

Charter School of Morgan Hill

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

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 needs of every child. An extremely dedicated and caring group of adults have created an environment where students feel safe, respected and are engaged in 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 Rd.
Morgan Hill, CA 95037-9356

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Morgan Hill Unified	School Name	Charter School of Morgan Hill
Phone Number	(408) 201-6023	Street	9530 Monterey Rd.
Superintendent	Steve Betando	City, State, Zip	Morgan Hill, Ca, 95037-9356
E-mail Address	betandos@mhusd.org	Phone Number	408-463-0618
Web Site	www.mhusd.org	Principal	Susan Pfefferlen
		E-mail Address	principal@csmh.org
		Web Site	www.csmh.org
		County-District-School (CDS) Code	43695836118541

Last updated: 1/31/2017

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

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:

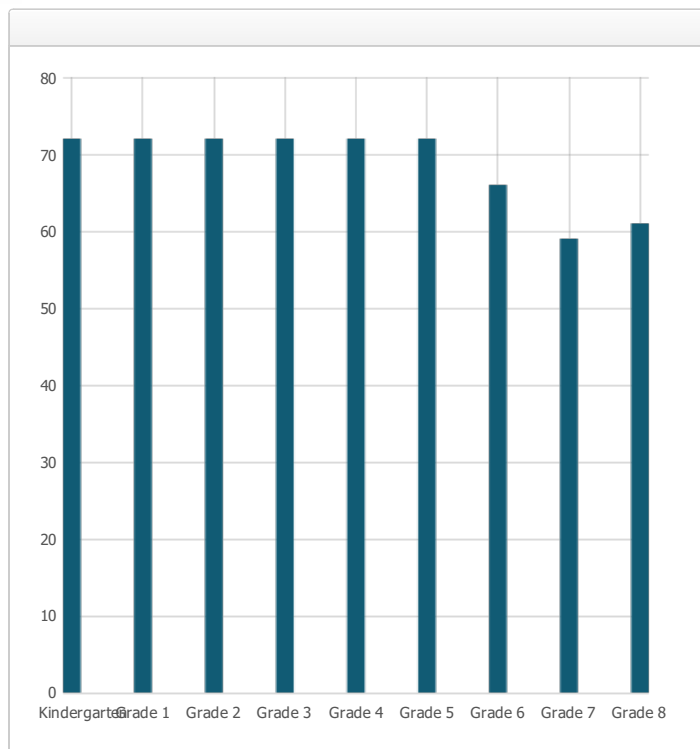
- Developing K-8 students who are self-motivated, self-disciplined and socially responsible
- Partnering staff, students, parents and community to create a unique, challenging and individualized learning environment with high academic standards and high expectations
- Applying academic learning to real-life 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: 1/31/2017

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	72
Grade 3	72
Grade 4	72
Grade 5	72
Grade 6	66
Grade 7	59
Grade 8	61
Total Enrollment	620



Last updated: 1/31/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.5 %
Asian	7.4 %
Filipino	0.6 %
Hispanic or Latino	27.6 %
Native Hawaiian or Pacific Islander	0.3 %
White	51.9 %
Two or More Races	11.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.1 %
English Learners	2.3 %
Students with Disabilities	9.8 %
Foster Youth	0.3 %

