

Charter School of Morgan Hill

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Susan Pfefferlen, Principal

 Principal, Charter School of Morgan Hill

About Our School

The Charter School of Morgan Hill (CSMH) is the result of the work of a diverse group of educators, parents and community members with a shared vision for an alternative public school with emphasis on "project based learning, strong family involvement, and community interaction..." The founders were committed to creating a school that not only provided a rigorous academic program but that also provided a whole child education. The school initially opened its doors in August of 2001 to 167 students.

Today, Charter School of Morgan Hill serves over 600 students in K-8. We are fully accredited by WASC (Western Association of School and Colleges) and are recognized as a California Distinguished School. We are proud of our academically excellent program that utilizes project based learning as its primary instructional strategy. Our students are involved in a robust enrichment program that includes the arts, physical education, Spanish, nutrition and agriculture.

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

Our parents and community play an integral role in supporting our program and their high level of involvement contributes to our success.

Contact

*Charter School of Morgan Hill
9530 Monterey Road
Morgan Hill, CA 95037-9356*

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
E-mail Address	betandos@mhusd.org
Web Site	www.mhusd.org

School Contact Information (School Year 2017-18)	
School Name	Charter School of Morgan Hill
Street	9530 Monterey Road
City, State, Zip	Morgan Hill, Ca, 95037-9356
Phone Number	408-463-0618
Principal	Susan Pfefferlen, Principal
E-mail Address	principal@csmh.org
Web Site	www.csmh.org
County-District-School (CDS) Code	43695836118541

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

Charter School of Morgan Hill uses project-based learning, strong family involvement and community interaction to develop lifelong learners prepared to be innovative and successful participants in the global community. The school is committed to:

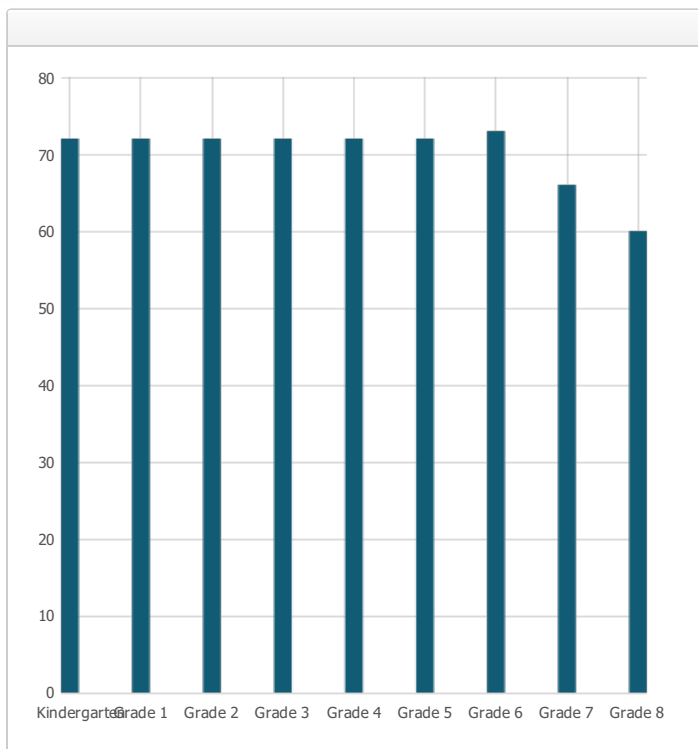
- Developing K-8 students who are self-motivated, self-disciplined and socially responsible
- Partnering staff, students, parents and community to create a unique, challenging and individualized learning environment with high academic standards and high expectations
- Applying academic learning to real-life activities through project-oriented programs
- Providing advanced opportunities in science, technology, languages and the arts
- Building programs that foster thinking which is original, critical, collaborative and reflective
- Respecting diversity and whole child development - cognitive, emotional, social and physical

This mission statement reflects the vision developed by the original Charter School Launch Team. This vision identified three elements critical to developing educated children who are well prepared for the 21st century: strong academics, community interaction, and family involvement.

Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	72
Grade 3	72
Grade 4	72
Grade 5	72
Grade 6	73
Grade 7	66
Grade 8	60
Total Enrollment	631



Last updated: 1/23/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	7.8 %
Filipino	0.8 %
Hispanic or Latino	28.2 %
Native Hawaiian or Pacific Islander	0.3 %
White	51.5 %
Two or More Races	10.3 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	5.2 %
English Learners	1.3 %
Students with Disabilities	9.2 %
Foster Youth	0.2 %

Last updated: 1/23/2018

A. Conditions of Learning

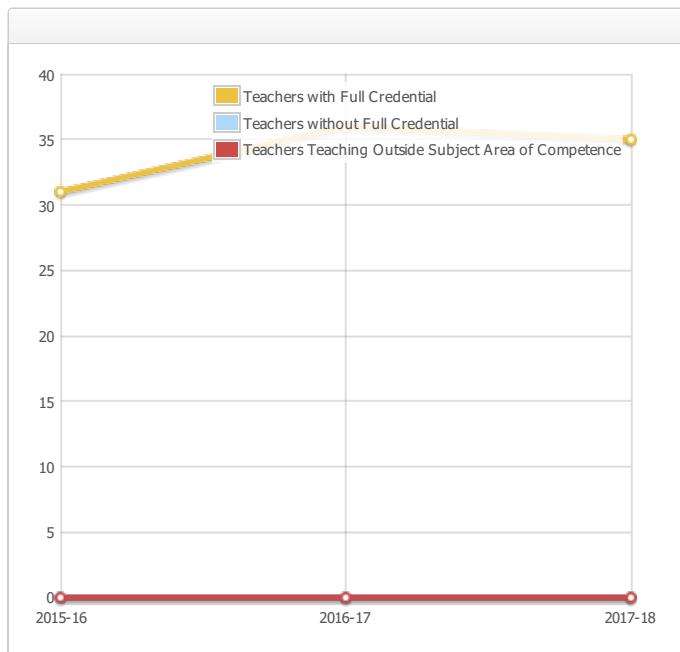
State Priority: Basic

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

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

Teacher Credentials

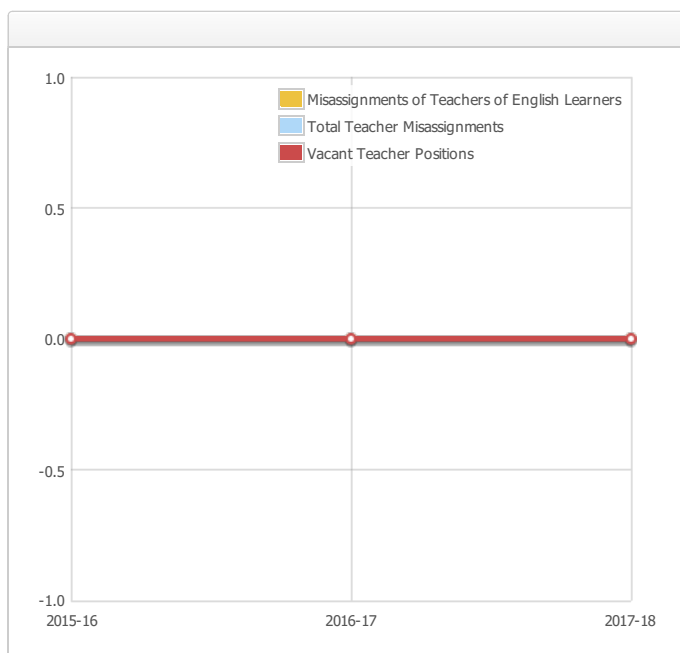
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	36	35	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are no assigned textbooks used for Reading/Language Arts.		0.0 %
Mathematics	Grades 6-8 use College Preparatory Math textbooks.		0.0 %
Science	There are no assigned textbooks for Science.		0.0 %
History-Social Science	History Alive textbooks by TCI are used for grades 5-8. <ul style="list-style-type: none"> • 5th grade uses US History • 6th grade uses Ancient History • 7th grade uses Medieval History • 8th grade uses US History 		0.0 %
Foreign Language	Muy Bien and Bien Vaje textbooks are used. <ul style="list-style-type: none"> • 3rd-5th grades use Muy Bien levels B-D. • 5th-8th grades use Bien Vaje. 		0.0 %
Health	There are no assigned textbooks for Health.		0.0 %
Visual and Performing Arts	There are no assigned textbooks used for Visual and Performing Arts.		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

School Facility Conditions and Planned Improvements

CSMH is located on a District owned facility through the Proposition 39 process. A majority of the students are housed in older portable and permanent buildings. Improvements to the campus have been slowly made by both CSMH and the Morgan Hill Unified School District.

A three classroom modular building was added at the campus in the beginning of the 2015 school year. As part of Measure G funds, the school received a technology infrastructure upgrade which included campus wide WiFi, a new phone system and public address system. With use of those same Measure G funds, the District has added a multipurpose/gymnasium building that includes a stage area, serving kitchen and restrooms. CSMH has developed a long term site plan.

