

**Charter School of Morgan Hill**  
**2023–24 School Accountability Report Card**  
**Reported Using Data from the 2023–24 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	9530 Monterey Rd. Morgan Hill, CA , 95037- 9356	<b>Principal:</b>	Mrs. Susan Pfefferlen, Principal
<b>Phone:</b>	(408) 463-0618	<b>Grade</b> <b>Span:</b>	K-8

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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

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

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

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## About This School

### Mrs. Susan Pfefferlen, Principal

📍 Principal, Charter School of Morgan Hill

### About Our School

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### Contact

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Charter School of Morgan Hill  
9530 Monterey Rd.  
Morgan Hill, CA 95037-9356

Phone: [\(408\) 463-0618](tel:(408)463-0618)

Email: [principal@csmh.org](mailto:principal@csmh.org)

### Contact Information (School Year 2024–25)

<b>District Contact Information (School Year 2024–25)</b>	
<b>District Name</b>	Morgan Hill Unified
<b>Phone Number</b>	(408) 201-6023
<b>Superintendent</b>	Garcia, Carmen
<b>Email Address</b>	<a href="mailto:garciacarmen@mhusd.org">garciacarmen@mhusd.org</a>
<b>Website</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>
<b>School Contact Information (School Year 2024–25)</b>	
<b>School Name</b>	Charter School of Morgan Hill
<b>Street</b>	9530 Monterey Rd.
<b>City, State, Zip</b>	Morgan Hill, CA , 95037-9356
<b>Phone Number</b>	(408) 463-0618
<b>Principal</b>	Mrs. Susan Pfefferlen, Principal
<b>Email Address</b>	<a href="mailto:principal@csmh.org">principal@csmh.org</a>
<b>Website</b>	<a href="http://www.csmh.org">www.csmh.org</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	43695836118541

### School Description and Mission Statement (School Year 2024–25)

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 an 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 650 students in grades K-8. The school is recognized as a California Distinguished School. The community is proud of our academically excellent program that utilizes project-based learning as its primary instructional strategy. Additionally, students are involved in a robust enrichment program that includes the arts, physical education, Spanish, and agriculture

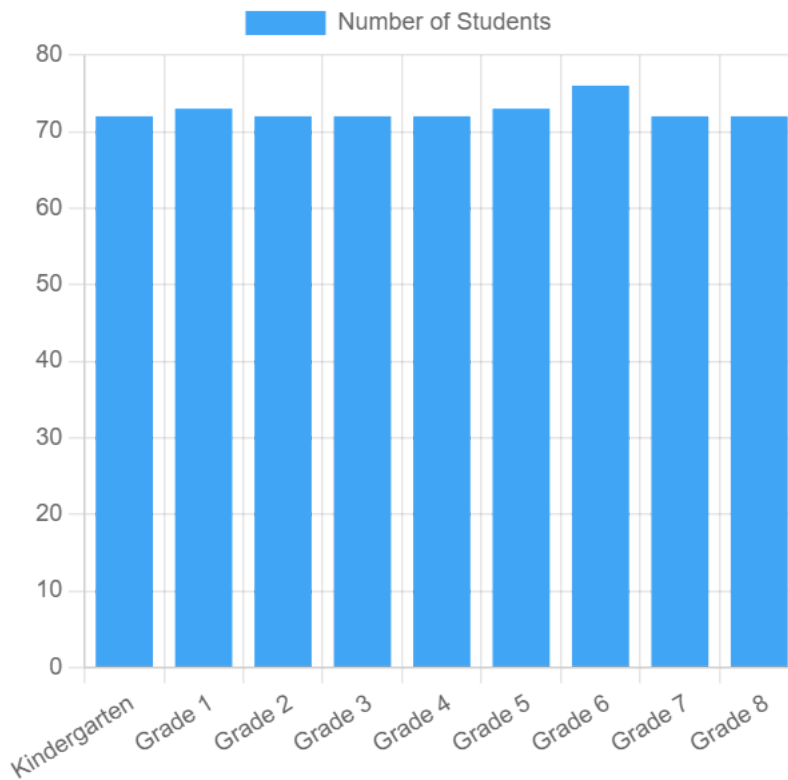
We have a talented teaching staff that is committed to meeting the individual needs of every child. An extremely dedicated and caring group of adults have created an environment where students feel safe, respected and excited about

learning. Our parents and community play an integral role in supporting our program and their high level of involvement contributes to our success. Charter School of Morgan Hill uses project-based learning, strong family involvement and community interaction to develop lifelong learners prepared to be successful and innovative participants in the global community. Charter School of Morgan Hill 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 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

### Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	72
Grade 1	73
Grade 2	72
Grade 3	72
Grade 4	72
Grade 5	73
Grade 6	76
Grade 7	72
Grade 8	72
Total Enrollment	654



## Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	9.00%
Black or African American	0.90%
Filipino	1.80%
Hispanic or Latino	30.70%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	11.50%
White	45.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.50%
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.20%
Socioeconomically Disadvantaged	8.60%
Students with Disabilities	8.70%

## 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 Preparation and Placement (School Year 2020–21)

In the past, the law permitted charter schools credentialing flexibility when assigning teachers to non-core subjects. This flexibility was taken away with the passage of AB1505 - this bill stated that all teachers employed at charter schools must meet the same teacher credentialing requirements as those in non-charter schools. However, AB1505 also protected teachers in their current positions from losing their jobs and allowed them time to earn the necessary credentials to serve in the classroom. Under Education Code Section §44258.10, teachers using this flexibility are misassigned but can continue to serve in their positions without correction until July 1, 2025. The CSMH teachers who are misassigned have been with the school for several years, have expertise in the area they are teaching, and understand that they need to qualify for the proper credentials by the deadline set by the State to continue in their positions.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.70	81.49%	327.10	87.46%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.10	0.84%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	11.13%	18.60	4.98%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	5.88%	12.60	3.38%	12115.80	4.41%
Unknown/Incomplete/NA	0.50	1.47%	12.40	3.33%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>34.00</b>	<b>100.00%</b>	<b>374.00</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



### Teacher Preparation and Placement (School Year 2021–22)

In the past, the law permitted charter schools credentialing flexibility when assigning teachers to non-core subjects. This flexibility was taken away with the passage of AB1505 - this bill stated that all teachers employed at charter schools must meet the same teacher credentialing requirements as those in non-charter schools. However, AB1505 also protected teachers in their current positions from losing their jobs and allowed them time to earn the necessary credentials to serve in the classroom. Under Education Code Section §44258.10, teachers using this flexibility are misassigned but can continue to serve in their positions without correction until July 1, 2025. The CSMH teachers who are misassigned have been with the school for several years, have expertise in the area they are teaching, and understand that they need to qualify for the proper credentials by the deadline set by the State to continue in their positions.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	79.10%	312.70	86.75%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	2.99%	3.50	0.97%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	17.91%	37.60	10.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	4.50	1.27%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	2.00	0.57%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>33.50</b>	<b>100.00%</b>	<b>360.40</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teacher Preparation and Placement (School Year 2022–23)

In the past, the law permitted charter schools credentialing flexibility when assigning teachers to non-core subjects. This flexibility was taken away with the passage of AB1505 - this bill stated that all teachers employed at charter schools must meet the same teacher credentialing requirements as those in non-charter schools. However, AB1505 also protected teachers in their current positions from losing their jobs and allowed them time to earn the necessary credentials to serve in the classroom. Under Education Code Section §44258.10, teachers using this flexibility are misassigned but can continue to serve in their positions without correction until July 1, 2025. The CSMH teachers who are misassigned have been with the school for several years, have expertise in the area they are teaching, and understand that they need to qualify for the proper credentials by the deadline set by the State to continue in their positions.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	74.18%	313.90	80.52%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	2.99%	3.70	0.96%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.60	16.84%	56.10	14.39%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	5.94%	5.20	1.34%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	10.80	2.79%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>33.50</b>	<b>100.00%</b>	<b>389.80</b>	<b>100.00%</b>	<b>277698</b>	<b>100%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

In the past, the law permitted charter schools credentialing flexibility when assigning teachers to non-core subjects. This flexibility was taken away with the passage of AB1505 - this bill stated that all teachers employed at charter schools must meet the same teacher credentialing requirements as those in non-charter schools. However, AB1505 also protected teachers in their current positions from losing their jobs and allowed them time to earn the necessary credentials to serve in the classroom. Under Education Code Section §44258.10, teachers using this flexibility are misassigned but can continue to serve in their positions without correction until July 1, 2025. The CSMH teachers that are misassigned have been with the school for several years, have expertise in the area they are teaching, and understand that they need to qualify for the proper credentials by the deadline set by the State to continue in their positions.

<b>Authorization/Assignment</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>
Permits and Waivers	0.00	0.00	2
Misassignments	3.70	6.00	3.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.70	6.00	5.6

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Both teachers possess multiple-subject teaching credentials. However, during Covid these two teachers were assigned to teach single subjects and obtained a limited assignment permit.