Last updated: 1/31/2017

A. Conditions of Learning

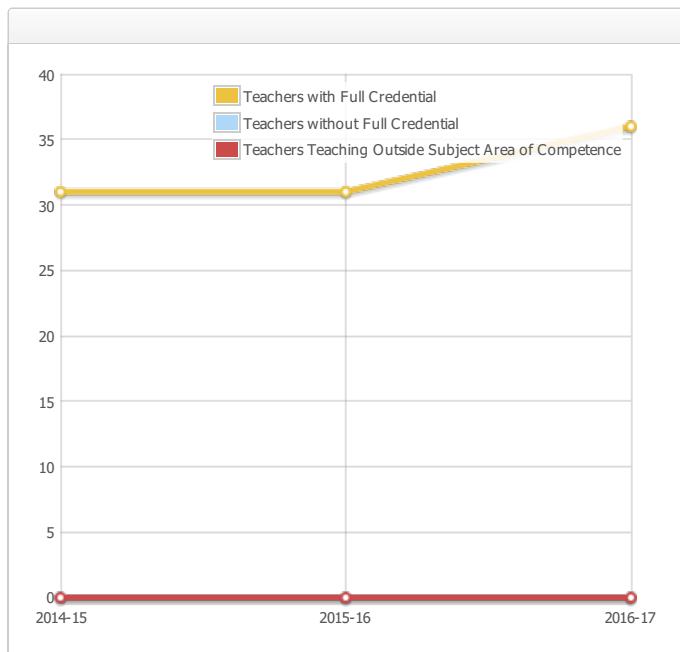
State Priority: Basic

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

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

Teacher Credentials

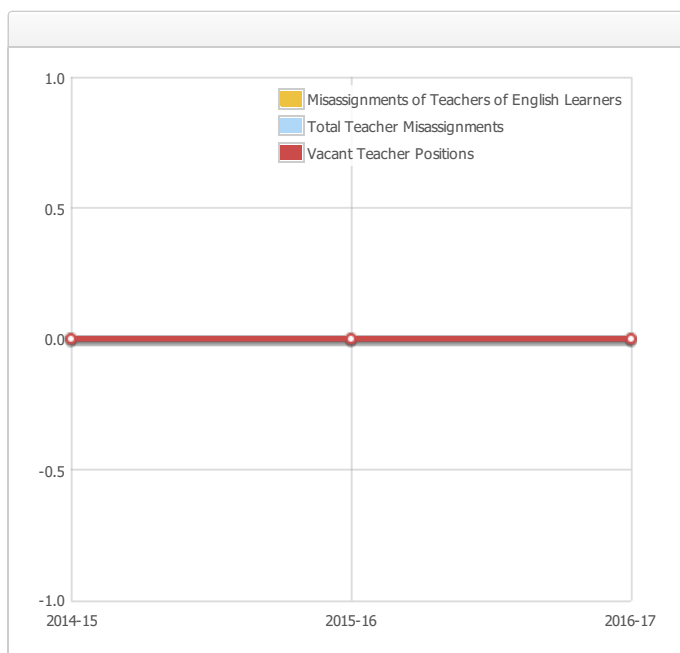
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	31	36	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	100.0%	0.0%
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.

Last updated: 1/31/2017

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

Year and month in which data were collected: August 2016

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 for Science.		0.0 %
History-Social Science	History Alive textbooks by TCI are used for grades 5-8. <ul style="list-style-type: none"> • 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 Vaje textbooks are used. <ul style="list-style-type: none"> • 3rd-5th grades use Muy Bien levels B-D. • 5th-8th grades use Bien Vaje. 		0.0 %
Health	There are no assigned textbooks 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	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

CSMH is located on a District owned facility through the Proposition 39 process. A majority of the students are housed in older portable and 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 added a multipurpose/gymnasium building. CSMH has developed a long term site plan.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	75.0%	51.0%	53.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	70.0%	71.0%	43.0%	43.0%	34.0%	36.0%

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.

Last updated: 1/31/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	70	94.6%	68.6%
Male	33	31	93.9%	61.3%
Female	41	39	95.1%	74.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	21	95.5%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	32	94.1%	68.8%
Two or More Races	12	11	91.7%	81.8%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	11	84.6%	36.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/26/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	69	94.5%	72.5%
Male	39	37	94.9%	70.3%
Female	34	32	94.1%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	17	81.0%	64.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.0%	73.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/26/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	70	95.9%	78.6%
Male	37	35	94.6%	62.9%
Female	36	35	97.2%	94.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	20	95.2%	60.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	33	94.3%	81.8%
Two or More Races	11	11	100.0%	100.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/26/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	61	92.4%	78.7%
Male	33	29	87.9%	65.5%
Female	33	32	97.0%	90.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	15	88.2%	80.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	36	92.3%	75.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/26/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	57	96.6%	84.2%
Male	31	31	100.0%	74.2%
Female	28	26	92.9%	96.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	75.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	33	94.3%	87.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/26/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	58	95.1%	70.7%
Male	34	33	97.1%	60.6%
Female	27	25	92.6%	84.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	11	84.6%	90.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	68.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/26/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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	--	--	--	--

