

San Martin Gwinn Environmental Science Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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.

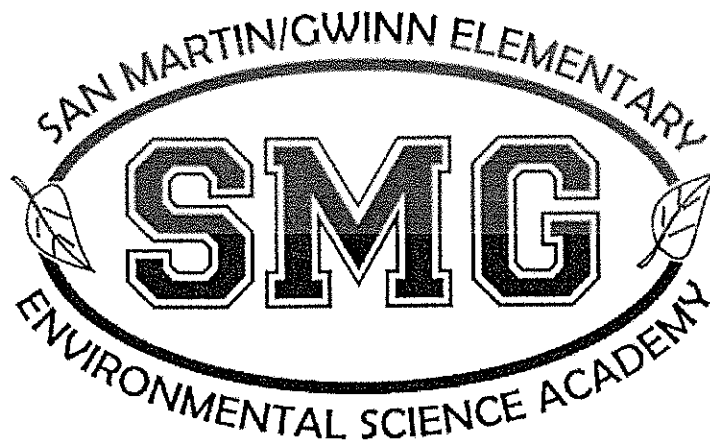
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 (School Year 2017-18)	
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	Claudia Olaciregui, Principal
E-mail Address	olaciregui@mhusd.org
County-District-School (CDS) Code	43695836047948

Last updated: 11/29/2017

School Description and Mission Statement (School Year 2017-18)

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

On 2014, our school became an Environmental Science Academy, and we are proud of our Monarch Butterflies habitat and two 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 come to SMG while simultaneously raising the academic performance of every student at our school.

We believe that all of our students have the ability and right to learn and that students learn best in an emotionally and physically safe environment 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 participates 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, homework assistance, academic enrichment lessons and physical exercise, and games. The program starts right 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, Mental Health, Six Pillars of Character, 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 (ASPIRE), push in support for ELD and reading intervention from our Bilingual Instructors, or independent study projects. All students work weekly in our environmental science labs, where they conduct research, projects, and science experiments. K-2 students reading below grade level receive additional daily reading services through an onsite teacher trained in reading interventions. Students 3rd-7th 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 7th grades. Our GATE students meet once a month for 3 hours to work with our coordinator on specific assignments and field trips (i.e. technology, visit high tech industries-Microsoft, Google, and Intel-produce school videos).

Our teachers with the support of our bilingual aides provide designated focused English Language Development (ELD) instruction for all English learners 40 minutes four days a week and integrated ELD throughout the curriculum. 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.

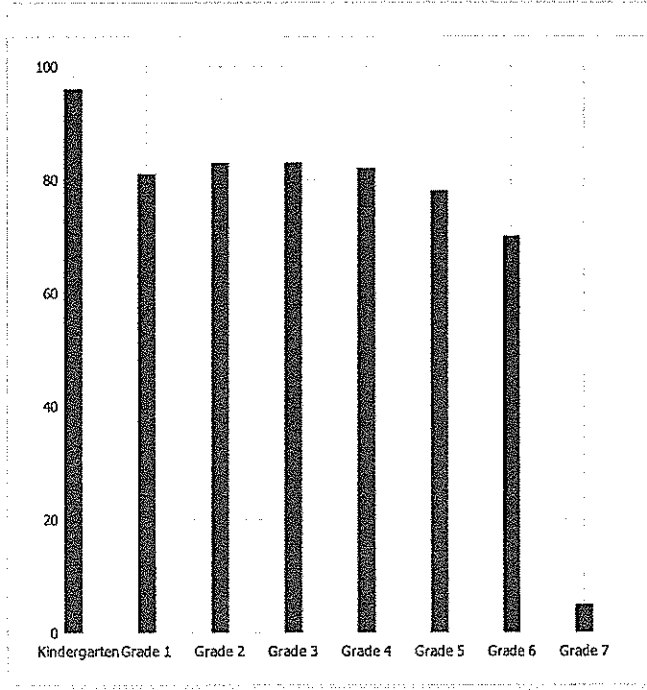
San Martin/Gwinn offers K-5 students a unique opportunity to participate in Dual Immersion Instruction through the DIME Program. One additional grade level will be added next year to complete the K-8 Dual Immersion strand within the San Martin/Gwinn Program.

Last updated: 1/18/2018

Student Enrollment by Grade Level (School Year 2016-17)

Kindergarten numbers reflect combined Kindergarten and Transitional Kindergarten enrollment.

