

# Charter School of Morgan Hill

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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.

### Paige Cisewski, Principal

Principal, Charter School of Morgan Hill

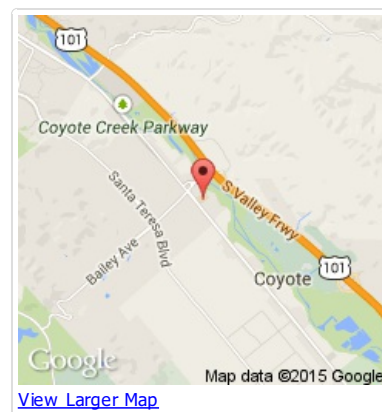
## About Our School

Charter School of Morgan Hill (CSMH) is a public school founded by South Valley Charter School a non-profit public benefit corporation which was created by the school founders. CSMH is the first start-up elementary charter school in Santa Clara County and opened its doors for the first time on August 29th, 2001. We operate based on our Charter which was originally approved by the Morgan Hill Unified School District on January 22, 2001. The MHUSD renewed our charter in January 2011 for another 5 years. CSMH served grades K through 6 in its first year, added grade 7 in 2002 and grade 8 in 2003.

## Contact

9530 Monterey Rd.  
Morgan Hill, CA  
95037-9356

Phone: 408-463-0618  
E-mail: [principal@csmh.org](mailto:principal@csmh.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Charter School of Morgan Hill
<b>Street</b>	9530 Monterey Rd.
<b>City, State, Zip</b>	Morgan Hill, Ca, 95037-9356
<b>Phone Number</b>	408-463-0618
<b>Principal</b>	Paige Cisewski, Principal
<b>E-mail Address</b>	<a href="mailto:principal@csmh.org">principal@csmh.org</a>
<b>Web Site</b>	<a href="http://www.csmh.org">www.csmh.org</a>
<b>County-District-School (CDS) Code</b>	43695836118541

District	
<b>District Name</b>	Morgan Hill Unified
<b>Phone Number</b>	(408) 201-6023
<b>Web Site</b>	<a href="http://www.mhu.k12.ca.us">www.mhu.k12.ca.us</a>
<b>Superintendent First Name</b>	Steve
<b>Superintendent Last Name</b>	Betando
<b>E-mail Address</b>	<a href="mailto:betandos@mhUSD.org">betandos@mhUSD.org</a>

*Last updated: 1/27/2015*

### School Description and Mission Statement (Most Recent Year)

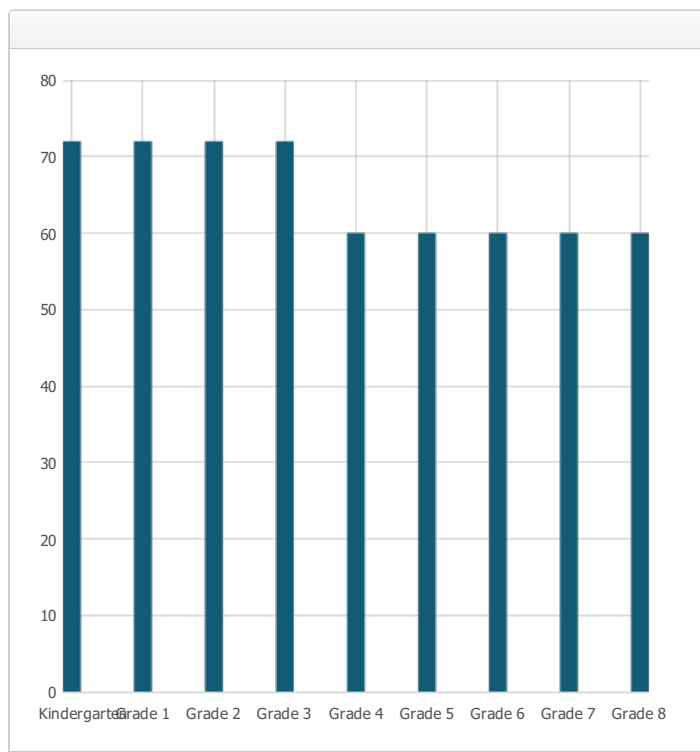
Charter School of Morgan Hill uses project-based learning, strong family involvement and community interaction to develop lifelong learners prepared to be innovative and successful participants in the global community. The school is committed to:

- Developing K-8 students who are self-motivated, self-disciplined and socially responsible
- Partnering staff, students, parents and community to create a unique, challenging and individualized learning environment with high academic standards and high expectations
- Applying academic learning to real-life activities through project-oriented programs
- Providing advanced opportunities in science, technology, languages and the arts
- Building programs that foster thinking which is original, critical, collaborative and reflective
- Respecting diversity and whole child development - cognitive, emotional, social and physical

