

Charter School of Morgan Hill

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/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, the county, and the state. 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.

Susan Pfefferlen

 Principal, Charter School of Morgan Hill

About Our School

The Charter School of Morgan Hill (CSMH) is the result of the work of a diverse group of educators, parents and community members with a shared vision for an alternative public school with emphasis on "project based learning, strong family involvement, and community interaction..." The founders were committed to creating a school that not only provided a rigorous academic program but that also provided a whole child education. The school initially opened its doors in August of 2001 to 167 students.

Today, Charter School of Morgan Hill serves over 600 students in K-8. We are fully accredited by WASC (Western Association of School and Colleges) and are recognized as a California Distinguished School. We are proud of our academically excellent program that utilizes project based learning as its primary instructional strategy. Our students are involved in a robust enrichment program that includes the arts, physical education, Spanish, nutrition and agriculture.

We have a talented teaching staff that is committed to meeting the individual needs of every child. An extremely dedicated and caring group of adults have created an environment where students feel safe, respected and excited about learning. Our parents and community play an integral role in supporting our program and their high level of involvement contributes to our success.

Contact

*Charter School of Morgan Hill
9530 Monterey Road
Morgan Hill, CA 95037-9356*

*Phone: 408-463-0618
E-mail: principal@csmh.org*

About This School

Contact Information - Most Recent Year

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.mhu.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Charter School of Morgan Hill
Street	9530 Monterey Road
City, State, Zip	Morgan Hill, Ca, 95037-9356
Phone Number	408-463-0618
Principal	Susan Pfefferlen
E-mail Address	principal@csmh.org
Web Site	www.csmh.org
County-District-School (CDS) Code	43695836118541

Last updated: 1/15/2016

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:

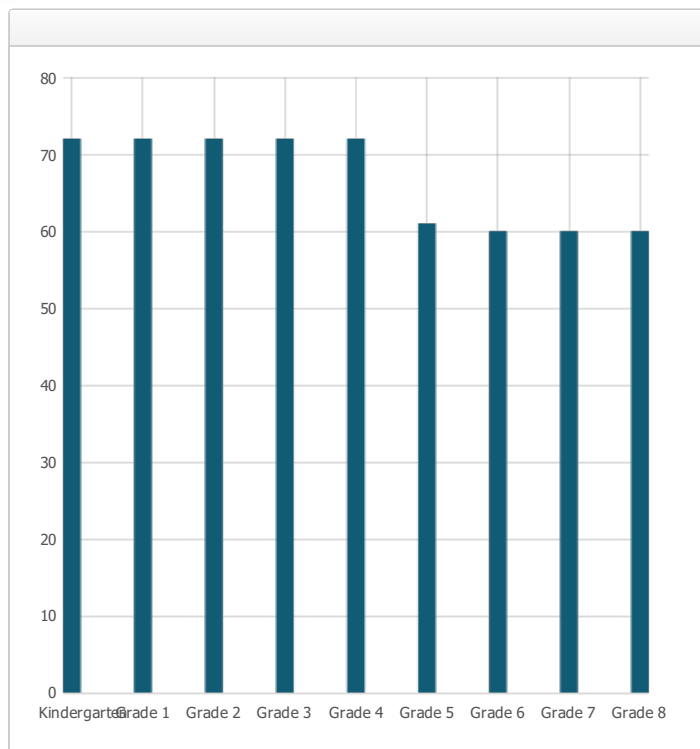
- Developing K-8 students who are self-motivated, self-disciplined and socially responsible
- Partnering staff, students, parents and community to create a unique, challenging and individualized learning environment with high academic standards and high expectations
- Applying academic learning to real-life 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

This mission statement reflects the vision developed by the original Charter School Launch Team. This vision identified three elements critical to developing educated children who are well prepared for the 21st century: strong academics, community interaction, and family involvement. The result will be an academically demanding, community-connected elementary and middle School program with strong family involvement.