<b>Indicator</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>	<b>2022– 23 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	1.9
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	2.00	0.00	1.9

## Class Assignments

As indicated earlier in this report, the number of misassigned teachers does not take into consideration AB1505. The following information also does not take the effects of AB1505 into account.

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.10%	27%	25%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.90%	11.5%	20%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Some of the resources used for Language Arts instruction are guided reading books, whole-class novels, small group text studies, mentor texts, Haggerty, and UFLI (University of Florida Literacy Institute). In addition, staff use professional books from language arts specialists to guide instruction.	0
Mathematics	The following are some of the resources used for math instruction: Bridges, Investigations, College Preparatory Math (grades 6th-8th), you cubed and other Jo Boaler work, Reflex, the Mathematics Assessment Project, Silicon Valley Math Initiative, Khan Academy.	0
Science	The following are some of the resources used for science instruction: GEMS and FOSS curriculum, Mystery Science, Green Ninja.	0
History-Social Science	The following are some of the resources used for science instruction: History Alive textbooks from TCI, primary sources, content-specific literature and trade books.	0
Foreign Language	The following are some of the resources used for Spanish: songs, videos, Muy Bien (3rd-5th grades) and Bien Vaje (5th-8th grades) textbooks.	0
Health	The following are some of the resources used for student's social and emotional health: on-site counseling, support groups,	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	Second Step curriculum, Project Cornerstone, Little SPOT.	
Visual and Performing Arts	The following are some of the resources used to teach visual and performing arts: music, plays, recorders, clay, watercolors, pastels, oils.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

### **School Facility Conditions and Planned Improvements**

CSMH has a long-term facility agreement with Morgan Hill Unified to use a District-owned facility. CSMH applied for and received Proposition 51 funds to replace and/or improve the many aging buildings on the campus. This bond money replaced a number of the old portables on site and upgraded existing classrooms and bathroom facilities. The first phase of the project included a new and innovative classroom building that opened in January 2024. It also involved the modernization of existing classrooms and bathrooms.

The second phase of the project was completed in August 2024 and included a new building that houses the administration offices, teacher work area, and student center. A new barn to support the school's agriculture program is set to begin in February 2025.

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### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2024

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

### Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	Exemplary
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## 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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	75%	73%	46%	48%	46%	47%
Mathematics (grades 3-8 and 11)	61%	58%	35%	37%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	435	434	99.77%	0.23%	72.58%
Female	209	209	100.00%	0.00%	77.99%
Male	226	225	99.56%	0.44%	67.56%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	37	100.00%	0.00%	78.38%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	132	99.25%	0.75%	66.67%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00%	0.00%	81.63%
White	203	203	100.00%	0.00%	72.91%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	32	100.00%	0.00%	53.13%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	46	100.00%	0.00%	39.13%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	435	433	99.54%	0.46%	58.43%
Female	209	209	100.00%	0.00%	56.46%
Male	226	224	99.12%	0.88%	60.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	37	37	100.00%	0.00%	78.38%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	132	99.25%	0.75%	49.24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00%	0.00%	69.39%
White	203	202	99.51%	0.49%	57.43%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	32	100.00%	0.00%	46.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	46	100.00%	0.00%	21.74%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
Science (grades 5, 8, and high school)	63.19%	58.04%	35.35%	35.00%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	145	144	99.31%	0.69%	57.64%
Female	66	66	100.00%	0.00%	56.06%
Male	79	78	98.73%	1.27%	58.97%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00%	0.00%	47.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	16	16	100.00%	0.00%	75.00%
White	75	74	98.67%	1.33%	56.76%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	12	12	100.00%	0.00%	50.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	16	16	100.00%	0.00%	18.75%



Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 2023–24)

##### Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2024–25)

Parent participation is a key component of CSMH’s mission and vision and is highly valued. On average, parents volunteer 775 hours a month. This does not include all the time parents contribute after school and on weekends. In addition, parents have an opportunity to participate in decision-making by being on the CSMH Board of Directors and/or attending monthly Board meetings. Parents also may serve on the Budget / LCAP committee or represent CSMH on the Community Advisory Committee for special education. Every May, CSMH holds the State of the School meeting. This meeting is attended by the majority of CSMH families and staff. At this meeting, parents have an opportunity to provide input into the School’s LCAP goals and ask questions regarding the budget. CSMH has committed to engaging all families as essential partners and encouraging consistent participation in School experiences that support student success. CSMH’s Community Liaison and Outreach Coordinator develops family engagement systems and activities that support teaching, learning, and student achievement. The Coordinator also maintains and updates CSMH’s website and social media for the purposes of educating, celebrating successes, and keeping the parent community informed.

