

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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 at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Charter School of Morgan Hill	<b>District Name</b>	Morgan Hill Unified
<b>Street</b>	9530 Monterey Road	<b>Phone Number</b>	(408) 201-6023
<b>City, State, Zip</b>	Morgan Hill, CA, 95037-9356	<b>Web Site</b>	www.mhu.k12.ca.us
<b>Phone Number</b>	(408) 463-0618	<b>Superintendent</b>	Wesley Smith
<b>Principal</b>	Paige Cisewski, Principal	<b>E-mail Address</b>	wes.smith@mhu.k12.ca.us
<b>E-mail Address</b>	principal@csmh.org	<b>CDS Code</b>	43695836118541

### School Description and Mission Statement (School Year 2010–11)

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

### Opportunities for Parental Involvement (School Year 2010–11)

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.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	60	Grade 6	56
Grade 1	62	Grade 7	56
Grade 2	60	Grade 8	56
Grade 3	60		0
Grade 4	59		0
Grade 5	56	<b>Total Enrollment</b>	525

## Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.5%
American Indian or Alaska Native	1.5%
Asian	11.6%
Filipino	1.3%
Hispanic or Latino	20.4%
Native Hawaiian or Pacific Islander	1.1%
White	62.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	4.0%
English Learners	1.3%
Students with Disabilities	10.5%

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

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3	0	0	18	3	0	0	20	3	0	0
1	18	3	0	0	18	3	0	0	20	3	0	0
2	18	3	0	0	18	3	0	0	20	3	0	0
3	18	3	0	0	18	3	0	0	20	3	0	0
4	28	0	2	0	28	0	2	0	28	0	2	0
5	28	0	2	0	28	0	2	0	28	0	2	0
6	28	0	2	0	28	0	2	0	28	0	0	0

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

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

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.8	0	4	0	28	0	4	0	28	0	4	0
Mathematics	18.4	4	1	0	20	5	1	0	28	5	1	0
Science	27.8	0	4	0	28	0	4	0	28	0	4	0
Social Science	28.0	0	4	0	28	0	4	0	0.0	0	4	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2010–11)

Each classroom has a posted copy of the safety plan in their classroom.  
Thirty eight staff members are certified in CPR, First Aid and AED.

### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	.02	.02	.01	unknown	unknown	unknown
Expulsions	0	0	0	unknown	unknown	unknown

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

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

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. New roofing in the office, multipurpose room and business office is scheduled for completion in the Fall of 2012. Charter School of Morgan Hill is hoping to have a new playground installed in the 2011-2012 school year.

## School Facility Good Repair Status (School Year 2011–12)

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

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>	23	28	29	unknown
<b>Without Full Credential</b>	11	0	0	unknown
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	unknown

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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*.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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 at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	90.00%	10.00%
All Schools in District	90.00%	10.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		LEA Provided
Counselor (Social/Behavioral or Career Development)	.5	
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist	.4	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	.6	
Resource Specialist (non-teaching)	1.0	
Other		

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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 instruction 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: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	High quality and current		None
Mathematics	High quality and current		None
Science	High quality and current		None
History-Social Science	High quality and current		None
Foreign Language	High quality and current		None
Health	High quality and current		None
Visual and Performing Arts	High quality and current		None
Science Laboratory Equipment (grades 9-12)	High quality and current		None

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,545	\$466	\$6,079	\$59,676
District			unknown	\$63,736
Percent Difference – School Site and District			unknown	<6.4%>
State			\$5,455	\$66,511
Percent Difference – School Site and State			11%	<10%>

Note: Cells shaded in black 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 at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## **Types of Services Funded (Fiscal Year 2010–11)**

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
- Intramural lunch sports program - 3 times/week

### **Middle school students (grades 7-8)**

- P.E. - 45 minutes, 3 times/week
- Spanish - 45 minutes daily
- Nutrition/ Life Skills - 45 minutes daily, 1 semester
- Technology - 45 minutes daily, 1 semester
- Electives - 45 minutes daily, 1 semester - include:
  - Agricultural Science
  - Art
  - World of Work (includes job interview and résumé training and culminates in a work experience located in the business community – for 8<sup>th</sup> grade students)
  - Ag Business
  - Iron Chef
  - Yearbook
  - Music Ensemble
  - Newspaper
  - Animal Care
  - Nutrition
  - Life Skills
  - Study Skills
  - 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.

## Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,427	\$41,284
Mid-Range Teacher Salary	\$65,315	\$65,173
Highest Teacher Salary	\$82,651	\$83,460
Average Principal Salary (Elementary)	\$114,146	\$102,834
Average Principal Salary (Middle)	\$118,991	\$108,953
Average Principal Salary (High)	\$136,697	\$118,384
Superintendent Salary	\$200,077	\$179,397
Percent of Budget for Teacher Salaries	40.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

## IX. 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.
- **California 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 at <http://star.cde.ca.gov>.

## 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	77%	75%	81%	55%	58%	57%	49%	52%	54%
Mathematics	65%	71%	75%	42%	47%	46%	46%	48%	50%
Science	89%	86%	91%	52%	56%	61%	50%	54%	57%
History-Social Science	73%	75%	71%	51%	54%	54%	41%	44%	48%

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.

## 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	57%	46%	61%	54%
All Students at the School	81%	75%	91%	71%
Male	79%	79%	92%	70%
Female	84%	71%	90%	72%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	86%	90%	100%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	71%	63%	83%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	83%	75%	91%	72%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	55%	36%	0%	0%

<b>English Learners</b>				
<b>Students with Disabilities</b>	70%	68%	0%	0%
<b>Students Receiving Migrant Education Services</b>				

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.**

## California Physical Fitness Test Results (School Year 2010–11)

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 at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.00%	26.30%	61.40%
7	18.50%	22.20%	53.70%
9	0.00%	0.00%	0.00%

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.

## X. 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* at <http://www.cde.ca.gov/ta/ac/ap/>.

### 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	2008	2009	2010
<b>Statewide</b>	8	9	9
<b>Similar Schools</b>	4	3	4

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	33	7	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	41	9	16
Native Hawaiian or Pacific Islander			
White	36	8	6
Two or More Races	N/D		
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.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	384	901	6,699	779	4,683,676	778
Black or African American	3		205	721	317,856	696
American Indian or Alaska Native	3		55	655	33,774	733
Asian	50	946	558	894	398,869	898
Filipino	6		177	845	123,245	859
Hispanic or Latino	74	856	876	682	2,406,749	729
Native Hawaiian or Pacific Islander	3		51	834	26,953	764

<b>White</b>	243	903	2,723	841	1,258,831	845
<b>Two or More Races</b>	0		12	653	76,766	836
<b>Socioeconomically Disadvantaged</b>	11	796	2,631	686	2,731,843	726
<b>English Learners</b>	7		1,917	698	1,521,844	707
<b>Students with Disabilities</b>	44	804	854	593	521,815	595

### Adequate Yearly Progress

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

## Federal Intervention Program (School Year 2011–12)

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: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		42.9%

Note: Cells shaded in black do not require data.

## XI. 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 23 minimum days at the Charter School of Morgan Hill. 13 minimum days were designated to using the later half of the day for staff development. 10 minimum days were used for conferences and 1 day was used for the last day of school. CSMH also has 6 full days of staff development each year. On these days the staff concentrates on improving instruction by focusing on specific content knowledge, teaching strategies, student work and instructional planning.