Last updated: 1/15/2016

Student Enrollment by Grade Level (School Year 2014-15)

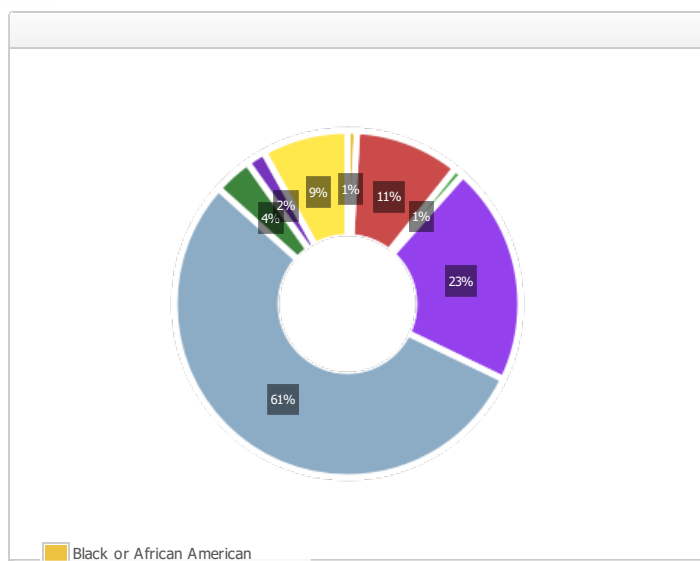
Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	72
Grade 3	72
Grade 4	72
Grade 5	61
Grade 6	60
Grade 7	60
Grade 8	60
Total Enrollment	601



Last updated: 1/15/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.8 %
Asian	11.5 %
Filipino	1.3 %
Hispanic or Latino	23.5 %
Native Hawaiian or Pacific Islander	0.7 %
White	61.2 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	4.0 %
English Learners	2.0 %
Students with Disabilities	9.4 %
Foster Youth	0.2 %



Last updated: 1/15/2016

A. Conditions of Learning

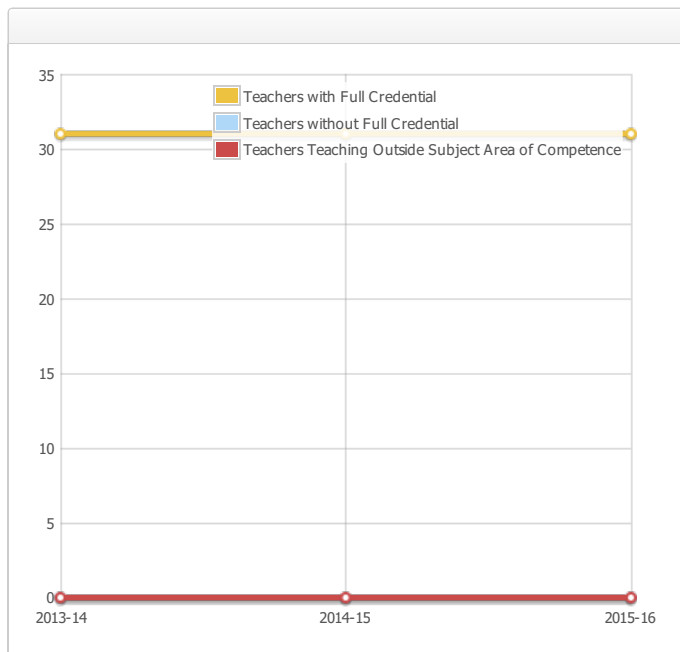
State Priority: Basic

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

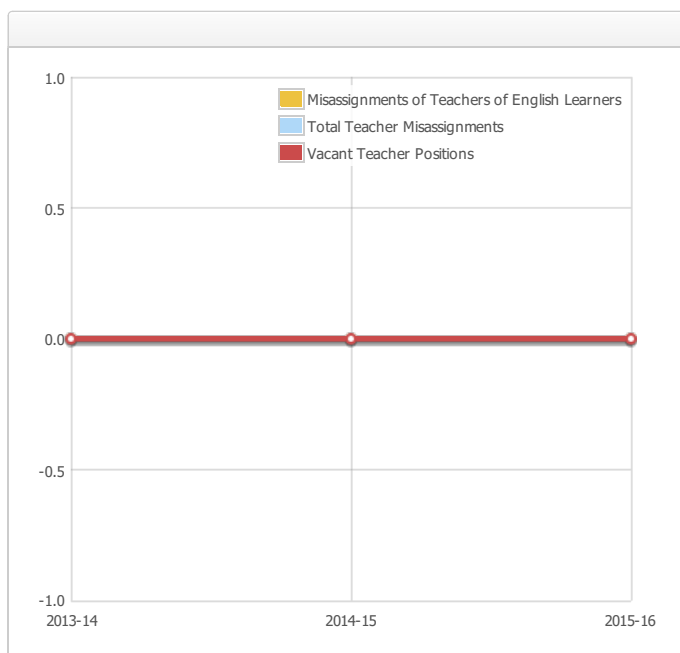
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	31	31	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/14/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	99.0%	2.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	98.0%	2.0%