Last updated: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Good
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Last updated: 1/23/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	75%	79%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	71%	65%	43%	42%	36%	37%

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

Last updated: 1/23/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	403	96.41%	79.16%
Male	213	203	95.31%	73.89%
Female	205	200	97.56%	84.50%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	26	26	100.00%	76.92%
Filipino	--	--	--	
Hispanic or Latino	115	113	98.26%	71.68%
Native Hawaiian or Pacific Islander	--	--	--	
White	221	210	95.02%	82.86%
Two or More Races	48	47	97.92%	78.72%
Socioeconomically Disadvantaged	21	17	80.95%	64.71%
English Learners	12	12	100.00%	33.33%
Students with Disabilities	45	35	77.78%	42.86%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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: 1/23/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	403	96.41%	65.26%
Male	213	203	95.31%	65.52%
Female	205	200	97.56%	65.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	26	26	100.00%	73.08%
Filipino	--	--	--	
Hispanic or Latino	115	113	98.26%	54.87%
Native Hawaiian or Pacific Islander	--	--	--	
White	221	210	95.02%	67.62%
Two or More Races	48	47	97.92%	76.60%
Socioeconomically Disadvantaged	21	17	80.95%	58.82%
English Learners	12	12	100.00%	25.00%
Students with Disabilities	45	35	77.78%	40.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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: 1/23/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	86.0%	59.0%	62.0%	56%	54%

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/23/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	15.3%	30.6%	50.0%
7	6.1%	24.2%	62.1%

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

Last updated: 1/23/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent participation is a key component of CSMH's mission and vision and is highly valued. During the 2016-2017 school year, the School implemented a computerized check in system. A feature of this system allows for the tracking of at-school volunteer hours. On average, parents volunteer 775 hours a month. This does not include all of the hours 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 is currently going through WASC recertification which involves engaging all stakeholders in evaluating past goals and formulating future goals and action plans. In 2016-2017, CSMH hired a half time Community Liaison and Outreach Coordinator to develop family engagement systems and activities that create strong supports for teaching, learning and students achievements. CSMH has identified strengthening the parent partnership in LCAP goal #4 – CSMH will engage all families as essential partners and encourage consistent participation in School experiences that support student success. 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 administered a parent perception survey in May of 2017. This survey focused on how welcome parents felt on campus, at campus events, in the classrooms, and with the staff. Over 85% responded as "always welcome." 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, there were a few areas identified for improvement, such as making stronger connections with new kindergarten families. CSMH will consider additional measures to increase our understanding of the degree to which parents have opportunities to provide input in decision-making and into the LCAP.

State Priority: Pupil Engagement

Last updated: 2/1/2018

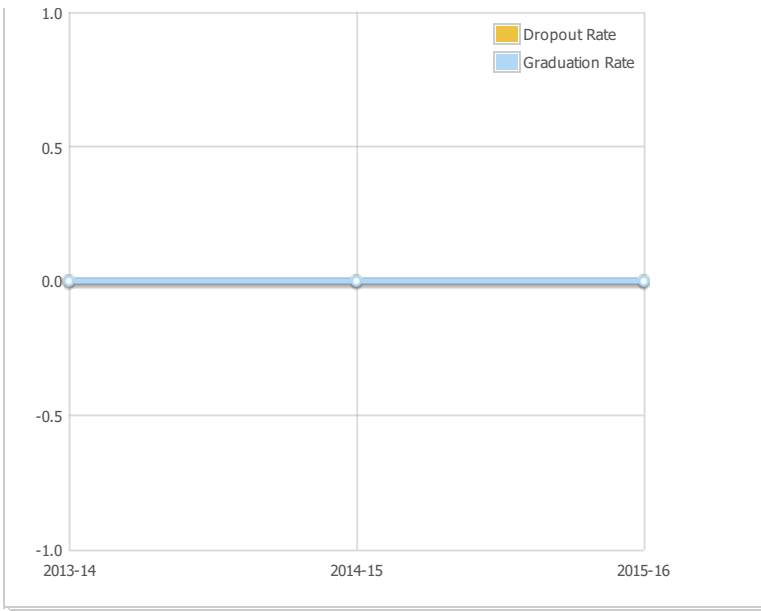
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	89.2%	88.8%	88.8%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



