

Charter School of Morgan Hill
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 9530 Monterey Rd.
Morgan Hill, CA , 95037-9356

Principal: Susan Pfefferlen

Phone: 408-463-0618

Grade Span:

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 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.

About This School

Susan Pfefferlen

Principal, Charter School of Morgan Hill

About Our School

Contact

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

Phone: [408-463-0618](tel:408-463-0618)
Email: spfefferlen@csmh.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Morgan Hill Unified
Phone Number	
Superintendent	Garcia, Dr. Carmen
Email Address	garciacarmen@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2022–23)

School Name	Charter School of Morgan Hill
Street	9530 Monterey Rd.
City, State, Zip	Morgan Hill, CA , 95037-9356
Phone Number	408-463-0618
Principal	Susan Pfefferlen
Email Address	principal@csmh.org
Website	www.csmh.org
County-District-School (CDS) Code	43695836118541

Last updated: 2/1/23

School Description and Mission Statement (School Year 2022–23)

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 approximately 650 students in grades K-8. We are fully accredited by WASC (Western Association of Schools 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, 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.

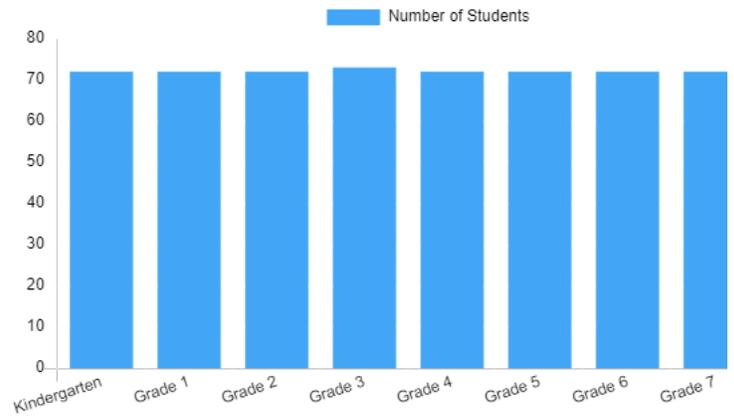
We were founded on the following mission - *Charter School of Morgan Hill uses project-based learning, strong family involvement, and community interaction to develop lifelong learners prepared to be successful and innovative participants in the global community.*

Charter School of Morgan Hill is committed to:

- Developing K-8 students who are self-motivated, self-disciplined, and socially responsible
- Partnering with 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 2021–22)

Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	72
Grade 3	73
Grade 4	72
Grade 5	72
Grade 6	72
Grade 7	72
Grade 8	72
Total Enrollment	649



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/1/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.90%
Male	51.90%
Non-Binary	0.20%
American Indian or Alaska Native	0.00%
Asian	10.50%
Black or African American	1.20%
Filipino	1.50%
Hispanic or Latino	31.60%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	10.20%
White	44.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.50%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	7.70%
Students with Disabilities	7.70%

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)

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	0.50	1.47	12.40	3.33	18854.30	6.86
Total Teaching Positions	34.00	100.00	374.00	100.00	274759.10	100.00

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.

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.

Last updated: 2/1/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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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.

Last updated: 2/1/23

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	3.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.70	

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	2.00	

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.

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.10	
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	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The following are some of the resources used for Language Arts instruction: guided reading books, whole class novels, small group text studies, mentor texts, Fountas and Pinnell, Goalbook. In addition, staff use professional books from language arts specialists such as Pam Allyn, Lucy Calkins, Ralph Fletcher, Carl Anderson, and Harvey Daniels to guide instruction.		0%
Mathematics	The following are some of the resources used for math instruction: Bridges, Investigations, College Preparatory Math (grades 6th-8th), youcubed and other Jo Boaler work, Reflex, the Mathematics Assessment Project, Silicon Valley Math Initiative, Khan Academy, Goalbook.		0%
Science	The following are some of the resources used for science instruction: GEMS and FOSS curriculum, Mystery Science, Generation Genius, TCI.		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, Second Step curriculum, Project Cornerstone.		0%
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	N/A	0%

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

Last updated: 1/26/23

School Facility Conditions and Planned Improvements

CSMH is located in 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 applied for and is eligible to receive Proposition 51 funds. This bond money will be used to replace a number of the old portables on site and to upgrade existing classrooms and bathroom facilities. CSMH has hired an architectural firm and has developed a long-term site plan. The first phase of the project will include a new and innovative classroom building and barn and construction is scheduled to begin in the spring of 2023. Most all of the permanent classrooms and bathrooms will be modernized. The second phase of the project will be another new building that will include the office, teacher work area, and student center. This phase will begin immediately after the completion of the first phase.

Last updated: 1/31/23

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 2022

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	Modernization of the restroom facilities will begin in the Spring of 2023.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	The permanent classroom building received new roofs during the summer of 2022.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2022

Overall Rating	Good
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Last updated: 1/31/23

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs 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

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	72%	N/A	49%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	62%	N/A	36%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/31/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	440	431	97.95	2.05	71.69
Female	215	209	97.21	2.79	77.51
Male	224	221	98.66	1.34	66.52
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	86.96
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	139	99.29	0.71	65.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	78.72
White	192	186	96.88	3.12	70.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless				0	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	0.00	69.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	26.47

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/31/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	440	431	97.95	2.05	62.18
Female	215	209	97.21	2.79	59.33
Male	224	221	98.66	1.34	65.16
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	84.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	140	139	99.29	0.71	53.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	72.34
White	192	186	96.88	3.12	59.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	36	100.00	0.00	55.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	20.59

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/31/23

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

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	65.49	NT	34.04	28.5	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/31/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	142	98.61	1.39	65.49
Female	72	70	97.22	2.78	62.86
Male	71	71	100.00	0.00	69.01
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	73.68
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	53.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	85.71
White	57	55	96.49	3.51	70.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00	0.00	63.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