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 - Most Recent Year

Year and month in which data were collected:

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 Bien Viaje textbooks are used. 3rd-5th grade use Muy Bien levels B-D 5th-8th grade use Bien 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 Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/14/2016

School Facility Conditions and Planned Improvements - Most Recent Year

CSMH is located on a District owned facility through the Proposition 39 process. A majority of the students are housed in older permanent buildings. Improvements to the campus have been slowly made by both CSMH and the Morgan Hill Unified School District.

CSMH installed a new playground in 2012. A three classroom modular building was added to the campus in the beginning of the 2015 school year. As part of Measure G funds, the school received a technology infrastructure upgrade which included campus wide WiFi, a new phone system and public address system. With use of those same funds, the District has almost completed the construction of a new multipurpose/gymnasium building. It is expected to open in the spring of 2016. CSMH has developed a long term site plan.

Last updated: 1/15/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	Poor	
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

Year and month in which data were collected: January 2015

Overall Rating	Good
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Last updated: 1/15/2016

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); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	49.0%	44.0%
Mathematics (grades 3-8 and 11)	70.0%	40.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	69	95.8%	17.0%	14.0%	36.0%	32.0%
Male	72	37	51.4%	27.0%	14.0%	38.0%	22.0%
Female	72	32	44.4%	6.0%	16.0%	34.0%	44.0%
Black or African American	72	3	4.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	72	6	8.3%	--	--	--	--
Filipino	72	1	1.4%	--	--	--	--
Hispanic or Latino	72	16	22.2%	25.0%	19.0%	25.0%	31.0%
Native Hawaiian or Pacific Islander	72	1	1.4%	--	--	--	--
White	72	42	58.3%	14.0%	14.0%	38.0%	33.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	72	3	4.2%	--	--	--	--
English Learners	72	2	2.8%	--	--	--	--
Students with Disabilities	72	5	6.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	72	100.0%	7.0%	15.0%	31.0%	47.0%
Male	72	38	52.8%	13.0%	18.0%	34.0%	34.0%
Female	72	34	47.2%	0.0%	12.0%	26.0%	62.0%
Black or African American	72	2	2.8%	--	--	--	--
American Indian or Alaska Native	72	1	1.4%	--	--	--	--
Asian	72	11	15.3%	0.0%	0.0%	36.0%	64.0%
Filipino	72	1	1.4%	--	--	--	--
Hispanic or Latino	72	18	25.0%	17.0%	22.0%	39.0%	22.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	72	39	54.2%	5.0%	18.0%	26.0%	51.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	72	5	6.9%	--	--	--	--
English Learners	72	1	1.4%	--	--	--	--
Students with Disabilities	72	7	9.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	61	59	96.7%	14.0%	20.0%	36.0%	31.0%
Male	61	29	47.5%	17.0%	24.0%	28.0%	31.0%
Female	61	30	49.2%	10.0%	17.0%	43.0%	30.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	61	1	1.6%	--	--	--	--
Asian	61	6	9.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61	13	21.3%	8.0%	15.0%	62.0%	15.0%
Native Hawaiian or Pacific Islander	61	1	1.6%	--	--	--	--
White	61	38	62.3%	18.0%	24.0%	26.0%	32.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	61	2	3.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	61	8	13.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	59	98.3%	5.0%	19.0%	53.0%	24.0%
Male	60	34	56.7%	9.0%	21.0%	50.0%	21.0%
Female	60	25	41.7%	0.0%	16.0%	56.0%	28.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	3	5.0%	--	--	--	--
Filipino	60	2	3.3%	--	--	--	--
Hispanic or Latino	60	14	23.3%	7.0%	21.0%	50.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	40	66.7%	5.0%	18.0%	55.0%	23.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60	5	8.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	60	8	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	58	96.7%	3.0%	16.0%	48.0%	33.0%
Male	60	31	51.7%	3.0%	26.0%	55.0%	16.0%
Female	60	27	45.0%	4.0%	4.0%	41.0%	52.0%
Black or African American	60	2	3.3%	--	--	--	--
American Indian or Alaska Native	60	1	1.7%	--	--	--	--
Asian	60	6	10.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	60	10	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	39	65.0%	3.0%	15.0%	54.0%	28.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60	2	3.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	60	5	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	59	98.3%	12.0%	20.0%	41.0%	27.0%
