

San Martin Gwinn Environmental Science Academy
School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	13745 Llagas Ave. San Martin, CA , 95046-9517	Principal:	Alex Aasen, Principal
Phone:	(408) 201-6480	Grade Span:	K-8

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/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.

About This School

Alex Aasen, Principal

📍 Principal, San Martin Gwinn Environmental Science Academy

About Our School

Contact

San Martin Gwinn Environmental Science Academy
13745 Llagas Ave.
San Martin, CA 95046-9517

Phone: (408) 201-6480
Email: aasena@mhusd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

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

School Contact Information (School Year 2021—2022)

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	https://smg.mhusd.org/
County-District-School (CDS) Code	43695836047948

Last updated: 1/14/22

School Description and Mission Statement (School Year 2021—2022)

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: Spanish dominant, English only, and a 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 Intervention Support (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), after school 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 these certifications, all of our DIME staff have 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 rigorous 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 English and Spanish language arts proficiency, increasing math proficiency and decreasing chronic absenteeism.

The students demonstrated greater growth on the F&P reading assessment during distance learning as compared to the prior year grade level growth during in-person instruction. In the 2020-2021 school year, all students participated in small reading groups over Zoom. We believe this change in practice contributed to overall increased F&P reading average growth compared to the 2019-2020 school year. Additionally, a team that included the assistant principal, the reading specialist TOSA, and our reading paraprofessionals met regularly and monitored student progress on reading assessments. Due to the increased growth with the low number of students at grade level in reading, there is a great need to continue having students participate in small reading groups daily with the goal of raising our number of students reading at grade level.

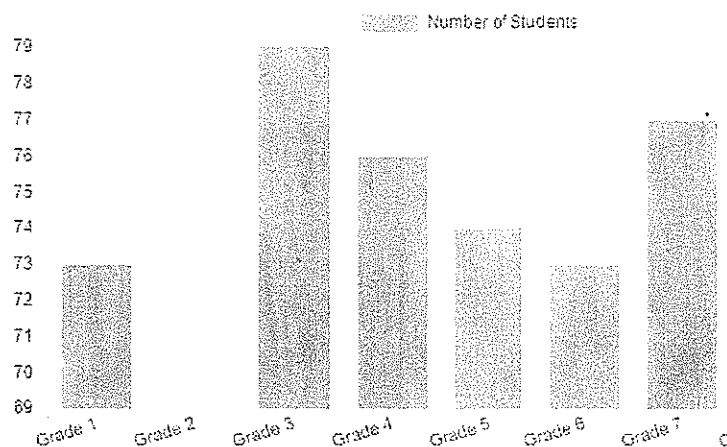
Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

Kindergarten numbers reflect combined Kindergarten and Transitional Kindergarten enrollment.

Grade Level	Number of Students
Grade 1	73
Grade 2	69

Grade Level	Number of Students
Grade 3	79
Grade 4	76
Grade 5	74
Grade 6	73
Grade 7	77
Grade 8	69
Kindergarten	78
Total Enrollment	668



Last updated: 1/5/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	0.30%	Socioeconomically Disadvantaged	58.10%
American Indian or Alaska Native	0.30%	English Learners	41.80%
Asian	1.20%	Students with Disabilities	10.30%
Filipino	1.20%	Foster Youth	0.30%
Hispanic or Latino	78.40%	Homeless	16.90%
Native Hawaiian or Pacific Islander	0.00%		
White	13.20%		
Two or More Races	2.20%		

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A-C System 44 Readers Your Turn Practice Book Close Reading Companion ELD Companion (EL's Only) Literature Anthology Readers, Writer's Workshop Expanding/Bridging ELD Companion Emerging ELD Companion Unit 1-6 McGraw StudySync grade 6-8	Yes	0%
Mathematics	Investigations Worktext CPM Core Connections 1-3 English and Spanish versions	Yes	0%
Science	Twig Science Module 1-5 HMH Integrated Science 6-8 English and Spanish versions	Yes	0%
History-Social Science	My World Worktext TCI Ancient World TCI Medieval World TCI US Through Industrialism English and Spanish versions	Yes	0%
Foreign Language	Descubre (Spanish)	Yes	0%
Health	Positive Prevention Plus: Grade 7 Science Courses. General Education Spanish Edition Special Populations Edition	Yes	0%
Visual and Performing Arts	n/a	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/28/21

School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. Many of the finishes are nearing the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way. There are some roofs that are nearing the end of their life and these are scheduled for replacement.