### State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	659	653	12	1.8%
Female	321	320	6	1.9%
Male	338	333	6	1.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	59	59	0	0.0%
Black or African American	--	--	--	--
Filipino	12	12	0	0.0%
Hispanic or Latino	203	201	5	2.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	75	75	1	1.3%
White	300	297	5	1.7%
English Learners	11	11	2	18.2%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	58	56	5	8.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	72	3	4.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.15%	0.15%	0.15%	4.44%	4.90%	5.08%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.15%	0.03%	0.13%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Suspensions and Expulsions by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.15%	0%
Female	0%	0%
Male	0.3%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	1.39%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**School Safety Plan (School Year 2024–25)**

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. CSMH's volunteer policy requires mandatory fingerprinting for many volunteer positions. CSMH has an extensive school safety plan that is published on the parent area of the website and is revised annually.



## 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) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	3	0
1	24.00	0	3	0
2	24.00	0	3	0
3	24.00	0	3	0
4	24.00	0	3	0
5	24.00	0	3	0
6	24.00	0	3	0
Other**	24.00	0		0

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	3	0
1	24.00	0	3	0
2	24.00	0	3	0
3	24.00	0	3	0
4	24.00	0	3	0
5	24.00	0	3	0
6	24.00	0	3	0
Other**	0.00	0	0	0

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		3	
1	25.00		3	
2	24.00		3	
3	24.00		3	
4	24.00		3	
5	24.00		3	
6	25.00		3	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	24.00		3	
Mathematics	24.00		3	
Science	24.00		3	
Social Science	24.00		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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	24.00	2	8	0
Mathematics	24.00	1	5	0
Science	24.00	1	5	0
Social Science	24.00	0	6	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	24.00		9	
Mathematics	23.00	2	4	
Science	24.00		6	
Social Science	24.00		6	

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2023–24)**

We have one full time counselor.

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	654

\* 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.

**Student Support Services Staff (School Year 2023–24)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.90
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	2.10

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$13457.00	\$3100.00	\$10357.00	\$102042.00
District	N/A	N/A	\$10729.00	\$100571.00
Percent Difference – School Site and District	N/A	N/A	-4.00%	1.00%
State	N/A	N/A	\$10770.62	\$94694.00
Percent Difference – School Site and State	N/A	N/A	-14.00%	7.00%

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

**Types of Services Funded (Fiscal Year 2023–24)**

<p>Students in grades Kindergarten - Fourth grade</p> <ul style="list-style-type: none"> <li>• P.E. - 40 minutes, 3 times/week</li> <li>• Spanish – 40 minutes, 3 times/week</li> <li>• Music - 40 minutes once per week</li> <li>• Agricultural Science - 40 minutes once per week</li> </ul> <p>Students in grade 5</p> <ul style="list-style-type: none"> <li>• P.E. - 50 minutes daily</li> <li>• Spanish - 50 minutes daily</li> <li>• Art/Enrichment - 50 minutes daily</li> <li>• Technology - 50 minutes, 3 times/week</li> <li>• Agricultural Science - 50 minutes once per week</li> </ul> <p>Students in grade 6</p> <ul style="list-style-type: none"> <li>• P.E. - 50 minutes daily</li> <li>• Spanish - 50 minutes daily</li> <li>• Art and Drama - 50 minutes daily</li> <li>• Technology - 50 minutes, 2 times/week</li> <li>• Agricultural Science - 50 minutes once per week</li> </ul> <p>Middle school students (grades 7-8)</p>
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- P.E. - 50 minutes daily
- Spanish - 50 minutes daily
- Enrichment - 50 minutes, 3 times/week - semester long - classes offered:
  - Language Arts Enrichment
  - Shakespeare in Action
  - Cyber Civics
- Elective - 50 minutes, 2 times/week - semester long - classes offered:
  - Yearbook
  - Drama
  - Technology
  - Music
  - Film
  - Leadership
  - Food and Culture
  - Teacher Assistant
  - It's a Mystery