Last updated: 1/31/23

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 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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%	99%	99%	100%	100%
7	100%	100%	100%	100%	100%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/31/23

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 2022–23)

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. CSMH regularly administers a parent perception survey. This survey focuses on how welcome parents feel on campus, at campus events, in the classrooms, and with the staff. In the most recent survey, over 88% of respondents indicated that they "always feel welcome" at CSMH. Some comments included: "I have always said CSMH feels like a family. It is a family we will definitely miss." and "We have always felt that the CSMH community and campus are welcoming and inclusive." Even though the survey results and comments were mostly positive, CSMH continues to pursue opportunities for parents and community members to be more engaged with the school and part of the decision-making process.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	667	19	2.8
Female	322	320	11	3.4
Male	350	347	8	2.3
American Indian or Alaska Native	0	0	0	0.0
Asian	68	68	3	4.4
Black or African American	8	8	1	12.5
Filipino	10	10	0	0.0
Hispanic or Latino	211	211	9	4.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	69	69	0	0.0
White	302	297	6	2.0
English Learners	13	13	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	61	61	4	6.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	57	5	8.8

Last updated: 1/31/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.15%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.15%	0.07%	4.44%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.15%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/31/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.00	0.00
Male	0.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.75	0.00

Last updated: 1/31/23

School Safety Plan (School Year 2022–23)

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. Last Spring, CSMH developed policies and procedures for Covid-19 and this document is posted on our website. These safety procedures follow the guidance and directives of the California Department of Education, Centers for Disease Control, the Governor's Office, and public health experts at the State and County levels.

Last updated: 1/31/23

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 2019–20

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

* 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 2020–21

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

* 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 2021–22

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

* 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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	649.00

* 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: 2/1/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
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	2.00

* 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: 2/1/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10197.00	\$1790.00	\$8408.00	\$82170.00
District	N/A	N/A	\$8495.23	\$83657.00
Percent Difference – School Site and District	N/A	N/A	-1.00%	-1.80%
State	N/A	N/A	\$6593.62	\$83102.00
Percent Difference – School Site and State	N/A	N/A	21.60%	-1.10%

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

Last updated: 2/1/23

Types of Services Funded (Fiscal Year 2021–22)

Students in grades Kindergarten - Fourth grade

- P.E. - 40 minutes, 3 times/week
- Spanish – 40 minutes, 3 times/week
- Art and Music - 40 minutes once per week
- Agricultural Science - 40 minutes once per week

Students in grade 5

- P.E. - 50 minutes daily
- Spanish - 50 minutes daily
- Art - 50 minutes once per week
- Technology - 50 minutes, 3 times/week
- Agricultural Science - 50 minutes once per week

Students in grade 6

- P.E. - 50 minutes daily
- Spanish - 50 minutes daily
- Art and Drama - 50 minutes, 2 times/week
- Technology - 50 minutes, 2 times/week
- Agricultural Science - 50 minutes once per week

Middle school students (grades 7-8)

- P.E. - 50 minutes daily
- Spanish - 50 minutes daily
- Enrichment - 50 minutes daily, 1 class per semester - classes offered:
 - Art
 - Drama
 - Shakespeare in Action
 - Film
 - Math Enrichment

Middle school students have an opportunity to participate in after-school sports programs through the San Benito Athletic League.

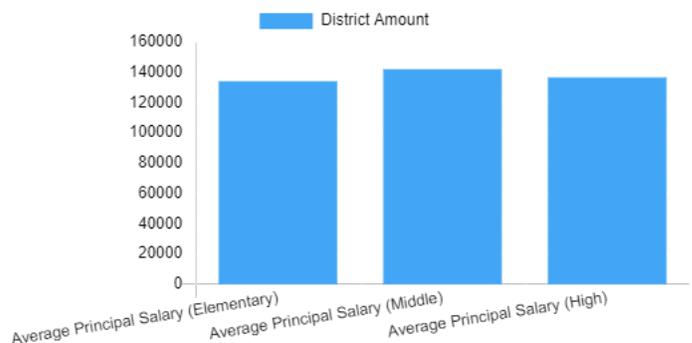
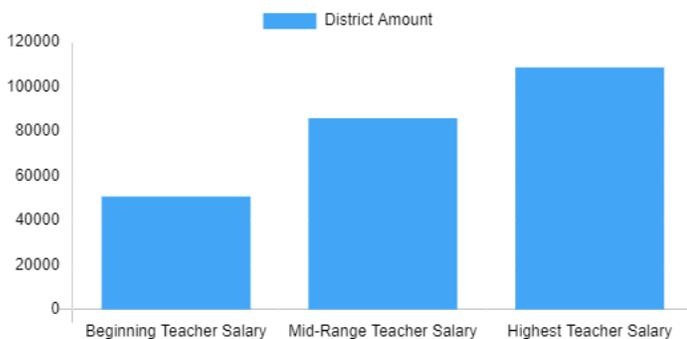
Charter School also provides early reading and math intervention, EL support, and special education services.

Last updated: 2/1/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50809.00	\$52478.05
Mid-Range Teacher Salary	\$85955.00	\$80810.38
Highest Teacher Salary	\$108761.00	\$101276.23
Average Principal Salary (Elementary)	\$134228.00	\$127080.36
Average Principal Salary (Middle)	\$142204.00	\$134263.65
Average Principal Salary (High)	\$136760.00	\$147199.91
Superintendent Salary	\$278901.00	\$242351.45
Percent of Budget for Teacher Salaries	32.98%	32.58%
Percent of Budget for Administrative Salaries	5.66%	5.51%

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



Last updated: 1/24/23

Professional Development

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Last updated: 1/24/23