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

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Last updated: 1/26/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	70	94.6%	84.3%
Male	33	31	93.9%	83.9%
Female	41	39	95.1%	84.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	21	95.5%	81.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	32	94.1%	93.8%
Two or More Races	12	11	91.7%	72.7%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	11	84.6%	63.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/26/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	69	94.5%	71.0%
Male	39	37	94.9%	64.9%
Female	34	32	94.1%	78.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	17	81.0%	70.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.0%	69.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/26/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	70	95.9%	58.6%
Male	37	35	94.6%	60.0%
Female	36	35	97.2%	57.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	20	95.2%	40.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	33	94.3%	57.6%
Two or More Races	11	11	100.0%	90.9%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/26/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	61	92.4%	67.2%
Male	33	29	87.9%	69.0%
Female	33	32	97.0%	65.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	15	88.2%	80.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	36	92.3%	61.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/26/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	57	96.6%	77.2%
Male	31	31	100.0%	71.0%
Female	28	26	92.9%	84.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	62.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	33	94.3%	81.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/26/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	58	95.1%	65.5%
Male	34	33	97.1%	57.6%
Female	27	25	92.6%	76.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	11	84.6%	72.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	65.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	86.0%	80.0%	86.0%	66.0%	59.0%	62.0%	60.0%	56.0%	54.0%

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	134	128	95.5%	85.9%
Male	71	68	95.8%	85.3%
Female	63	60	95.2%	86.7%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	34	31	91.2%	80.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	71	68	95.8%	85.3%
Two or More Races	18	18	100.0%	100.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	12	85.7%	83.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/26/2017

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.5%	23.0%	62.2%
7	9.8%	16.4%	68.9%

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: 1/31/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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

