

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



San Martin Gwinn Environmental Science Academy

Address: 100 North St. San Martin, CA 95046-9517

Principal: Claudia Olaciregui, Principal

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Email: olacireguic@mhusd.org

Web Site:

CDS Code: 43695836047948



Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: betandos@mhusd.org

Web Site: www.mhusd.org



I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Morgan Hill Unified
Phone Number: (408) 201-6023
Superintendent: Steve Betando
E-mail Address: betandos@mhusd.org
Web Site: www.mhusd.org

School Contact Information Most Recent Year

School Name: San Martin Gwinn Environmental Science Academy
Street: 100 North St.
City, State, Zip: San Martin, CA 95046-9517
Phone Number: (408) 201-6480
Principal: Claudia Olaciregui, Principal
E-mail Address: olacireguic@mhusd.org
Web Site:
County-District-School
(CDS) Code: 43695836047948

School Description and Mission Statement (School Year 2016–17)

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

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

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

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

SMG is included in the After School Education and Safety (A.S.E.S.) Program which partners our school and the local Y.M.C.A. to provide literacy, academic enrichment, and safe after school alternatives for our students. Each year, 84 students attend our after-school YMCA program which includes an early dinner, home work assistance, academic enrichment lessons and physical exercise, and games. The program runs from, directly after school, until 6:00 p.m. each day and is free of charge to the families.

Students at SMG also benefit from our ASPIRE (After School Program for Intervention and Enrichment), that focuses on reading intervention and enrichment activities such as:

- *Competitive soccer
- *Robotics
- *Drama
- *Art
- *Athletics

*Structured Games

*Culture and Globalization

The core curriculum is differentiated and based on Common Core Standards. Teachers receive regular Professional Development utilizing research-based strategies to enhance program delivery. The San Martin/Gwinn staff is also trained in interactive strategies from Guided Language Acquisition Design, systematic ELD, TCI science curriculum, Project-Based Learning, Guided Reading, Learning Disabilities, Positive Behavior reinforcement system (PBIS), and CCSS teaching strategies. Services are an integral part of the school day and may be augmented by a pullout program for special activities (reading interventions with Read 180/System 44), afterschool enrichment, push in support for ELD and reading intervention from our Bilingual Instructors, or independent study projects. All students work weekly in the computer and science labs where they conduct research and science experiments. K-2 students reading below grade level receive additional daily reading services through an onsite teacher trained in reading interventions. Students 3rd-6th grade reading below grade level attend Read 180/System 44 interventions on a daily basis for 90 minutes.

Students who excel academically in kindergarten through grade two are served within the classroom program, even though they are not formally identified as G.A.T.E. until the fourth grade. Teachers work with the GATE site coordinator to offer resources for advanced-level work and extensions to the core curriculum in 4th through 6th grades. Our GATE students meet once a week for 1.5 hours to work with our coordinator on specific assignments and field trips (i.e. ABC news and weekly announcements).

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.

San Martin/Gwinn offers K-4 students a unique opportunity to participate in Dual Immersion Instruction through the DIME Program. Additional grade-levels will be added annually until we have a full TK-8 Dual Immersion strand within the San Martin/Gwinn Program.

**Student Enrollment by Grade Level
(School Year 2015-16)**

**Student Enrollment by Student Group (School Year
2015-16)**

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	78
Grade 1	82
Grade 2	85
Grade 3	87
Grade 4	81
Grade 5	74
Grade 6	56
Total Enrollment	543

Student Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	0%
Asian	0.7%
Filipino	0.7%
Hispanic or Latino	78.8%
Native Hawaiian/Pacific Islander	0.2%
White	15.3%
Two or More Races	2%
Socioeconomically Disadvantaged	69.1%
English Learners	53%
Students with Disabilities	12.3%
Foster Youth	0.7%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	27	25	27	375
Without Full Credential	0	1	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	1	2	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	2
Total Teacher Misassignments*	0	1	2
Vacant Teacher Positions	0	1	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Engage NY, Grades TK-6 Language Arts (TK-2: Core Knowledge, gr 3-6 Expeditionary Learning) Dual Immersion: Benchmark Adelante	yes	0%
Mathematics	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics Core Connections Gr 6	yes	0%
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	yes	0%
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Over the past few years the exterior of the campus was painted, the trellis in the front of the multipurpose building was removed which made a wonderful backdrop for a new mural.

