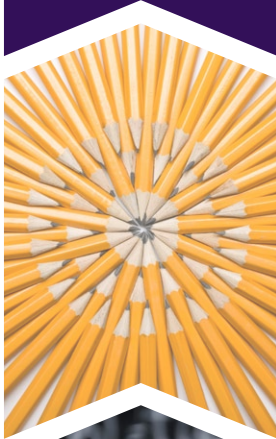


SARC

2015-16
School Accountability
Report Card
Published in 2016-17



Mattole Valley Charter School

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Mattole USD



Director’s Message

On behalf of our teachers, support staff and myself, I would like to welcome you and your child to the 2016-17 school year at Mattole Valley Charter School. Our vision is to serve families seeking a nontraditional, flexible educational setting, and we value the commitment you have made to become part of our educational community.

We are proud to announce that Mattole Valley Charter School has implemented AVID for elementary-aged students! This works as an amazing complement to our successful high school AVID program. AVID, which is short for Advancement Via Individual Determination, is a research-based educational philosophy that teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student-teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

As part of our continued commitment to academic excellence, over the past several years we have significantly increased the number of college preparatory courses we offer, set up three comprehensive science labs (two in Humboldt County and one in Siskiyou County) and one of our learning centers, Lost Coast High Learning Center, is a satellite facility for College of the Redwoods.

Mattole Valley Charter School also realizes the importance of a positive school climate. All learning centers serving elementary students have been trained in using the Second Step curriculum. This program offers students instruction on specific social skills. Also, beginning this school year, all staff will be instituting PBIS, Positive Behavioral Interventions and Strategies. This research-supported framework improves student behavior and school climate.

I want to be sure that you are all aware of our student services team. This year we are pleased to introduce you to our new counselor, Miranda Johnston! She, along with our counseling technician, is here to support our students with college and career counseling. Our counselor offers a variety of academic services including but not limited to an academic transition plan from middle to high school, four-year graduation planning, and college and career readiness skills. Our counselor also offers guidance on and resources for social and emotional intervention. She has a wealth of knowledge and is a valuable resource! Please speak with your student’s teacher for more information, or check out the counseling page on the school website for her contact information and more about the services she provides.

We welcome feedback, and we invite you to get involved! One way to do this is by participating in one of our parent Local Control and Accountability Plan (LCAP) meetings and completing our LCAP survey. In the near future you will get more information regarding the dates and locations of the meetings and directions on how to access the survey. You can also speak with your child’s teacher regarding ways you can get involved. Please let us know how we are doing so we can continue to provide the best possible education for your child.

I look forward to this year with all Mattole Valley’s wonderful additions, and I hope that you and your student experience an academically successful year.

School Mission Statement

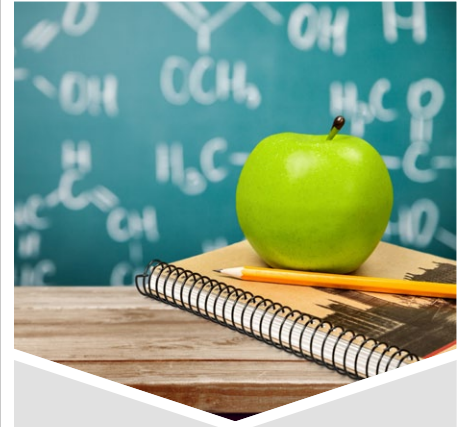
Mattole Valley Charter School (MVCS) believes in honoring individual educational choices. Therefore, we are committed to providing an innovative public-education environment for students, their parents and teachers by empowering them to collaboratively create learning opportunities which will develop responsible and contributing members of our society. MVCS believes in giving students, parents and teachers the freedom to make responsible and effective decisions and implement educational plans, by providing them with multiple tools, resources and programs. MVCS believes that the selection of educational plans and opportunities is the right of parents and students with the support of their teachers.

About the School

Mattole Valley Charter School opened on September 17, 1998, with the goal of serving students seeking a nontraditional educational setting. Students and their families have chosen MVCS because we offer flexible school schedules, small learning environments, personalized learning opportunities, individualized pacing and small teacher-to-student ratios.