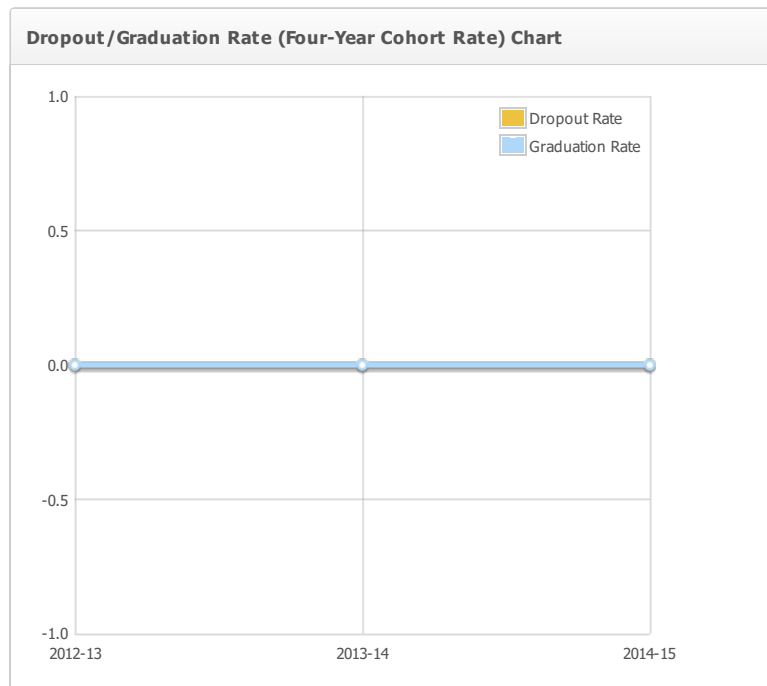
Last updated: 1/31/2017

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27



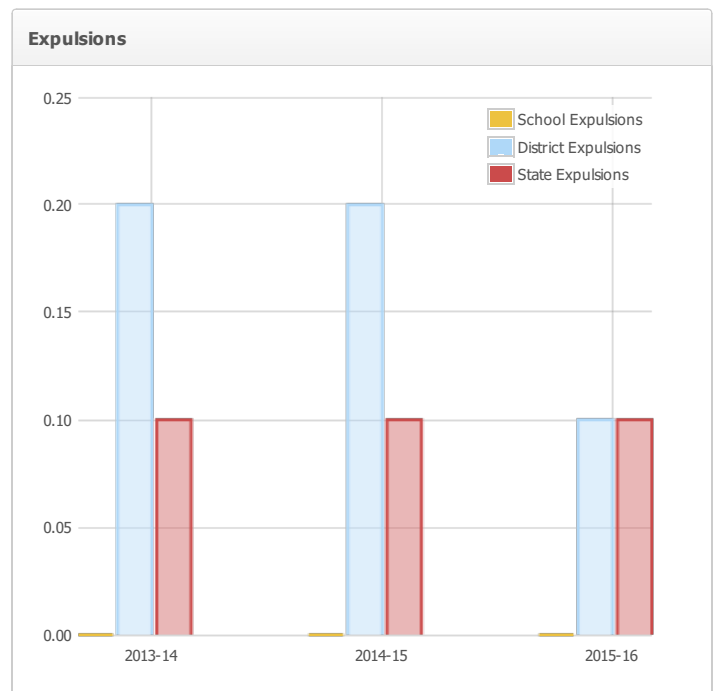
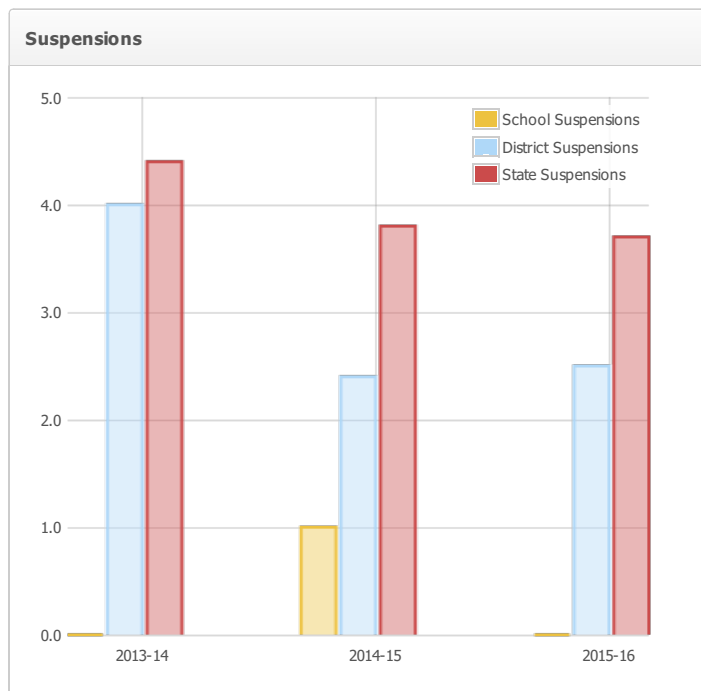
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.0	0.0	4.0	2.4	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

The Charter School Campus is clean and safe. All staff and students participate in earthquake drills, lockdown drills, 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: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
1	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
2	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
3	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
4	30.0	0	2	0	24.0	0	3	0	24.0	0	3	0
5	30.0	0	2	0	30.0	0	2	0	24.0	0	3	0
6	30.0	0	2	0	30.0	0	2	0	30.0	0	3	0
Other	30.0	0	2	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: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	4	0	24.0	3	2	0	24.0	2	3	
Mathematics	17.0	5	1	0	20.0	4	2	0	20.0	3	2	
Science	30.0	0	4	0	30.0	0	4	0	28.0	1	4	
Social Science	30.0	0	4	0	24.0	2	3	0	28.0	3	3	

* 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: 1/31/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
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: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7849.0	\$1048.0	\$6801.0	\$70565.0
District	N/A	N/A	\$6186.0	\$69092.0
Percent Difference – School Site and District	--	--	9.0%	2.1%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	19.8%	5.0%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

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

Students in grades Kindergarten -4th grade

- P.E. - 40 minutes, 3 times/week
- Spanish – 40 minutes, 3 times/week
- Art – 40 minutes/week
- Music - 40 minutes/week
- Agricultural Science - Grades K and 4: once/week for 45 minutes, one semester; Grades 1-3: 40 minutes a week all year

Students in grade 5

- P.E. - 55 minutes, 3 times/week
- Spanish - 55 minutes, 4 times/week
- Art - 55 minutes, once/week
- Technology - 55 minutes, 2 times/week
- Music - 55 minutes, once/week
- Agricultural Science - 55 minutes, once/week

Students in grades 6

- P.E. - 55 minutes, 3 times/week
- Spanish - 55 minutes, 4 times/week
- Art - 55 minutes, once/week
- Music - 55 minutes, once/week
- Nutrition - 55 minutes, once/week
- Technology - 55 minutes, once/week
- Agricultural Science - 55 minutes, once/week

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:
 - Art
 - World of Work (includes job interview and résumé training and culminates in a work experience located in the business community – for 8th grade students)
 - Ag Business
 - Iron Chef
 - Yearbook
 - Theatre Arts
 - Nutrition
 - Study Skills
 - Technology
 - Explore Engineering
 - 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.