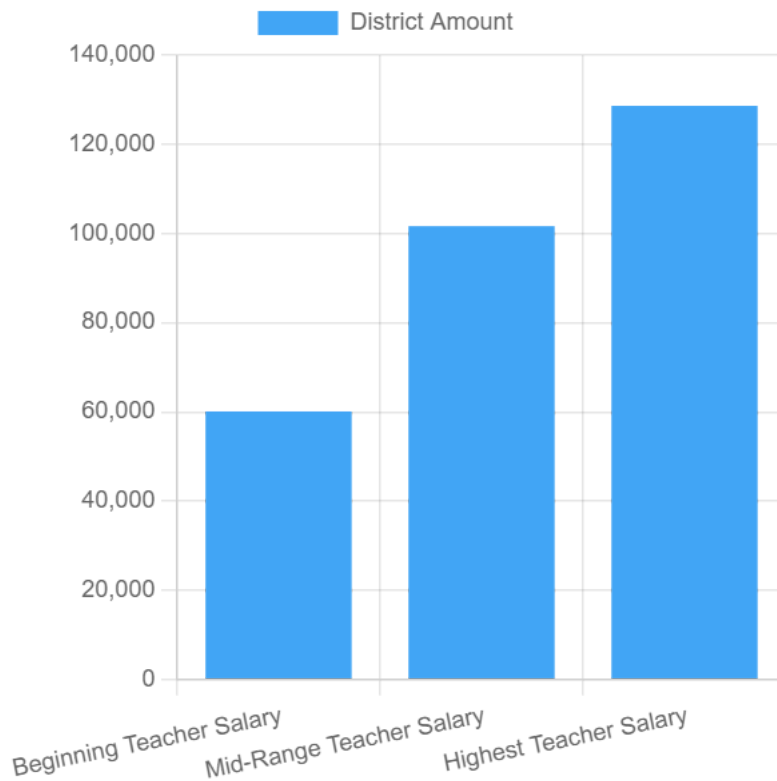
Middle school students have an opportunity to participate in after-school sports programs through the San Benito Athletic League. Charter School also provides early reading intervention, EL support, and special education services.

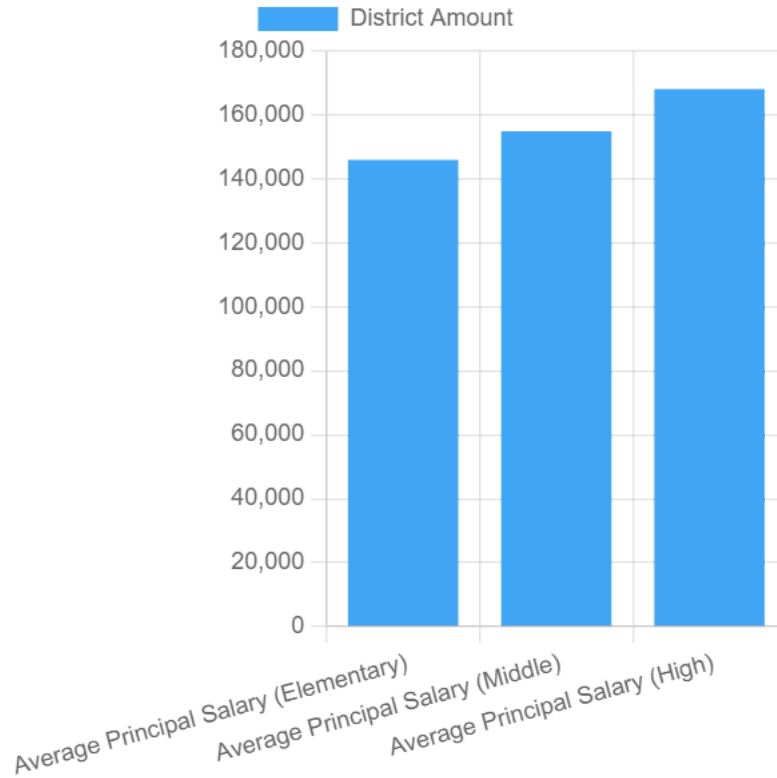


**Teacher and Administrative Salaries (Fiscal Year 2022–23)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60081.00	\$58855.38
Mid-Range Teacher Salary	\$101641.00	\$92518.89
Highest Teacher Salary	\$128610.00	\$114664.52
Average Principal Salary (Elementary)	\$145971.00	\$142791.42
Average Principal Salary (Middle)	\$154924.00	\$151077.73
Average Principal Salary (High)	\$168098.00	\$167094.12
Superintendent Salary	\$297357.00	\$281085.68
Percent of Budget for Teacher Salaries	32.19%	30.99%
Percent of Budget for Administrative Salaries	6.11%	5.37%

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





**Professional Development**

In addition to 6 full days, the minimum days every other week are also used for professional development.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6