Grade Level	Number of Students
Kindergarten	96
Grade 1	81
Grade 2	83
Grade 3	83
Grade 4	82
Grade 5	78
Grade 6	70
Grade 7	5
Total Enrollment	578



Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.0 %
Asian	0.7 %
Pacific	1.0 %
Hispanic or Latino	79.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	15.1 %
Two or More Races	2.4 %
Other	0.9 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.1 %
English Learners	50.0 %
Students with Disabilities	11.8 %
Foster Youth	0.0 %

Last updated: 12/18/2017

A. Conditions of Learning

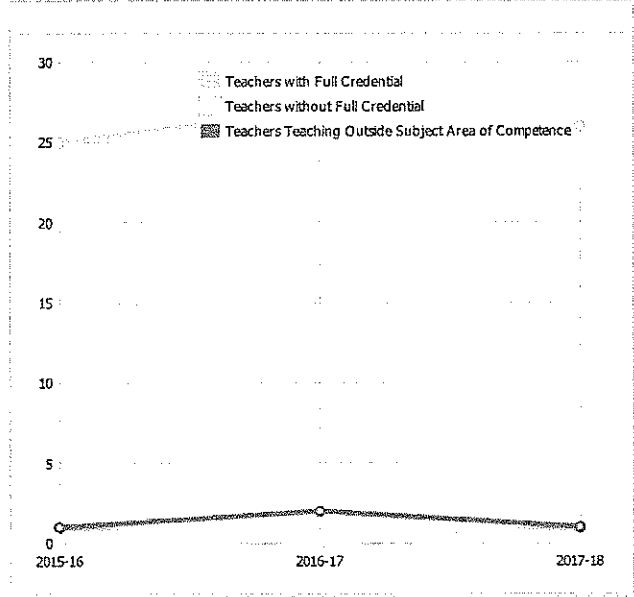
State Priority: Basic

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

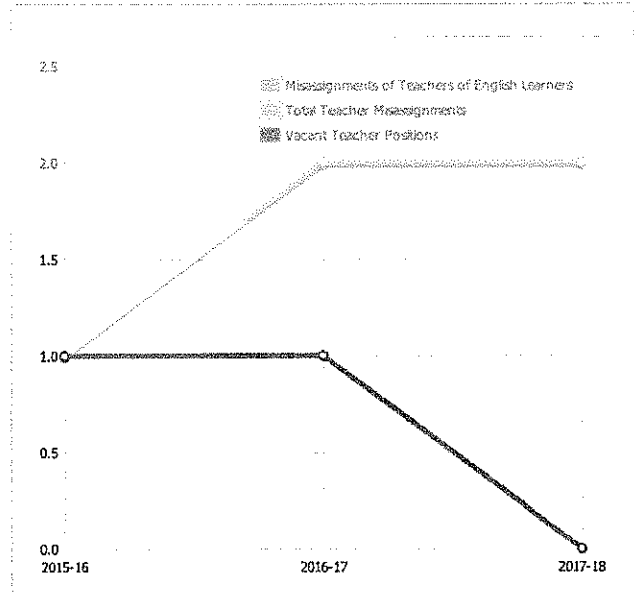
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	27	26	379
Without Full Credential	1	0	1	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	1	12



Last updated: 12/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	2	2
Total Teacher Misassignments*	1	2	2
Vacant Teacher Positions	1	1	0



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education Wonders, Gr K-5	Yes	0.0 %
	McGraw Hill Education StudySync, Gr 6-7		
	Dual Immersion: McGraw Hill Education Maravillas, Gr K-5		
Mathematics	Pearson Investigations with Envision supplement, Gr K-5 (adopted 2016)	Yes	0.0 %
	College Preparatory Mathematics Core Connections I, Core Connections II, Gr 6-7 (adopted 2015)		
Science	MacMillan-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series, Gr K-5	Yes	0.0 %
	Glencoe/McGraw Hill Science series, Gr 6-7		
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA, Gr K-5	Yes	0.0 %
	McDougal Littell series, Gr 6-7		
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/14/2017

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 Lagas Avenue. A new student drop off was installed along with new Gen 7 classroom buildings.

Last updated: 12/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	10 new HVAC units were installed on San Martin summer 2015
Interior: Interior Surfaces	Good	Interior paint and wallcovering installed summer 2014
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms on the Gwinn campus were renovated summer 2014
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Gwinn roof replacement summer 2015
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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Last updated: 12/7/2017

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	33%	23%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	27%	21%	43%	42%	36%	37%

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.