*Last updated: 1/28/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

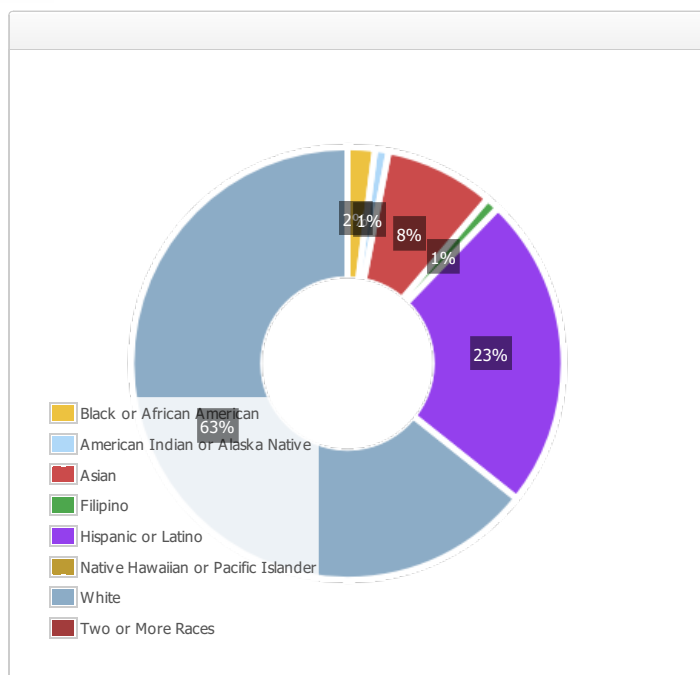
Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	72
Grade 3	72
Grade 4	60
Grade 5	60
Grade 6	60
Grade 7	60
Grade 8	60
<b>Total Enrollment</b>	<b>588</b>



Last updated: 1/27/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	1.2
Asian	8.8
Filipino	1.2
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.5
White	63.1
Two or More Races	0.0
Socioeconomically Disadvantaged	4.1
English Learners	2.0
Students with Disabilities	10.5



Last updated: 1/27/2015

## A. Conditions of Learning

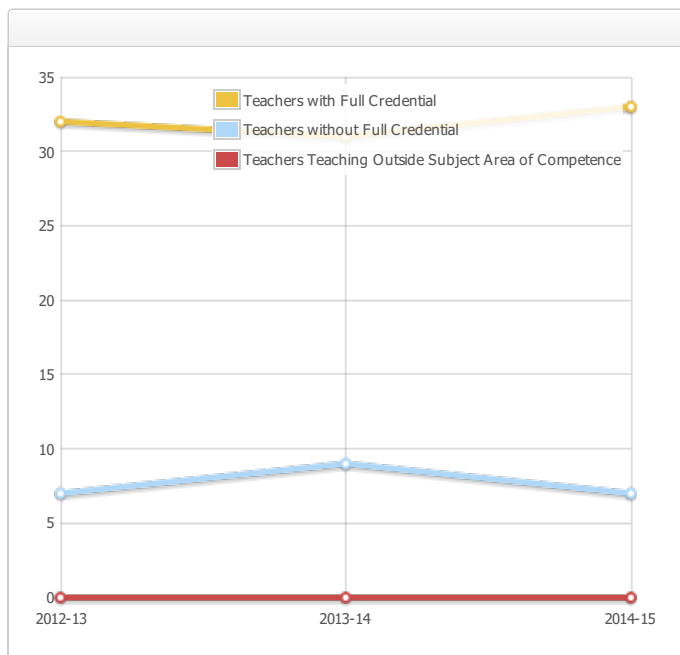
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

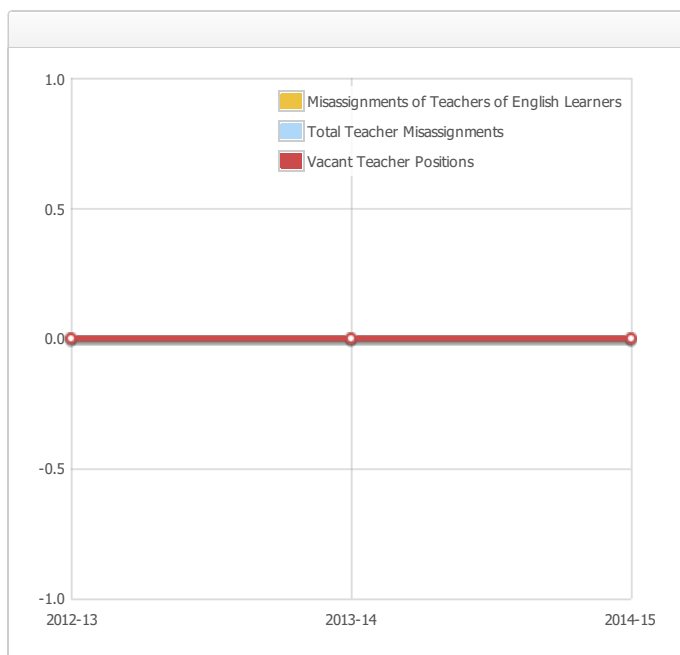
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	32	31	33	0
Without Full Credential	7	9	7	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/27/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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	0
All Schools in District	99	1
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99	1