Because of Mattole Valley Charter School’s goal of meeting families’ needs in a way that is more personalized in nature, the educational programs reflect a spectrum of possibilities such as:

- An independent study model in which parents provide most of the instruction with the credentialed teacher acting as an adviser and meeting with the family a minimum of once per learning period.
- A hybrid independent study model in which students meet with highly qualified credentialed teachers more than once per learning period and attend individual small-group classes held at various learning centers or locations, with the parent and teacher sharing instructional activities.
- An independent study model where students attend the majority of their instructional time at a learning center and are primarily instructed by a highly qualified credentialed teacher.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school’s progress, test scores and achievements.

*School Motto:
“The Community Is Our Classroom” has always been the motto of Mattole Valley Charter School.*

Learning Centers

Mattole Valley Charter School consists of the following learning centers:

- North Coast Learning Academy
- Lost Coast High Learning Center

Campus House

Creekside Learning Center

Willowbrook High School

Beginnings Learning Center

Redway Learning Center

Caspar Creek Learning Center

Montessori Del Mar Learning Center

Shepard House

Mount Shasta Learning Center

Diamond View Learning Center

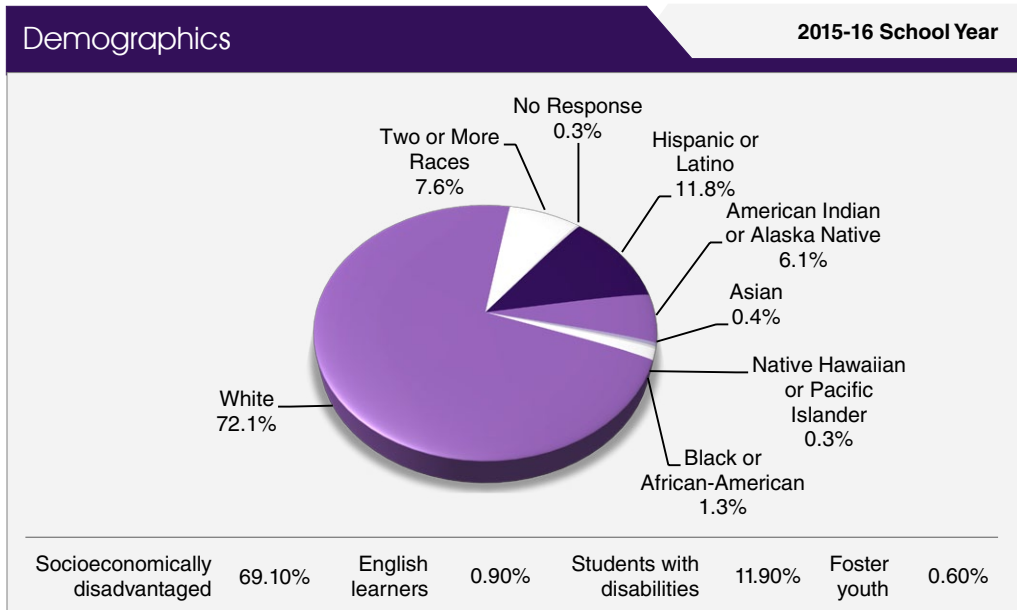
The Learning Center



"Our vision is to serve families seeking a nontraditional, flexible educational setting, and we value the commitment you have made to become part of our educational community."

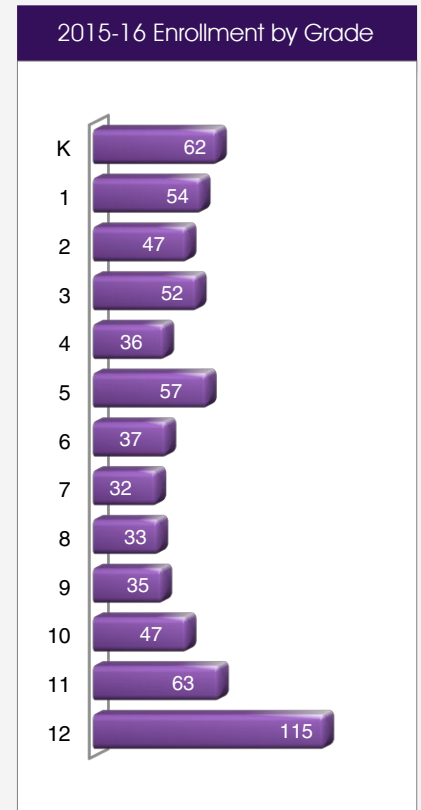
Enrollment by Student Group

The total enrollment at the school was 670 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Mattole Valley CS	Mattole USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2004-2005
Year in Program Improvement	✧	Year 3
Number of schools currently in Program Improvement	0	
Percentage of schools currently in Program Improvement	0.00%	

✧ Not applicable. The school is not in Program Improvement.

