

Charter School of Morgan Hill

Paige Cisewski, Principal

Principal, Charter School of Morgan Hill

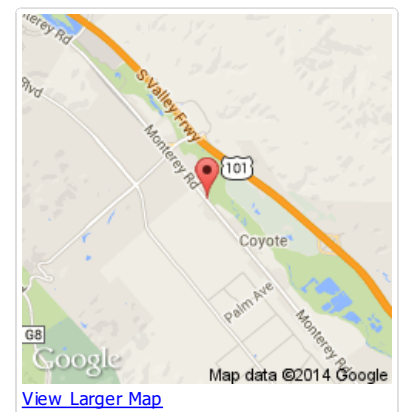
About Our School

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



Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Charter School of Morgan Hill
Street	9530 Monterey Rd.
City, State, Zip	Morgan Hill, Ca, 95037-9356
Phone Number	408-463-0618
Principal	Paige Cisewski, Principal
E-mail Address	principal@csmh.org
County-District-School (CDS) Code	43695836118541

District	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Web Site	www.mhu.k12.ca.us
Superintendent First Name	Steve
Superintendent Last Name	Betando
E-mail Address	betandos@mhusd.org

Last updated: 1/30/2014

School Description and Mission Statement (School Year 2012-13)

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: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

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.

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

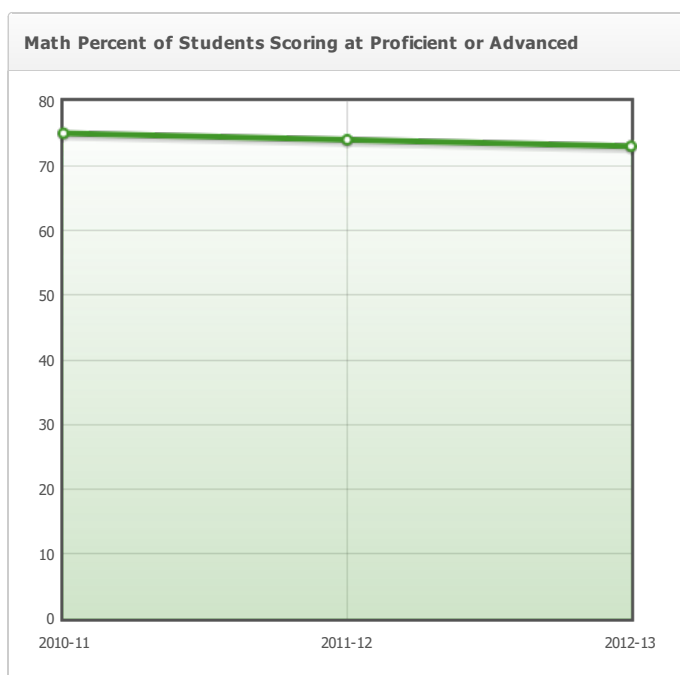
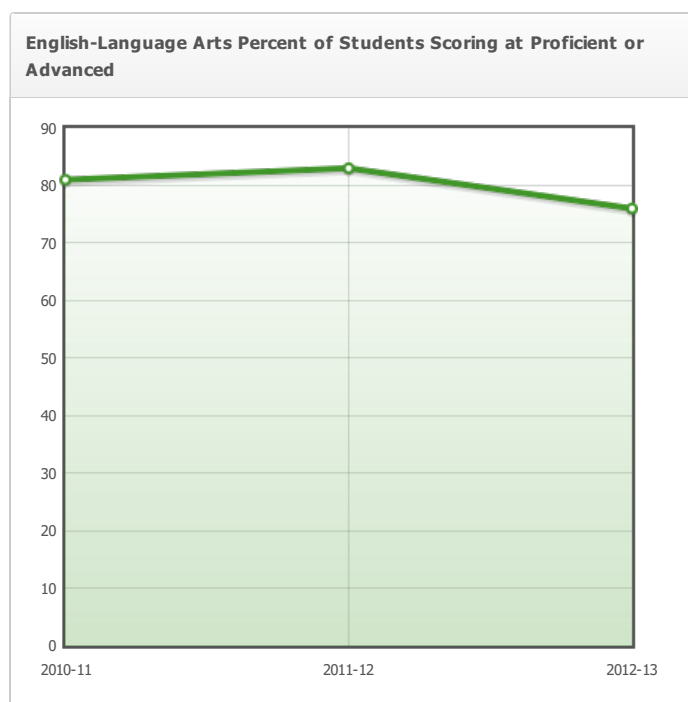
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