Last updated: 12/18/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	303	300	99.01%	23.33%
Male	150	148	98.67%	16.22%
Female	153	152	99.35%	30.26%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	241	238	98.76%	17.23%
Native Hawaiian or Pacific Islander				
White	43	43	100.00%	46.51%
Two or More Races			100.00%	63.64%
Socioeconomically Disadvantaged	197	195	98.98%	11.28%
English Learners	180	180	100.00%	11.67%
Students with Disabilities	49	49	100.00%	--
Students Receiving Migrant Education Services	31	31	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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 12/18/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	303	300	99.01%	20.67%
Male	150	148	98.67%	20.27%
Female	153	152	99.35%	21.05%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	241	238	98.76%	15.13%
Native Hawaiian or Pacific Islander				
White	43	43	100.00%	46.51%
Two or More Races			100.00%	54.55%
Socioeconomically Disadvantaged	197	195	98.98%	--
English Learners	180	180	100.00%	--
Students with Disabilities	49	49	100.00%	--
Students Receiving Migrant Education Services	31	31	100.00%	--
Foster Youth				

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

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

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

Last updated: 12/18/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	49.0%	36.0%	59.0%	62.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/18/2017

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 2016-17)

Percentage of Students Meeting Fitness Standards			
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	13.7%	27.4%	15.1%

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.

Last updated: 1/17/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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

Our Home and School Club this year supports our Athletic Program for our Middle School. We are diligently working to increase the number of parent volunteers and the opportunities we have for them as well. Home and School Club as well as Title I funds are utilized to support our parents as they are fingerprinted in order for them to participate as volunteers at our site. This year, H&SC and school and district/school funds sponsored over 50 parents with their fingerprinting fees. 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, work with small groups of children, and administer the annual CELDT, ELPAC, LAS link, and Logramos assessments. Our school-based monies are used mainly for instructional supplies and materials.

Last updated: 12/11/2017

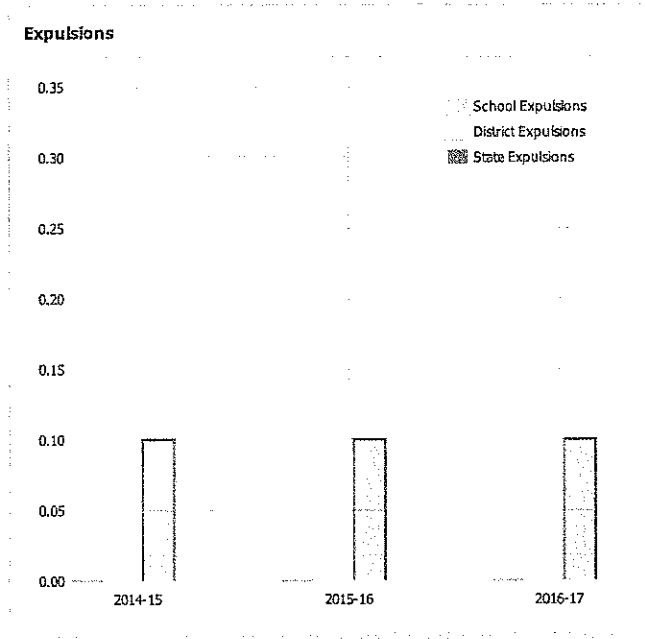
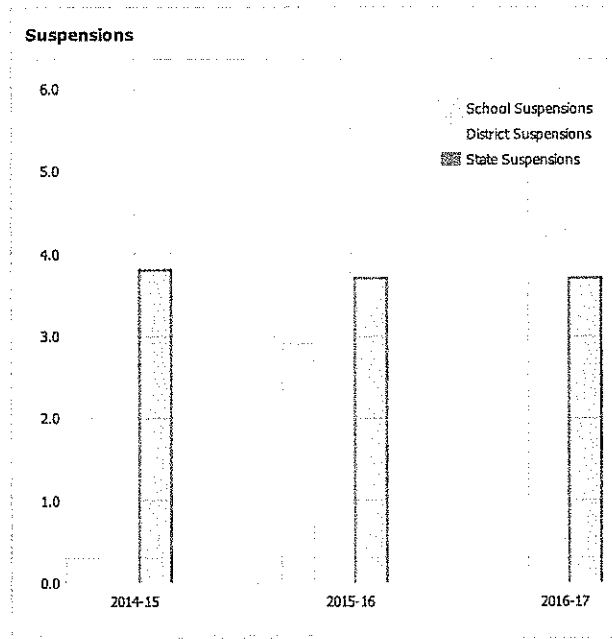
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3%	2.9%	5.0%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