Class Size Distribution

Please note that classrooms are not applicable to Mattole Valley Charter School because it is an independent-study-based charter.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Mattole Valley CS			Mattole USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	46%	49%	57%	46%	50%	57%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	161	139	86.3%	56.8%	
Male	72	62	86.1%	59.7%	
Female	89	77	86.5%	54.6%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	11	9	81.8%	55.6%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	129	113	87.6%	61.1%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	104	90	86.5%	48.9%	
English learners	❖	❖	❖	❖	
Students with disabilities	20	19	95.0%	31.6%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Mattole Valley CS		Mattole USD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	40%	48%	40%	49%	44%	48%
Mathematics	26%	36%	27%	37%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8 and 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	54	49	90.7%	54.4%
Male	25	20	80.0%	50.0%
Female	29	29	100.0%	57.7%
Black or African-American	0	0	0.0%	❖
American Indian or Alaska Native	2	2	100.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	12	12	100.0%	63.6%
Native Hawaiian or Pacific Islander	1	1	100.0%	❖
White	36	31	86.1%	46.7%
Two or more races	3	3	100.0%	❖
Socioeconomically disadvantaged	36	33	91.7%	51.6%
English learners	0	0	0.0%	❖
Students with disabilities	3	3	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	54	49	90.7%	47.8%
Male	25	20	80.0%	55.0%
Female	29	29	100.0%	42.3%
Black or African-American	0	0	0.0%	❖
American Indian or Alaska Native	2	2	100.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	12	12	100.0%	54.6%
Native Hawaiian or Pacific Islander	1	1	100.0%	❖
White	36	31	86.1%	43.3%
Two or more races	3	3	100.0%	❖
Socioeconomically disadvantaged	36	33	91.7%	41.9%
English learners	0	0	0.0%	❖
Students with disabilities	3	3	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	36	33	91.7%	34.4%
Male	22	22	100.0%	28.6%
Female	14	11	78.6%	45.5%
Black or African-American	1	1	100.0%	✦
American Indian or Alaska Native	1	1	100.0%	✦
Asian	0	0	0.0%	✦
Filipino	0	0	0.0%	✦
Hispanic or Latino	6	4	66.7%	✦
Native Hawaiian or Pacific Islander	0	0	0.0%	✦
White	28	27	96.4%	38.5%
Two or more races	0	0	0.0%	✦
Socioeconomically disadvantaged	24	23	95.8%	21.7%
English learners	2	2	100.0%	✦
Students with disabilities	9	9	100.0%	✦
Students receiving Migrant Education services	0	0	0.0%	✦
Foster youth	◇	◇	◇	◇

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	36	33	91.7%	46.9%
Male	22	22	100.0%	28.6%
Female	14	11	78.6%	81.8%
Black or African-American	1	1	100.0%	✦
American Indian or Alaska Native	1	1	100.0%	✦
Asian	0	0	0.0%	✦
Filipino	0	0	0.0%	✦
Hispanic or Latino	6	4	66.7%	✦
Native Hawaiian or Pacific Islander	0	0	0.0%	✦
White	28	27	96.4%	50.0%
Two or more races	0	0	0.0%	✦
Socioeconomically disadvantaged	24	23	95.8%	39.1%
English learners	1	1	100.0%	✦
Students with disabilities	9	9	100.0%	✦
Students receiving Migrant Education services	0	0	0.0%	✦
Foster youth	◇	◇	◇	◇

✦ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	61	56	97.8%	55.8%
Male	32	30	93.8%	41.4%
Female	29	26	89.7%	73.9%
Black or African-American	0	0	0.00%	❖
American Indian or Alaska Native	0	0	0.00%	❖
Asian	0	0	0.00%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	5	5	100.0%	❖
Native Hawaiian or Pacific Islander	0	0	0.0%	❖
White	52	47	91.4%	63.6%
Two or more races	3	3	100.0%	❖
Socioeconomically disadvantaged	35	32	91.4%	37.9%
English learners	1	1	100.0%	❖
Students with disabilities	8	8	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	◇	◇	◇	◇