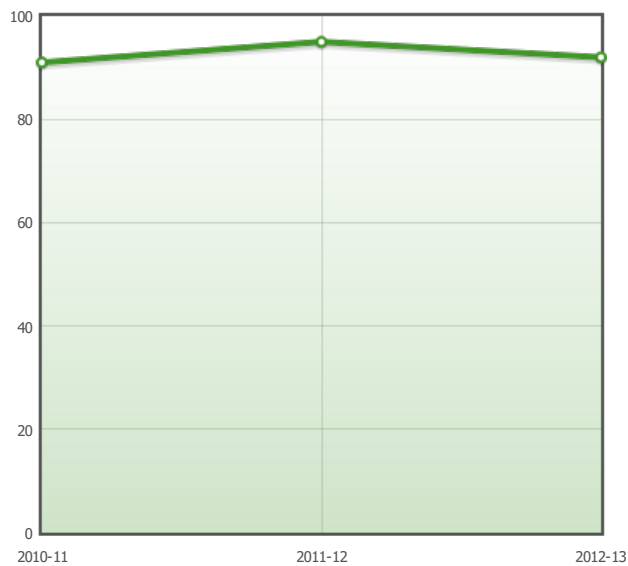
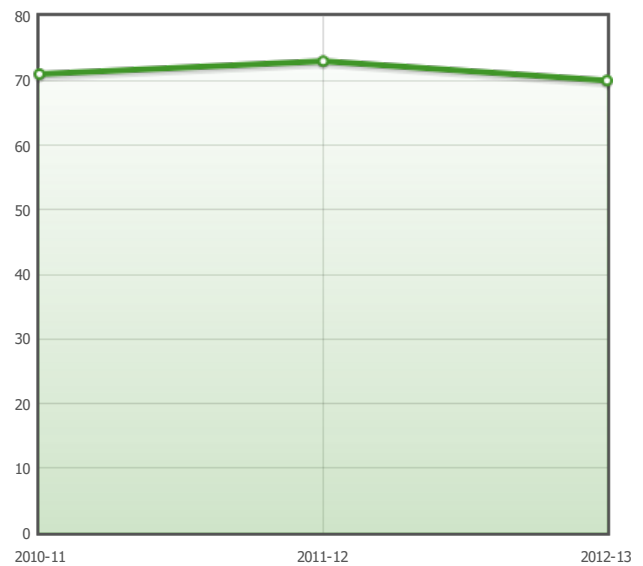
Standardized Testing and Reporting Results for All Students - Three-Year

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%
Science	91%	95%	92%	61%	64%	66%	57%	60%	59%
History-Social Science	71%	73%	70%	54%	58%	60%	48%	49%	49%

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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/30/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59%	49%	66%	60%
All Students at the School	76%	73%	92%	70%
Male	71%	72%	92%	65%
Female	81%	74%	93%	76%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	81%	88%	92%	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	70%	63%	86%	69%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	76%	75%	94%	67%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	50%	52%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 1/30/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.0%	28.3%	45.0%
7	13.3%	28.3%	48.3%

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: 1/30/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	4	3	2

Last updated: 1/30/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
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: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	416	894	6,342	795	4,655,989	790
Black or African American	6		151	775	296,463	708
American Indian or Alaska Native	5		30	721	30,394	743
Asian	44	934	551	908	406,527	906
Filipino	5		150	870	121,054	867
Hispanic or Latino	89	862	3,111	723	2,438,951	744
Native Hawaiian or Pacific Islander	2		32	846	25,351	774
White	264	899	2,205	863	1,200,127	853
Two or More Races	0		84	822	125,025	824
Socioeconomically Disadvantaged	21	817	2,549	707	2,774,640	743
English Learners	8		1,846	713	1,482,316	721
Students with Disabilities	55	779	779	589	527,476	615

Last updated: 1/30/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Last updated: 1/30/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	100.0%