The Maintenance, Grounds and Custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of Measure G Bond, San Martin/Gwinn received a technology infrastructure upgrade which included campus wide WiFi, a new phone system and clock/public address system. During the summer of 2014 the restrooms at Gwinn were renovated, transformed two classrooms into science labs and a new shade structure was installed to provide for an outdoor learning area. The interior and exterior of the campus was also painted.

Over the summer of 2015 the courtyard between San Martin and Gwinn was transformed into an outdoor learning environment. The old library and two classrooms were transformed into the new administration office fronting Llagas Avenue. A new student drop off was installed along with new Gen 7 classroom buildings.

School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	Water bottle filling station installed outside of the MPR.
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	Gwinn re-roofed summer 2016.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	33%	33%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	28%	27%	43%	43%	34%	36%

NOTE: Scores are not shown 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.

CAASPP Test Results in ELA by Student Group (ELA)
Grades Three through Eight and Eleven (School Year 2015–16)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.00%	24.71%
Male	51	51	100.00%	19.61%
Female	34	34	100.00%	32.35%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	66	66	100.00%	19.70%
Native Hawaiian or Pacific Islander				
White	15	15	100.00%	46.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.00%	19.64%
English Learners	47	47	100.00%	19.15%
Students with Disabilities	14	14	100.00%	
Students Receiving Migrant Education Services	12	12	100.00%	25.00%
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	78	97.50%	26.92%
Male	40	38	95.00%	18.42%
Female	40	40	100.00%	35.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	66	64	96.97%	17.19%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	72.73%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	55	96.49%	16.36%
English Learners	45	43	95.56%	4.65%
Students with Disabilities	17	17	100.00%	17.65%
Students Receiving Migrant Education Services	11	9	81.82%	
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	73	98.65%	41.10%
Male	36	35	97.22%	31.43%
Female	38	38	100.00%	50.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	57	56	98.25%	32.14%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	72.73%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21%	32.73%
English Learners	40	39	97.50%	17.95%
Students with Disabilities	16	15	93.75%	13.33%
Students Receiving Migrant Education Services	14	14	100.00%	14.29%
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	53	100.00%	43.40%
Male	23	23	100.00%	13.04%
Female	30	30	100.00%	66.67%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	40	40	100.00%	42.50%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	36	36	100.00%	38.89%
English Learners	14	14	100.00%	7.14%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.00%	40.00%
Male	51	51	100.00%	39.22%
Female	34	34	100.00%	41.18%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	66	66	100.00%	34.85%
Native Hawaiian or Pacific Islander				
White	15	15	100.00%	66.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.00%	32.14%
English Learners	47	47	100.00%	31.91%
Students with Disabilities	14	14	100.00%	21.43%
Students Receiving Migrant Education Services	12	12	100.00%	50.00%
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	78	97.50%	23.08%
Male	40	38	95.00%	26.32%
Female	40	40	100.00%	20.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	--
Hispanic or Latino	66	64	96.97%	15.63%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	45.45%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	55	96.49%	10.91%
English Learners	45	43	95.56%	11.63%
Students with Disabilities	17	17	100.00%	23.53%
Students Receiving Migrant Education Services	11	9	81.82%	
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	73	98.65%	19.18%
Male	36	35	97.22%	8.57%
Female	38	38	100.00%	28.95%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	57	56	98.25%	14.29%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	36.36%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21%	12.73%
English Learners	40	39	97.50%	
Students with Disabilities	16	15	93.75%	
Students Receiving Migrant Education Services	14	14	100.00%	
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	53	100.00%	24.53%
Male	23	23	100.00%	8.70%
Female	30	30	100.00%	36.67%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	40	40	100.00%	22.50%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	36	36	100.00%	22.22%
English Learners	14	14	100.00%	
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	37%	49%	36%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	74	73	98.65%	35.62%
Male	36	35	97.22%	25.71%
Female	38	38	100.00%	44.74%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	57	56	98.25%	26.79%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	63.64%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21%	25.45%
English Learners	40	39	97.50%	12.82%
Students with Disabilities	16	15	93.75%	13.33%
Students Receiving Migrant Education Services	14	14	100.00%	7.14%
Foster Youth	--	--	--	--

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 2015-16)

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	23.60%	18.10%	2.80%

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.