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	61	56	91.8%	49.1%
Male	32	30	93.8%	43.3%
Female	29	26	89.7%	56.5%
Black or African-American	0	0	0.0%	❖
American Indian or Alaska Native	0	0	0.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	5	5	100.0%	❖
Native Hawaiian or Pacific Islander	0	0	0.0%	❖
White	52	47	90.4%	55.6%
Two or more races	3	3	100.0%	❖
Socioeconomically disadvantaged	35	32	91.4%	36.7%
English learners	1	1	100.0%	❖
Students with disabilities	8	8	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	◇	◇	◇	◇

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	35	33	94.3%	59.4%
Male	18	17	94.4%	62.5%
Female	17	16	94.1%	56.3%
Black or African-American	0	0	0.0%	❖
American Indian or Alaska Native	2	2	100.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	3	3	100.0%	❖
Native Hawaiian or Pacific Islander	0	0	0.0%	❖
White	28	26	92.9%	68.0%
Two or more races	2	2	100.0%	❖
Socioeconomically disadvantaged	20	19	95.0%	50.0%
English learners	0	0	0.0%	❖
Students with disabilities	6	6	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	35	33	94.3%	50.0%
Male	18	17	94.4%	47.1%
Female	17	16	94.1%	53.3%
Black or African-American	0	0	0.0%	❖
American Indian or Alaska Native	2	2	100.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	3	3	100.0%	❖
Native Hawaiian or Pacific Islander	0	0	0.0%	❖
White	28	26	92.9%	53.9%
Two or more races	2	2	100.0%	❖
Socioeconomically disadvantaged	20	19	95.0%	22.2%
English learners	0	0	0.0%	❖
Students with disabilities	6	6	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	38	35	92.1%	51.5%
Male	17	15	88.2%	53.9%
Female	21	20	95.2%	50.0%
Black or African-American	1	1	100.0%	❖
American Indian or Alaska Native	8	6	75.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	4	4	100.0%	❖
Native Hawaiian or Pacific Islander	0	0	0.0%	❖
White	19	19	100.0%	50.0%
Two or more races	6	5	83.3%	❖
Socioeconomically disadvantaged	25	23	92.0%	52.4%
English learners	0	0	0.0%	❖
Students with disabilities	5	5	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	◇	◇	◇	◇

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	38	35	92.1%	43.8%
Male	17	15	88.2%	58.3%
Female	21	20	95.2%	35.0%
Black or African-American	1	1	100.0%	❖
American Indian or Alaska Native	8	6	75.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	4	4	100.0%	❖
Native Hawaiian or Pacific Islander	0	0	0.0%	❖
White	19	19	100.0%	52.9%
Two or more races	6	5	83.3%	❖
Socioeconomically disadvantaged	25	23	92.0%	45.0%
English learners	0	0	0.0%	❖
Students with disabilities	5	5	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	◇	◇	◇	◇

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	41	37	90.2%	40.0%
Male	16	15	93.8%	50.0%
Female	25	22	88.0%	33.3%
Black or African-American	0	0	0.0%	❖
American Indian or Alaska Native	5	5	100.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	2	2	100.0%	❖
Native Hawaiian or Pacific Islander	0	0	0.0%	❖
White	32	28	87.5%	48.2%
Two or more races	2	2	100.0%	❖
Socioeconomically disadvantaged	25	22	88.0%	28.6%
English learners	0	0	0.0%	❖
Students with disabilities	8	8	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	41	36	87.8%	27.8%
Male	16	15	93.8%	26.7%
Female	25	21	84.0%	28.6%
Black or African-American	0	0	0.0%	❖
American Indian or Alaska Native	5	5	100.0%	❖
Asian	0	0	0.0%	❖
Filipino	0	0	0.0%	❖
Hispanic or Latino	2	2	100.0%	❖
Native Hawaiian or Pacific Islander	0	0	0.0%	❖
White	32	28	87.5%	35.7%
Two or more races	2	1	50.0%	❖
Socioeconomically disadvantaged	25	22	88.0%	18.2%
English learners	0	0	0.0%	❖
Students with disabilities	8	8	100.0%	❖
Students receiving Migrant Education services	0	0	0.0%	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	72	60	83.3%	42.4%
Male	40	34	85.0%	42.4%
Female	32	26	81.3%	42.3%
Black or African-American	1	1	100.0%	✦
American Indian or Alaska Native	7	5	71.4%	✦
Asian	0	0	0.0%	✦
Filipino	0	0	0.0%	✦
Hispanic or Latino	6	6	100.0%	✦
Native Hawaiian or Pacific Islander	0	0	0.0%	✦
White	50	40	80.0%	40.0%
Two or more races	5	5	100.0%	✦
Socioeconomically disadvantaged	48	41	85.4%	36.6%
English learners	0	0	0.0%	✦
Students with disabilities	9	8	88.9%	✦
Students receiving Migrant Education services	0	0	0.0%	✦
Foster youth	◇	◇	◇	◇