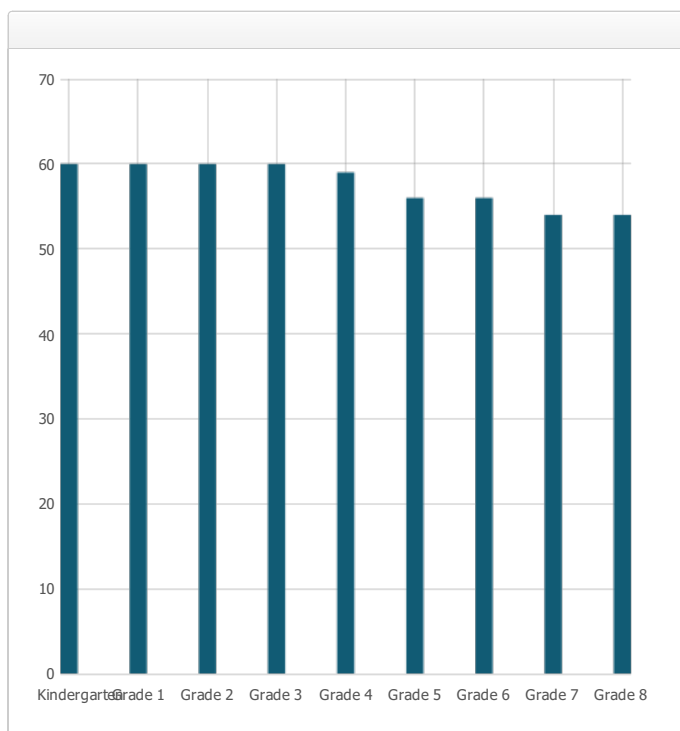
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Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

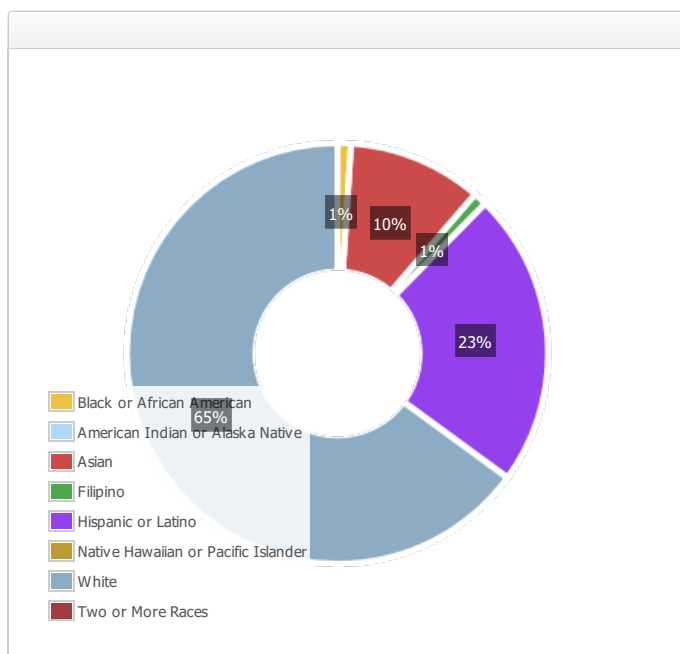
Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	60
Grade 3	60
Grade 4	59
Grade 5	56
Grade 6	56
Grade 7	54
Grade 8	54
Total Enrollment	540



Last updated: 1/30/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.9
Asian	10.0
Filipino	1.1
Hispanic or Latino	22.0
Native Hawaiian or Pacific Islander	0.7
White	63.3
Two or More Races	0.0
Socioeconomically Disadvantaged	1.1
English Learners	1.9
Students with Disabilities	0.6



Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	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	20.0	3		
1	20.0	3	0	0	20.0	3	0	0	20.0	3		
2	20.0	3	0	0	20.0	3	0	0	20.0	3		
3	20.0	3	0	0	20.0	3	0	0	20.0	3		
4	29.5	0	2	0	30.0	0	2	0	30.0		2	0
5	28.0	0	2	0	30.0	0	2	0	30.0		2	0
6	28.0	0	2	0	30.0	0	2	0	30.0		2	0
Other	28.0		2		28.0		2		30.0		2	

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

Last updated: 1/30/2014

School Safety Plan (School Year 2012-13)