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.

Last updated: 1/27/2015

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are no assigned textbooks used for Reading/Language Arts.		0.0
Mathematics	Grades 6-8 use College Preparatory Math Textbooks.		0.0
Science	There are no assigned textbooks used for science.		0.0
History-Social Science	History Alive textbooks by TCI are used for grades 5-8. 5th grade uses US History 6th grade uses Ancient History 7th grade uses Medieval History 8th grade uses US History		0.0
Foreign Language	Muy Bien and Buen Viaje are textbooks are used.  Grades 3-5 use Muy Bien levels B-D Grades 5-8 use Buen Viaje		0.0
Health	There are no assigned textbooks used for Health.		0.0
Visual and Performing Arts	There are no assigned textbooks used for Visual and Performing Arts.		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/27/2015

**School Facility Conditions and Planned Improvements - Most Recent Year**

Although most of the school consists of old buildings that require modernization or repair, the Charter School of Morgan Hill has added 2 portables and a Media Center to the campus with the help of fundraising. Over the last few years, CSMH has added a water suppression system to meet the requirements for the additional buildings, upgraded the electrical system and added a set of bathrooms. We have also replaced 5 ac/heating units in classrooms and new lighting throughout the entire school. A new playground was installed, and both Phase 1 and II were completed December 2012. New portables and a new multipurpose room are currently being designed and construction will begin in the spring of 2015.

*Last updated: 1/27/2015*

**School Facility Good Repair Status - Most Recent Year**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate - Most Recent Year**

Overall Rating	Good
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*Last updated: 1/27/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	95	92	86	64	66	68	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 1/26/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68
All Students at the School	86
Male	86
Female	87
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	
White	89
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/26/2015

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	81%	83%	76%	57%	59%	59%	54%	56%	55%
Mathematics	75%	74%	73%	46%	48%	49%	49%	50%	50%
History-Social Science	71%	73%	70%	54%	58%	60%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/26/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	3	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/26/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	14	0	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	13	-8
Native Hawaiian or Pacific Islander			
White	6	4	-9
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/26/2015



# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.0%	35.0%	48.3%
7	10.0%	15.0%	66.7%

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: 1/26/2015*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

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One of the major components of the Charter School's mission is parent participation. We believe that children understand the importance of learning when they experience their family investing time in supporting that effort.

Families contribute in a variety of significant ways to support both their own children's efforts to excel and to enhance the learning experiences of all students at the school.