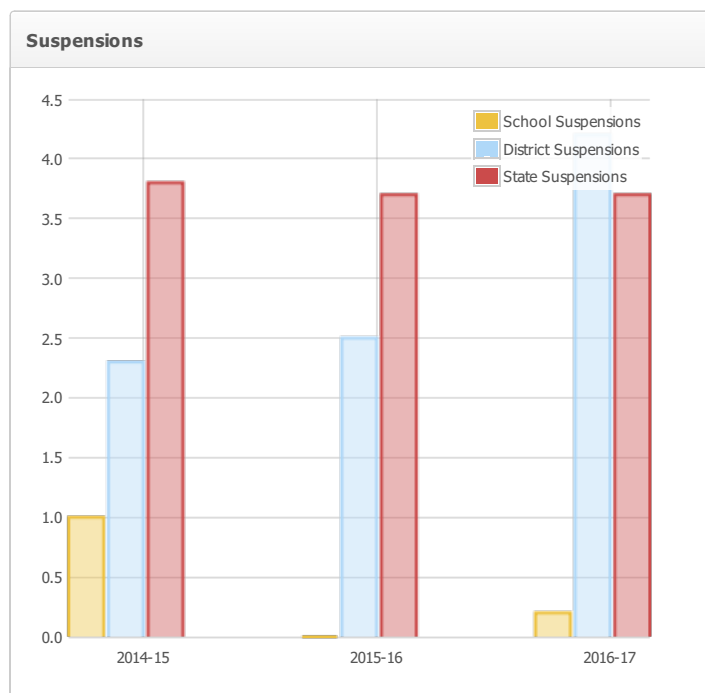
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0%	0.0%	0.2%	2.3%	2.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/23/2018

School Safety Plan (School Year 2017-18)

The Charter School Campus is clean and safe. All staff and students participate in earthquake drills, lockdown drills, and fire drills. Each classroom has a posted copy of a safety plan. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must sign in at the office, where they receive a visitor's badge to wear throughout their stay. Staff members are CPR & First Aid certified. On January 1, 2016, CSMH implemented a new fingerprinting policy for volunteers. This policy requires mandatory fingerprinting for many volunteer positions and we highly encourage all volunteers to be fingerprinted.

Last updated: 2/1/2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
1	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
2	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
3	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
4	24.0	0	3	0	24.0	0	3	0	24.0	0	3	0
5	24.0	0	2	0	24.0	0	3	0	24.0	0	2	0
6	30.0	0	2	0	30.0	0	3	0	24.0	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	3	2	0	24.0	2	3	0	22.0	1	4	0
Mathematics	20.0	4	2	0	20.0	3	2	0	18.0	5	0	0
Science	30.0	0	4	0	28.0	1	4	0	25.0	1	4	0
Social Science	24.0	2	3	0	28.0	3	3	0	25.0	2	3	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.

Last updated: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8525.0	\$1247.0	\$7278.0	\$72863.0
District	N/A	N/A	\$0.0	\$72134.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	11.0%	--

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)**Students in grades Kindergarten -4th grade**

- P.E. - 40 minutes, 3 times/week
- Spanish – 40 minutes, 3 times/week
- Art – 40 minutes, 2 times/week - one semester
- Music - 40 minutes/week
- Agricultural Science - 40 minutes, 2 times/week - one semester; Grades K-4: 40 minutes/week

Students in grade 5

- P.E. - 50 minutes, 3 times/week
- Spanish - 50 minutes, 4 times/week
- Art - 50 minutes, 2 times/week - one semester
- Technology - 50 minutes, 3 times/week
- Music - 50 minutes, 2 times/week - one semester
- Agricultural Science - 50 minutes, once/week

Students in grades 6

- P.E. - 50 minutes, 3 times/week
- Spanish - 50 minutes, 4 times/week
- Art - 50 minutes, 2 times/week - one semester
- Music - 50 minutes, 2 times/week - one semester
- Nutrition - 50 minutes, once/week
- Technology - 50 minutes, 2 times/week
- Agricultural Science - 50 minutes, once/week

Middle school students (grades 7-8)

- P.E. - 56 minutes, 3 times/week
- Spanish - 56 minutes daily
- Electives - 56 minutes 2 times a week, 1 class per semester - classes offered:
 - Art
 - Teacher Assistant
 - World of Ag
 - Iron Chef
 - Yearbook
 - Drama
 - Technology
 - Explore Engineering
 - Leadership