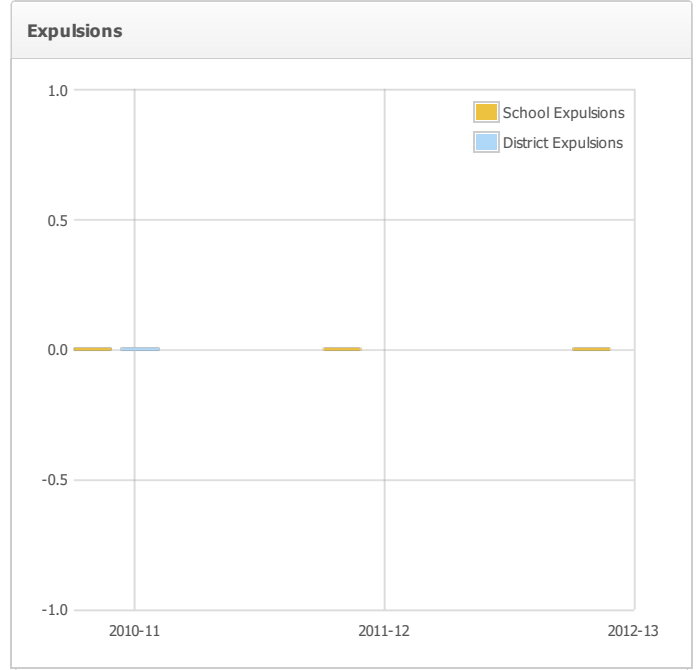
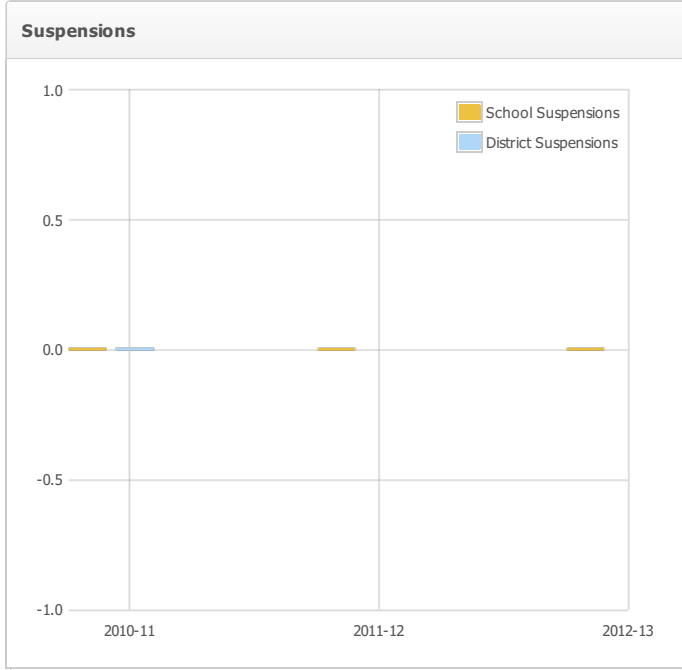
Each classroom has a posted copy of a safety plan. All staff members have been through Code Red Training and are CPR & First Aid certified.

Last updated: 1/30/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.01	0.00	0.00			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/31/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 2014.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	In the process of working with the District to update the facility.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	In the process of working with the District to update the facility.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

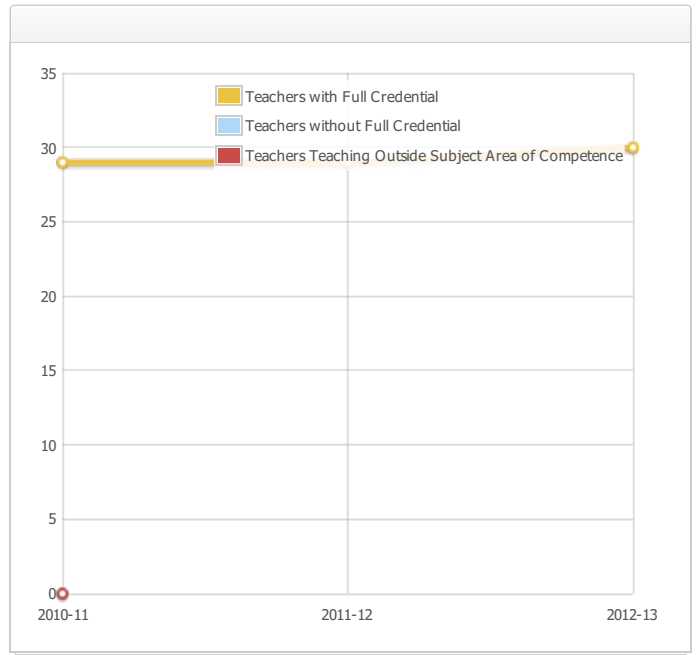
Overall Rating	Fair
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Last updated: 1/31/2014

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	29	29	30	
Without Full Credential	0			
Teachers Teaching Outside Subject Area of Competence (with full credential)	0			



Last updated: 1/31/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	51	49
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	51	49

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: 1/31/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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: 1/31/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	There are no textbooks used for Reading/Language Arts		0.0
Mathematics	Grades 6-8 College Preparatory Math Textbook		0.0
Science	There are no textbooks used for Science		0.0
History-Social Science	Grades 1-5 Social Studies Alive Textbook Grades 6-8 Social Studies Alive Textbook		0.0
Foreign Language	Grades 3-5 Muy Bien Level B & C Grade 6 Bien Viaje Grades 7-8 Bien Viaje		0.0
Health	There are no textbooks used for Health		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/31/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,163	\$175	\$5,988	\$62,107
District	N/A	N/A	N/A	\$65,163
Percent Difference – School Site and District	N/A	N/A	N/A	-4.70%
State	N/A	N/A	\$5,537	\$67,106
Percent Difference – School Site and State	N/A	N/A	N/A	-7.50%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