Male	60	31	51.7%	13.0%	29.0%	42.0%	16.0%
Female	60	28	46.7%	11.0%	11.0%	39.0%	39.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	4	6.7%	--	--	--	--
Filipino	60	1	1.7%	--	--	--	--
Hispanic or Latino	60	12	20.0%	17.0%	33.0%	17.0%	33.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	42	70.0%	10.0%	19.0%	48.0%	24.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60	3	5.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	60	10	16.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 1/12/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	69	95.8%	7.0%	22.0%	41.0%	30.0%
Male	72	37	51.4%	5.0%	24.0%	43.0%	27.0%
Female	72	32	44.4%	9.0%	19.0%	38.0%	34.0%
Black or African American	72	3	4.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	72	6	8.3%	--	--	--	--
Filipino	72	1	1.4%	--	--	--	--
Hispanic or Latino	72	16	22.2%	6.0%	38.0%	38.0%	19.0%
Native Hawaiian or Pacific Islander	72	1	1.4%	--	--	--	--
White	72	42	58.3%	10.0%	19.0%	40.0%	31.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	72	3	4.2%	--	--	--	--
English Learners	72	2	2.8%	--	--	--	--
Students with Disabilities	72	5	6.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	72	72	100.0%	1.0%	22.0%	42.0%	35.0%
Male	72	38	52.8%	3.0%	24.0%	42.0%	32.0%
Female	72	34	47.2%	0.0%	21.0%	41.0%	38.0%
Black or African American	72	2	2.8%	--	--	--	--
American Indian or Alaska Native	72	1	1.4%	--	--	--	--
Asian	72	11	15.3%	0.0%	9.0%	55.0%	36.0%
Filipino	72	1	1.4%	--	--	--	--
Hispanic or Latino	72	18	25.0%	6.0%	33.0%	50.0%	11.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	72	39	54.2%	0.0%	23.0%	33.0%	44.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	72	5	6.9%	--	--	--	--
English Learners	72	1	1.4%	--	--	--	--
Students with Disabilities	72	7	9.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	61	59	96.7%	15.0%	29.0%	39.0%	17.0%
Male	61	29	47.5%	21.0%	21.0%	41.0%	17.0%
Female	61	30	49.2%	10.0%	37.0%	37.0%	17.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	61	1	1.6%	--	--	--	--
Asian	61	6	9.8%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	61	13	21.3%	0.0%	38.0%	54.0%	8.0%
Native Hawaiian or Pacific Islander	61	1	1.6%	--	--	--	--
White	61	38	62.3%	18.0%	29.0%	39.0%	13.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	61	2	3.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	61	8	13.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	59	98.3%	3.0%	20.0%	47.0%	29.0%
Male	60	34	56.7%	6.0%	15.0%	50.0%	29.0%
Female	60	25	41.7%	0.0%	28.0%	44.0%	28.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	3	5.0%	--	--	--	--
Filipino	60	2	3.3%	--	--	--	--
Hispanic or Latino	60	14	23.3%	7.0%	29.0%	43.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	40	66.7%	3.0%	20.0%	48.0%	30.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60	5	8.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	60	8	13.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	58	96.7%	5.0%	22.0%	33.0%	40.0%
Male	60	31	51.7%	3.0%	19.0%	45.0%	32.0%
Female	60	27	45.0%	7.0%	26.0%	19.0%	48.0%
Black or African American	60	2	3.3%	--	--	--	--
American Indian or Alaska Native	60	1	1.7%	--	--	--	--
Asian	60	6	10.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	60	10	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	39	65.0%	3.0%	23.0%	33.0%	41.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60	2	3.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	60	5	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	60	100.0%	20.0%	12.0%	28.0%	38.0%
Male	60	31	51.7%	26.0%	13.0%	26.0%	35.0%
Female	60	29	48.3%	14.0%	10.0%	31.0%	41.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	60	4	6.7%	--	--	--	--
Filipino	60	1	1.7%	--	--	--	--
Hispanic or Latino	60	12	20.0%	25.0%	25.0%	17.0%	33.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	60	43	71.7%	19.0%	9.0%	33.0%	37.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	60	3	5.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	60	10	16.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	92.0%	86.0%	80.0%	64.0%	66.0%	59.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	59.0%
All Students at the School	80.0%
Male	83.0%
Female	77.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	61.0%
Native Hawaiian or Pacific Islander	--
White	83.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