### State Priority: Pupil Engagement

*Last updated: 1/26/2015*

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

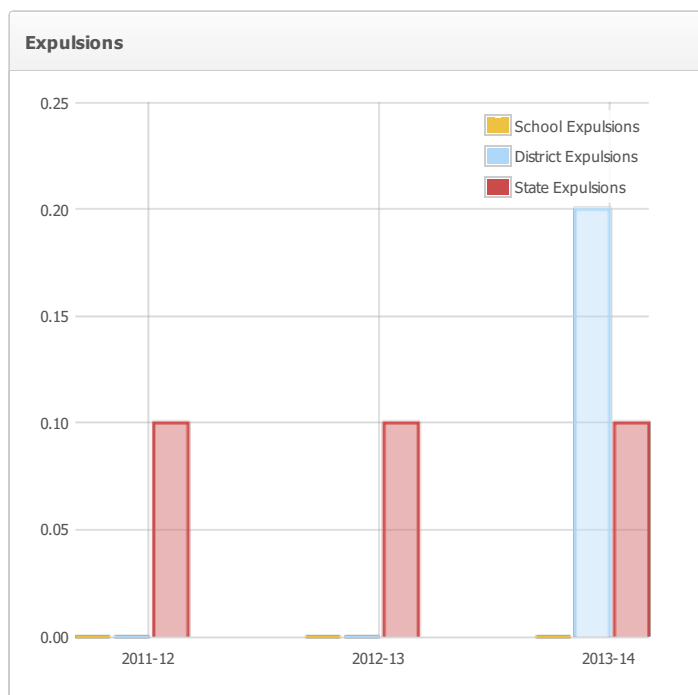
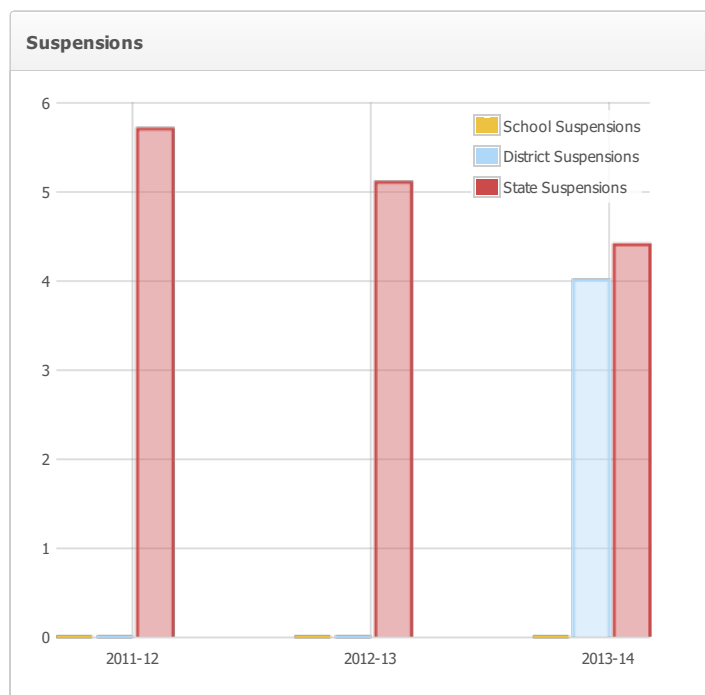
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.00	0.00	4.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.20	0.10	0.10	0.10



Last updated: 1/26/2015

## School Safety Plan - Most Recent Year

The Charter School Campus is clean and safe. All staff and students participate in earthquake drills, lockdowns, and fire drills. Each classroom has a posted copy of a safety plan. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must sign in at the office, where they receive a visitor's badge to wear throughout their stay. All staff members are CPR & First Aid certified.

Last updated: 1/28/2015

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

*Last updated: 1/26/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/26/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	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	20.0	3	0	0	20.0	3	0	0	24.0	0	3	0
1	20.0	3	0	0	20.0	3	0	0	24.0	0	3	0
2	20.0	3	0	0	20.0	3	0	0	24.0	0	3	0
3	20.7	3	0	0	20.0	3	0	0	24.0	0	3	0
4	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
5	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
6	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
Other	30.0	0	4	0	30.0	0	4	0	30.0	0	4	0

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

*Last updated: 1/26/2015*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
Mathematics	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
Science	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0
Social Science	30.0	0	2	0	30.0	0	2	0	30.0	0	2	0

\* 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.

*Last updated: 1/26/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/26/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6,307	\$796	\$5,511	\$64,809
District	N/A	N/A	N/A	\$65,392
Percent Difference – School Site and District	N/A	N/A	N/A	-0.89%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	17.00%	-4.36%

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

*Last updated: 1/29/2015*

**Types of Services Funded (Fiscal Year 2013-14)**

In addition to traditional core classes, students in grades K-8 participate in the following additional classes:

Students in grades Kindergarten-2

- P.E. - 35 minutes, 3 times/week
- Spanish – 35 minutes, 3 times/week
- Art – 40 minutes/week
- Music - 40 minutes/week
- Agricultural Science - Grades K-1: once/week 45 minutes, 1 semester; Grade 2: 45 minutes a week all year

Students in grades 3-6

- P.E. - 40 minutes, 3 times/week
- Spanish - 40 minutes, 3 times/week
- Art - 40 minutes, once/week
- Music - 40 minutes, once/week
- Agricultural Science - Grades 3-5: 45 minutes, 1 time/week, 1 semester; Grade 6: 45 minutes, 2 times/week, all year

Middle school students (grades 7-8)

- P.E. - 56 minutes, 3 times/week
- Spanish - 56 minutes daily
- Electives - 56 minutes daily, 1 class per trimester - include:
  - o Agricultural Science
  - o Art
  - o World of Work (includes job interview and résumé training and culminates in a work experience located in the business community – for 8th grade students)
  - o Ag Business
  - o Iron Chef
  - o Yearbook
  - o Theatre Arts
  - o Nutrition
  - o Study Skills
  - o Technology
  - o Get Fit
  - o Leadership

