies and improve our Dual Language program. Over the past two years, site and district funds have been used to support professional development provided by a CABE consultant for a total of eight school days.

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	10	4	8