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

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

Last updated: 12/11/2017

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)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	1	3	0	26.0	0	3	0	24.0	0	4	0
1	25.0	0	2	0	25.0	0	3	0	25.0	0	3	0
2	28.0	0	3	0	23.0	0	4	0	25.0	0	3	0
3	25.0	0	2	0	28.0	0	3	0	24.0	0	4	0
4	30.0	0	3	0	28.0	0	2	0	27.0	0	3	0
5	28.0	0	2	0	29.0	0	3	0	25.0	0	3	0
6	30.0	0	2	0	22.0	1	2	0	23.0	1	2	0
Other	13.0	2	1	0	4.0	1	0	0	0.0	0	0	0

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

Last updated: 1/10/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.5	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.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5138.6	\$363.4	\$4775.3	\$78047.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference – School Site and District	N/A	N/A	-38.7%	7.9%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-31.7%	4.7%

Types of Services Funded (Fiscal Year 2016-17)

San Martin/Gwinn received \$173,643 in Title I funds. These dollars go directly to the School Improvement Plan for all students 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 \$126,985 in LCFF-EL and F&R, \$69,992 from State lottery, and \$11,551 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 I funds have been used to pay for our part-time Reading TOSA, so that we can address the needs of students reading significantly below grade level. This TOSA works with students in grades 4th-6th.

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

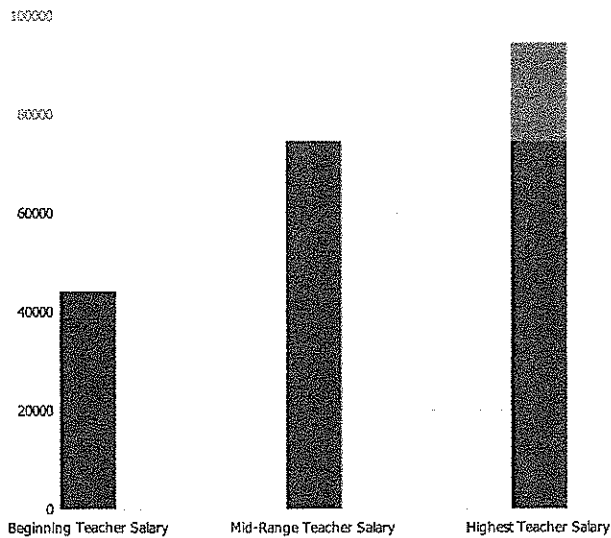
Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

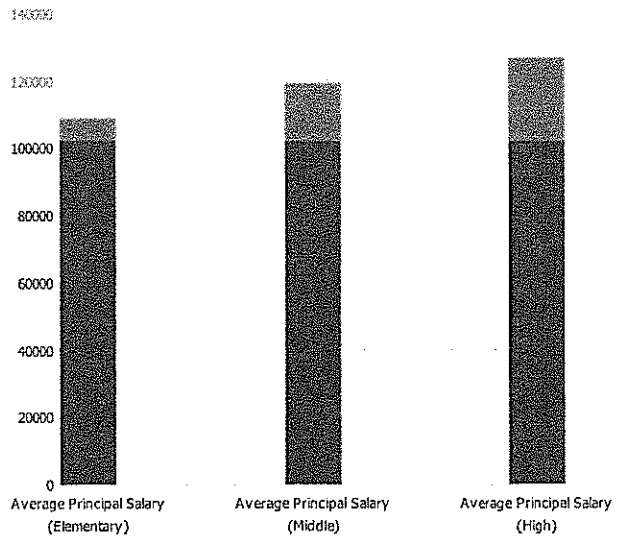
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018

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 and interactive GLAD strategies are infused throughout the day making learning fun for all students. Additionally, teachers were trained in the Aeries Data Management System, Gradebook, and Robotics. This is the second year our staff has implemented NWEA assessments to track students' progress. This data is used to analyze student performance on quarterly Benchmarks in order to guide instruction.

In addition, teachers meet weekly to collaborate during PLC (Professional Learning Communities). Weekly PLC include discussions focused on current instructional strategies and best practices for reading. K-3 teachers received training in Fountas and Pinnell reading assessment, LLI (Leveled Literacy Intervention), and Mondo (guided reading). In order to meet the early literacy skills of kinder thru third grade students. Teachers at San Martin Gwinn are encouraged to try new instructional models and find solid examples of research-based practice to help us close our achievement gap. San Martin/Gwinn staff receives continuous training on NGSS by SCCOE and Dr. Bert Bower, from TCI, in order for to ensure that our teachers receive support in teaching and fostering the goal of our environmental science academy. SMG staff was also trained in EEI (Education and Environmental Initiative) social studies curriculum that they integrate with our environmental science lessons. Our 4th through 7th grade teachers have been trained in the implementation of a supplemental math program, Study Islands, 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.

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