Last updated: 1/18/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 of the most recent FIT report: January 2022

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: January 2022

Overall Rating	Exemplary
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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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/11/22

San Martin Gwinn K-8 School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	449	397	88%	12%	72%
Female	247	217	88%	12%	77%
Male	201	180	90%	10%	65%
American Indian or Alaskan Native	0				
Asian	6	3	50%	50%	
Black or African American	2	2	100%	0%	
Filipino	4	4	100%	0%	
Hispanic or Latino	369	328	89%	11%	69%
Native Hawaiian or Pacific Islander	0				
Not Specified	13	13	100%	0%	8%
Two or More Races	12	10	83%	17%	50%
White	43	37	86%	14%	92%
English Learners	195	171	88%	12%	55%
Foster Youth	4	3	75%	25%	
Homeless	116	103	89%	11%	54%
Military	2	2	100%	0%	
Socioeconomically Disadvantaged	260	227	87%	13%	60%
Migrant Education	32	28	88%	13%	50%
Students with Disabilities	62	40	65%	35%	48%

Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	449	352	78%	22%	68%
Female	247	189	77%	23%	70%
Male	201	163	81%	19%	65%
American Indian or Alaskan Native	0				
Asian	6	2	33%	67%	
Black or African American	2	1	50%	50%	
Filipino	4	4	100%	0%	
Hispanic or Latino	369	288	78%	22%	66%
Native Hawaiian or Pacific Islander	0				
Not Specified	13	12	92%	8%	8%
Two or More Races	12	11	92%	8%	45%
White	43	34	79%	21%	85%
English Learners	195	149	76%	24%	55%
Foster Youth	4	3	75%	25%	
Homeless	116	87	75%	25%	59%
Military	2	2	100%	0%	
Socioeconomically Disadvantaged	260	202	78%	22%	60%
Migrant Education	32	27	84%	16%	44%
Students with Disabilities	62	41	66%	34%	27%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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.

Last updated: 1/11/22

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 2020—2021)

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	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-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

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 2021-2022)

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. Additionally, we survey our parents annually to prioritize topics for information nights such as supporting reading at home or social media safety. 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 program design and reinforcing cultural diversity.

We are diligently working to increase the number of parent volunteers and the opportunities for involvement. Home and School Club as well as Title I funds are utilized to support our parents as they are fingerprinted and vaccinated in order for them to participate as volunteers at our site. We fund three six-hour bilingual instructional aides, three reading support paras, 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.

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 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

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

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	3.62%	0.00%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.14%	0.00%	0.16%	0.00%	0.08%	0.00%

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 2019-2020	District 2019-2020	State 2020-2021
Suspensions	3.28%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

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.

School Safety Plan (School Year 2021-2022)

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 during morning recesses. Four to five 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 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 8th, 2021. 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. The Morgan Hill Police School Resource Officers trains our staff annually on the Run, Hide, Defend active shooter protocol.

Last updated: 12/27/21

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 2018-2019

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	21.00		3	
Other**				0

* 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 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	27.00		3	
1	24.00		3	
2	22.00		4	
3	27.00		3	
4	30.00		2	
5	32.00		2	
6	22.00		5	
Other**	22.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33 +
K	26.00		3	
1	24.00		3	
2	23.00	1	2	
3	26.00		3	
4	24.00		3	
5	24.00		3	
6	27.00		4	
Other**	9.00	3		

* 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 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33 +
English	23.00	2	3	
Math	23.00	2	3	
Science	23.00	2	3	
Social Science	23.00	2	3	