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-2: once/week 45 minutes, 1 semester; Grade 2: 45 minutes a week

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, 2 times/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
- Nutrition/ Life Skills - 56 minutes daily, 1 semester
- Technology - 56 minutes daily, 1 semester
- Electives - 56 minutes daily, 1 class per semester - 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

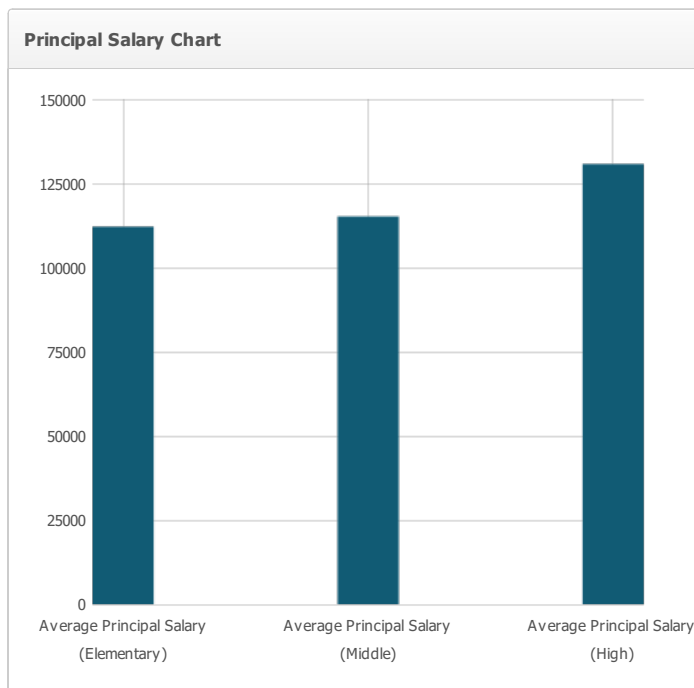
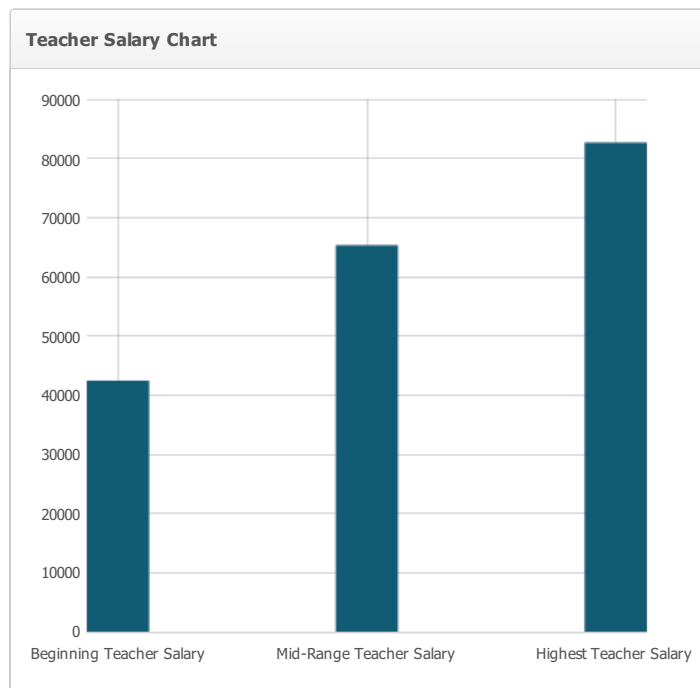
Middle school students have an opportunity to participate in after-school sports programs through the San Benito Athletic League. Charter School also provides early intervention and support for at-risk kids

Last updated: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,427	\$40,928
Mid-Range Teacher Salary	\$65,315	\$64,449
Highest Teacher Salary	\$82,651	\$82,826
Average Principal Salary (Elementary)	\$112,137	\$102,640
Average Principal Salary (Middle)	\$115,160	\$109,253
Average Principal Salary (High)	\$130,734	\$118,527
Superintendent Salary	\$209,756	\$183,968
Percent of Budget for Teacher Salaries	38.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/31/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Instructional Planning and Scheduling

Professional Development

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

There were a total of 24 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 common core standards, math, reading instruction, project based learning and technology. These have been selected as a result of our WASC action plan.

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