State Priority: Other Pupil Outcomes

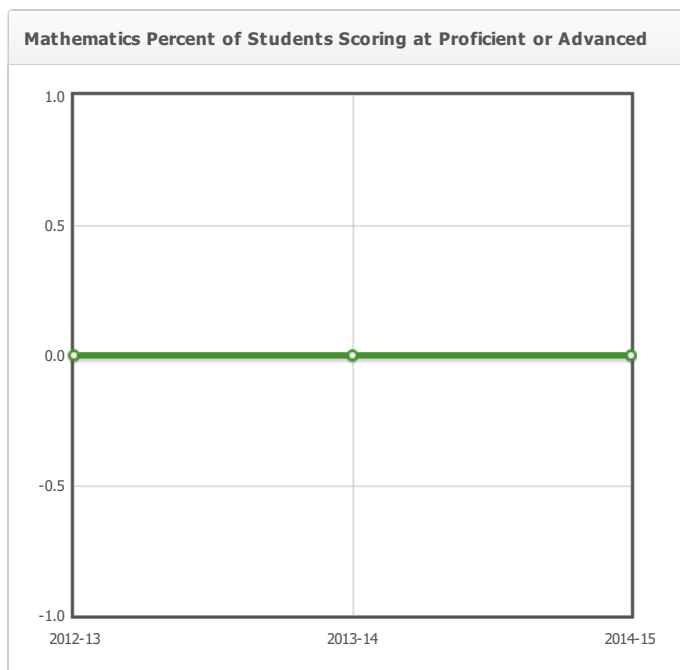
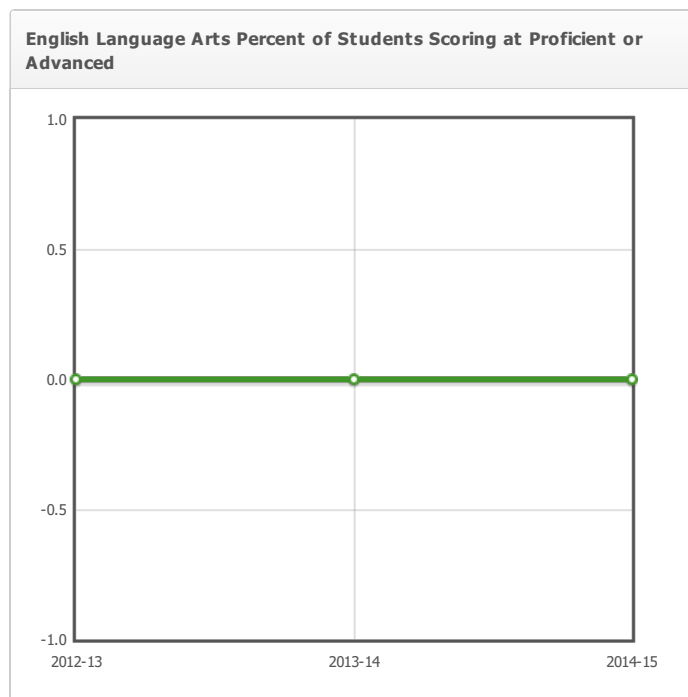
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	60.0%	65.0%	37.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	58.0%	65.0%	35.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/15/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.2%	27.9%	59.0%
7	22.4%	13.8%	55.2%