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

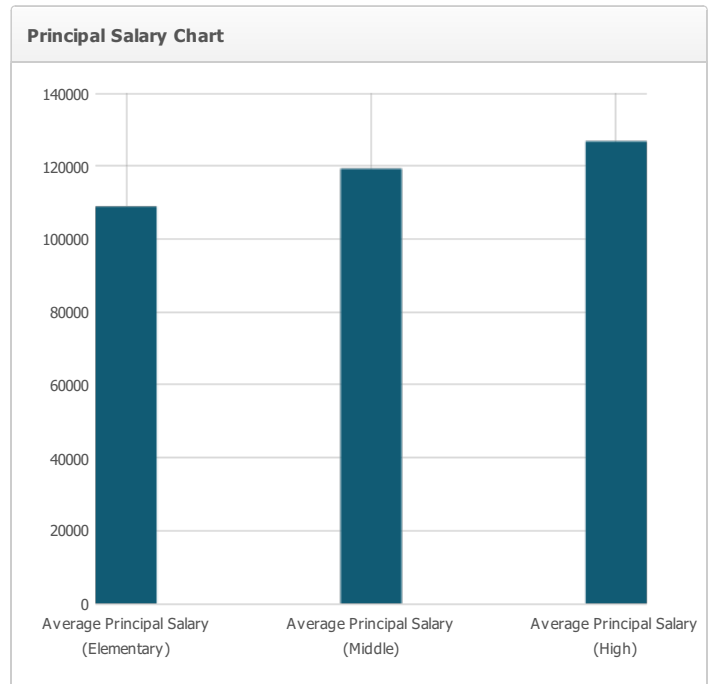
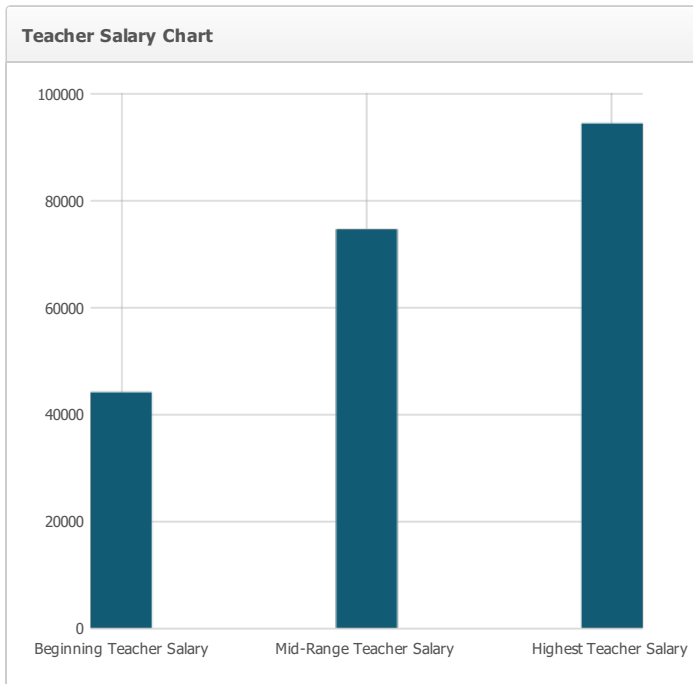
Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732

Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/23/2018

Professional Development

Charter School of Morgan has built in staff development in the school calendar. Each year teachers participate in six full days of staff development. Three of these days occur at the beginning of the year and are referred to as "Ed. Camp." The other three full days are scheduled throughout the year. In addition, 12-14 of the minimum days on the school calendar are used for professional development. A majority of Wednesday staff meeting time is used for project-based learning tuning protocols. The tuning protocols are an opportunity for teachers to share their projects and to receive feedback from their peers.

Staff development time, each year, is set aside for teachers to examine SBAC scores and to discuss how these scores will influence their instruction. The following chart is just a sample of professional learning the staff has participated in during the last three years.

2017 - 2018 Professional Development Program

- SVMI training - 6+ staff participating
- WASC - All Staff participating
- Bullying - All Staff participating
- Full inclusion & IEP goals - All Staff participating
- Social media in schools - All Staff participating
- Website training - All Staff participating
- Parent participation - All Staff participating
- BTSA - 2 staff participating

2016 - 2017 Professional Development Program

- ASCD conference - 24 staff participating
- Teach through technology conference - 6 staff participating
- SVMI training - 6+ staff participating
- Math-using assessment data, developing mindset - All Staff participating
- Math lesson studies with grade level teams - 4 monthly meetings K-8
- Strategies for working with EL Students - All Staff participating
- California Kindergarten Conference -3 staff participating
- PBL World conference -7 staff participating
- BTSA training -3 staff participating

2015-2016 Professional Development Program

NCTM conference -4 staff participating
Growth mindset training - All Staff participating
NGSS training - All Staff participating
SVMI training -6+ staff participating
TenMarks - All Staff participating
Reading Summit -6 staff participating
CTELL-training/test -3 staff participating
Language teachers conference -1 staff participating
BTSA training -2 staff participating

Professional development correlates with CSMH's WASC action plan and the LCAP goals. Teachers also have built in time in their weekly schedules to collaborate in grade level teams. This time is used to plan projects, examine student work, and create lessons that meet the needs of all students. CSMH's performance base pay system also encourages professional growth and that teachers look at data to drive instruction.

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