* 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 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33 +
English	23.00	1	4	
Math	23.00	1	4	
Science	23.00	1	4	
Social Science	23.00	1	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33 +
English	27.00		7	
Math	27.00		7	
Science	27.00		7	
Social Science	27.00		7	

Last updated: 1/11/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	250

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.33

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5752.70	\$428.72	\$5323.98	\$85644.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference -- School Site and District	N/A	N/A	-42.90%	3.20%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference -- School Site and State	N/A	N/A	-45.60%	5.50%

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020–2021)

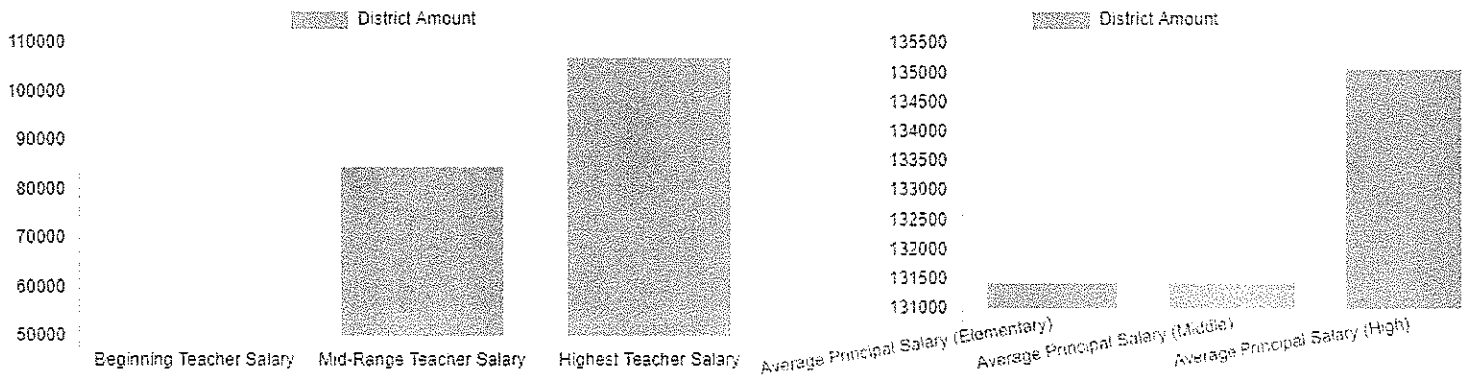
San Martin/Gwinn received \$94,733 in Title I funds. These dollars go directly to the School Improvement Plan for all students, and the Economic Impact and Limited English Program to fund our second-language students. San Martin/Gwinn is identified as a school wide Title I school since 60 percent of 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 \$84,484 in LCFF-EL and F&R, and \$83,500 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.

Last updated: 12/27/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50058.00	\$51029.00
Mid-Range Teacher Salary	\$84684.00	\$78583.00
Highest Teacher Salary	\$107152.00	\$99506.00
Average Principal Salary (Elementary)	\$124783.00	\$124576.00
Average Principal Salary (Middle)	\$131437.00	\$131395.00
Average Principal Salary (High)	\$135073.00	--
Superintendent Salary	\$278901.00	\$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
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:

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 and Gradebook. This is the fifth 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. Additionally, San Martin Gwinn sends a team of DIME teachers annually to the California Association of Bilingual Education conference to learn new strategies and improve our dual language.

In addition, teachers meet weekly to collaborate during PLC (Professional Learning Communities) meetings. Weekly collaboration meetings include discussions focused on current instructional strategies and best practices for reading and all other content areas. Our teachers work collaboratively in recurring cycles of inquiry trying to figure out why students are or are not learning and then determining how they will respond with interventions or enrichment. Our focus this year is on essential standards and curriculum alignment across grade levels. In addition to our weekly collaboration meetings, at least 50 substitute days are budgeted for grade level teams to meet and collaborate on curriculum and instruction.

This year, we have created a team to be trained in Restorative Justice Practices who then lead trainings with our site staff. Teachers are being supported with implementing weekly class circles to build community.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9