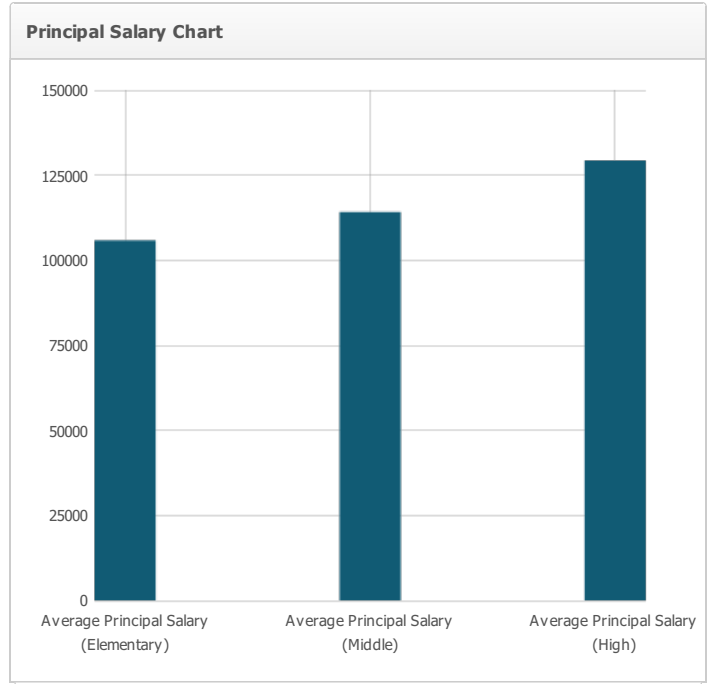
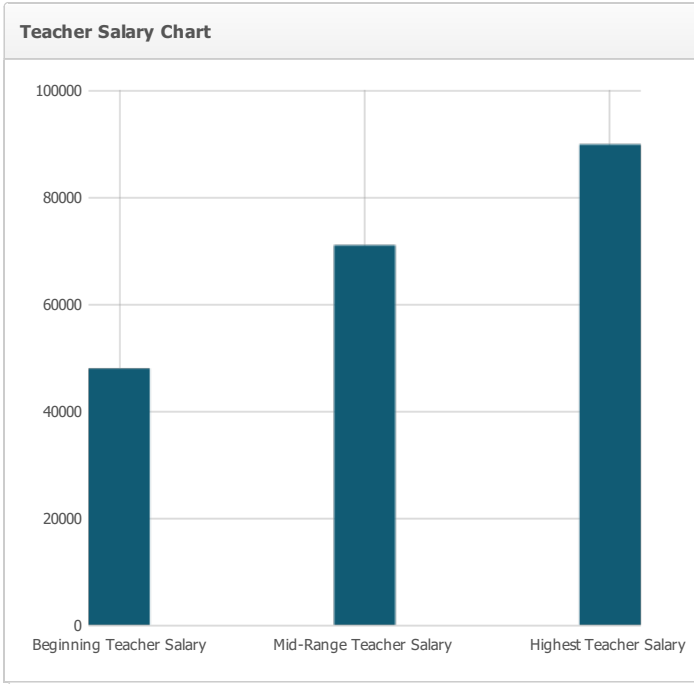
Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,967	\$43,821
Mid-Range Teacher Salary	\$71,004	\$69,131

Highest Teacher Salary	\$89,851	\$89,259
Average Principal Salary (Elementary)	\$105,837	\$108,566
Average Principal Salary (Middle)	\$114,173	\$115,375
Average Principal Salary (High)	\$129,331	\$125,650
Superintendent Salary	\$223,871	\$198,772
Percent of Budget for Teacher Salaries	36.0%	37.0%
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: 1/31/2017

Professional Development

Charter School of Morgan Hill had a total of twenty three minimum days built into the 2015/2016 calendar. Thirteen minimum days were designated for staff development, nine 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 full days were at the beginning of the year for "Ed Camp." These first three days of professional development focused on: team building activities, the computer-based math program TenMarks, the Next Generation Science Standards, and mandated programs (such as sexual harassment, mandated reporting and bloodborne pathogens). Throughout the year, professional development included information about software programs, using the new Chromebooks to support student learning, and working in professional learning communities. Staff members attended a variety of outside training and conferences, such as Silicon Valley Math Initiative and the California Charter School Conference. Professional development correlated not only with the school's WASC action plan, but also with the LCAP goals and objectives.

Last updated: 1/31/2017