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: 1/15/2016

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 - Most Recent Year

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: 1/15/2016

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

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

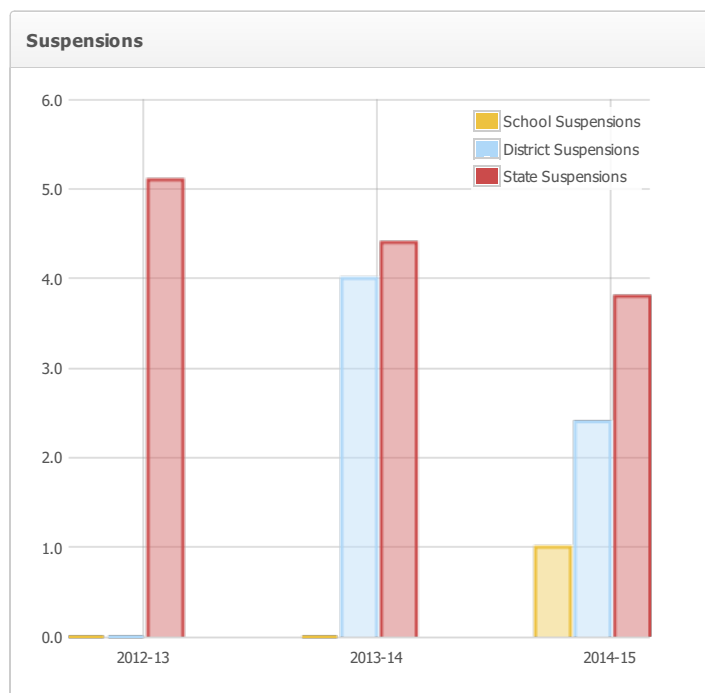
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	1.0	0.0	4.0	2.4	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1



Last updated: 1/15/2016

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. Staff members are CPR & First Aid certified. On January 1, 2016, CSMH implemented a new fingerprinting policy for volunteers. This policy requires mandatory fingerprinting for many volunteer positions and we highly encourage all volunteers to be fingerprinted.

Last updated: 1/15/2016

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/15/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	24.0	0	3	0	24.0	0	3	0
1	20.0	3	0	0	24.0	0	3	0	24.0	0	3	0
2	20.0	3	0	0	24.0	0	3	0	24.0	0	3	0
3	20.0	3	0	0	24.0	0	3	0	24.0	0	3	0
4	30.0	0	2	0	30.0	0	2	0	24.0	0	3	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	20.0	4	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: 1/15/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
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: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6892.0	\$11340.0	\$5758.0	\$68675.0
District	N/A	N/A	\$0.0	\$67099.0
Percent Difference – School Site and District	N/A	N/A	--	2.4%
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	7.7%	0.8%

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

Last updated: 1/26/2016

Types of Services Funded (Fiscal Year 2014-15)

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 – 35 minutes/week
- Music - 35 minutes/week
- Agricultural Science - Grades K: once/week 45 minutes, 1 semester; Grades 1 & 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, a 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 2 times a week, 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