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 2016–17)

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, PIQE (Parent Institute for Quality Education), and CAFE parent classes. All of these organizations work cooperatively with the principal and staff on program oversight, staff support, and the general functioning of the school. Our parents volunteer on field trips and in the classroom, and during DIME class instruction, supporting the program design and reinforcing cultural diversity. Our Home and School Club is organizing a room-parent program and conducts fund-raising events to provide a wide variety of services to the school. We are diligently working to increase the number of parent volunteers and the opportunities we have for them as well. The contact person for parent involvement is our principal, Claudia Olaciregui at olaciregui@mhusd.org and our community liaison Imelda Oliver at oliveri@mhusd.org. This year, H&SC and school and district funds sponsored over 50 parents with their fingerprinting in order for them to participate in school activities. We fund three six-hour bilingual instructional aide and a six-hour bilingual liaison to help us communicate more efficiently with our Spanish-speaking population, to work with small groups of children, and to administer the annual CELDT. Our school-based monies are used mainly for instructional supplies and materials.

STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.59	.19	3.13	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0	0.00	0	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

Students are monitored on campus from 7:30 a.m. to 2:15 p.m. Teachers serve as yard supervisors for all recesses except lunch and for the second recess for lower grade students. Six to seven yard supervisors are on duty at all other times. 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. Visitors must enter the school through the main door and sign in at the office. YMCA coaches are supervising, teaching, and coaching students during lunch recess.

As of this school year, we have a closed campus, and all visitors need to sign in our main office and use our LobbyGuard system to ensure all personnel on campus don't pose a threat to our students.

SMG revises our School Safety Plan annually with School Site Council and staff; it is currently last revised, and it will be finalized and shared with staff and parents during our ELAC, SSC, and HSC meetings. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during school wide staff meetings. We practice fire and earthquake drills regularly throughout the school year and hold trainings for staff on emergency preparedness in late April. The Santa Clara County Sherriff's Department works with our staff as needed to train staff on Code Red procedures.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29		3		24	1	3		27		3	
1	28		3		25		2		24		3	
2	28		2		28		3		20.5	2	2	
3	28		3		25		2		28		3	
4	28		2		30		3		24	1	2	
5	30		2		28		2		27		2	
6	24	1	2		30		2		26		2	
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.31	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.33	N/A

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

* 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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4264	\$371	\$3893	\$73809
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-37.07%	6.83%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-31.43%	3.20%

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

Types of Services Funded (Fiscal Year 2015-16)

San Martin/Gwinn received \$171,750 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 68 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 \$83,785 in LCFF-EL and 44,413 from F&R, \$70,352 from State lottery, and \$11,589 from restricted lottery. All these funds go directly to ensuring that standards-based instructional materials are available for every student, that staff has ongoing professional development, and that parents have opportunities to engage in the learning process with their students. During this year, Title 1 funds have been used to pay for our Reading TOSA, so that we can address the needs of students reading significantly below grade level.

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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. By the end of the school year, all teachers will be trained in Systematic ELD and CCSS. Systematic ELD and interactive GLAD strategies are infused throughout the day making learning fun for all students. Additionally, teachers have been trained in the Aeries Data Management System. It is used to analyze student performance on quarterly Benchmarks in order to guide instruction. This year, our staff has implemented NWEA assessments to track students' progress. Teachers meet weekly to collaborate during our PLC (Professional Learning Communities). Weekly PLC include discussions focused on current instructional strategies and best practices focused on reading. K-3 teachers received training in Fountas and Pinnell reading assessment, LLI (Leveled Literacy Intervention), and Mondo (guided reading). In order to meet the early literacy skills of kinder thru third grade students. Teachers at San Martin Gwinn are encouraged to try new instructional models and find solid examples of research-based practice to help us close our achievement gap. San Martin/Gwinn staff receives continuous training on NGSS by Sandi Yellenberg, from SCCOE and from Dr. Bert Bower, from TCI, in order for to ensure that our teachers receive support in teaching and fostering the goal of our environmental science academy. Our 4th through 6th grade teachers have been trained in the implementation of a supplemental math program, SOKIKOM, that allows students to received differentiated math instruction and practice. This program is utilized for 20 minutes every day and as an after school support system for students who are underperforming.