Middle school students have an opportunity to participate in after-school sports programs through the San Benito Athletic League. Charter School also provides early intervention and support for at-risk kids

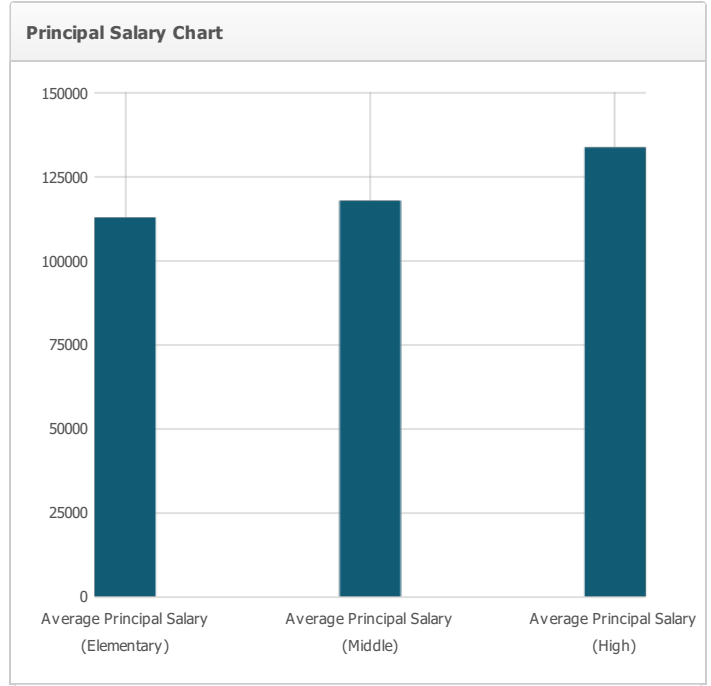
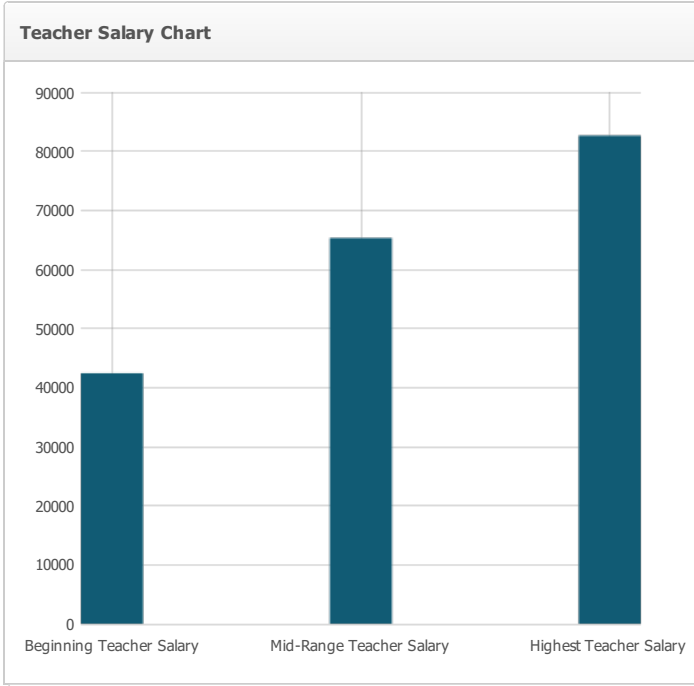
*Last updated: 1/28/2015*

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,427	\$41,243
Mid-Range Teacher Salary	\$65,315	\$64,893
Highest Teacher Salary	\$82,651	\$83,507
Average Principal Salary (Elementary)	\$112,719	\$103,404
Average Principal Salary (Middle)	\$117,708	\$109,964
Average Principal Salary (High)	\$133,588	\$120,078
Superintendent Salary	\$215,780	\$183,557
Percent of Budget for Teacher Salaries	39.0%	40.0%

Percent of Budget for Administrative Salaries	6.0%	6.0%
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For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



*Last updated: 1/26/2015*

**Professional Development – Most Recent Three Years**

There were a total of 22 minimum days at the Charter School of Morgan Hill. 11 minimum days were designated for staff development. 10 minimum days were used for conferences. One minimum day was used for the the last day of school. CSMH also has 6 full days of staff development each year. Staff development delivered by using outside consultants, teachers as trainers and or attending conferences. On these days the staff concentrates on improving instruction by focusing on specific content knowledge, teaching strategies, student work and instructional planning. Our primary areas of focus have been the California Common Core State Standards, math, reading instruction, project based learning and technology. These have been selected as a result of our WASC action plan.

*Last updated: 1/28/2015*