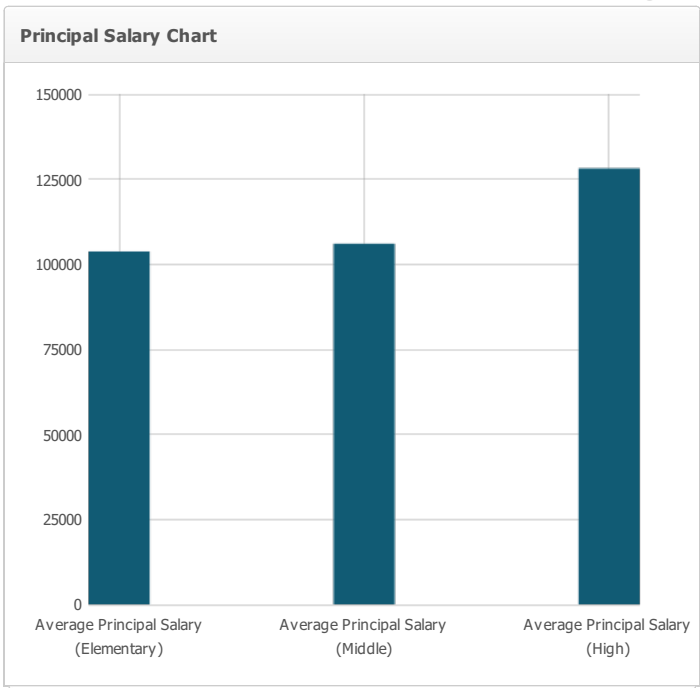
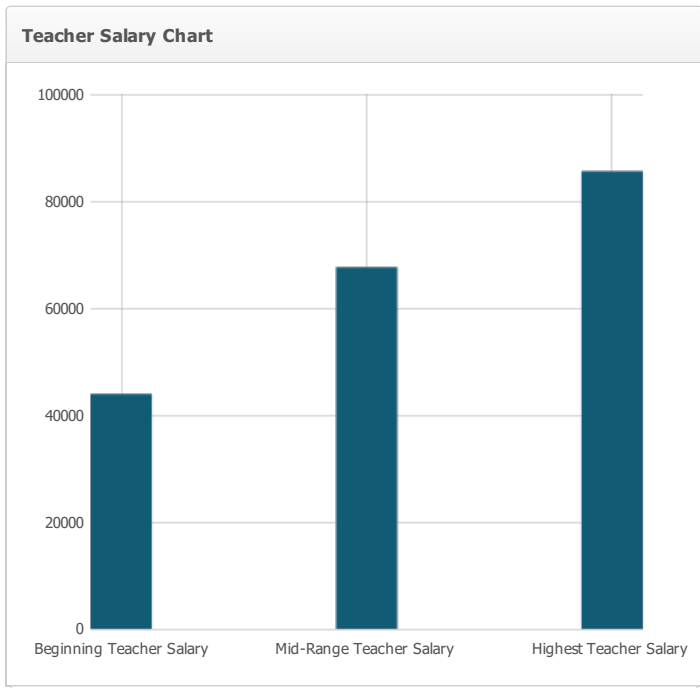
Middle school students have an opportunity to participate in after-school sports programs through the San Benito Athletic League. Charter School also provides early intervention and support for at-risk kids

Last updated: 1/15/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,939	\$42,315
Mid-Range Teacher Salary	\$67,642	\$66,451
Highest Teacher Salary	\$85,596	\$85,603
Average Principal Salary (Elementary)	\$103,750	\$105,079
Average Principal Salary (Middle)	\$106,023	\$111,005
Average Principal Salary (High)	\$128,178	\$121,310
Superintendent Salary	\$210,000	\$189,899
Percent of Budget for Teacher Salaries	36.0%	39.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/12/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/12/2016

Professional Development – Most Recent Three Years

Charter School of Morgan Hill had a total of twenty three minimum days built into the calendar. Twelve minimum days were designated for staff development, ten were allocated for parent teacher conferences, and one was used for the last day of school. CSMH also had six full days allocated for staff development. Three of these days were at the beginning of the year "Ed Camp", where staff was involved in team building activities, and training on a web-based assessment management system for data analysis. Throughout the year, professional development included training from outside consultants, such as a whole staff training on brain research and differentiation, as well as CSMH utilized teachers as trainers, and work done in professional learning communities. Staff members attended a variety of outside training and conferences, such as NCTM, Creative Mathematics, Silicon Valley Math Initiative, and the California Charter School Conference. Areas of focus for whole staff development included Common Core State Standards, Developmental Reading Assessment, math, reading instruction, project based learning, and technology. These areas correlated not only with the school's WASC action plan, but also with the LCAP goals and objectives.

Last updated: 1/19/2016