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	72	60	83.3%	3.5%
Male	40	34	85.0%	0.0%
Female	32	26	81.3%	7.7%
Black or African-American	1	1	100.0%	✦
American Indian or Alaska Native	7	5	71.4%	✦
Asian	0	0	0.0%	✦
Filipino	0	0	0.0%	✦
Hispanic or Latino	6	6	100.0%	✦
Native Hawaiian or Pacific Islander	0	0	0.0%	✦
White	50	40	80.0%	2.5%
Two or more races	5	5	100.0%	✦
Socioeconomically disadvantaged	48	41	85.4%	2.5%
English learners	0	0	0.0%	✦
Students with disabilities	9	8	88.9%	✦
Students receiving Migrant Education services	0	0	0.0%	✦
Foster youth	◇	◇	◇	◇

✦ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (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 web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (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 web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	2014-15 and 2015-16 School Years	
	Mattole Valley CS	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	4.3%	
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	2.3%	

Professional Development

Mattole Valley Charter School encourages all staff members to attend professional-development conferences, symposiums and workshops. All staff members are required to attend our back-to-school in-service, where administration and support staff update the teachers on all current and upcoming changes for the school year. Guest speakers' present current educational issues and seasoned teachers give presentations in individual breakout sessions covering a wide variety of topics. Throughout the year, teachers also attend regional in-services where the goal is to collaborate on effective instructional strategies and share information gained from attending area conferences and workshops. Some of the conferences that our teachers have attended include Expository Reading and Writing, PEER coaching, Redwood Writing Project Summer Institute, RAMP Conference, Aplus+ Conference, Humboldt State University Local Counselor's Conference, SHIFT Conference, ELA Common Core Conference, Common Core Math Practices for 6-12, History Day Workshops, Science Fair Coordinator Meetings, BIG, Spelling Bee Coordinator, Physical Education/Health Leadership Academy, Integrating Technology K-2 Classroom (UCSD), TK/K Assessment Training, Transitional Kindergarten Workshop, Montessori Methods, CALPADS Training and more.

All of our teachers are encouraged to attend multiple workshops, conferences and other professional-development opportunities, and most do participate. Each teacher has the ability to add multiple days of professional development because their schedules are so flexible.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Mattole Valley CS	3 days	15 days	15 days

Career Technical Education Programs

Mattole Valley Charter School currently does not offer a CTE program. However, students enrolled in MVCS may participate in career-exploration and work-experience courses to gain knowledge about the workforce. Students are also encouraged to co-enroll in our local community colleges to take any CTE course they wish to take.

◇ Not applicable.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Mattole Valley CS			
	13-14	14-15	15-16
Suspension rates	0.2%	0.8%	1.3%
Expulsion rates	0.0%	0.0%	0.0%
Mattole USD			
	13-14	14-15	15-16
Suspension rates	0.2%	0.8%	1.3%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Mattole Valley CS	
2015-16 Participation	
Number of pupils participating in a CTE program	◇
Percentage of pupils who completed a CTE program and earned a high school diploma	◇
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	◇



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Mattole Valley CS	Mattole USD	California
All students	125.37%	129.85%	85.66%
Black or African-American	200.00%	200.00%	76.88%
American Indian or Alaska Native	200.00%	200.00%	74.87%
Asian	❖	❖	92.78%
Filipino	❖	❖	96.80%
Hispanic or Latino	112.50%	112.50%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	119.15%	125.53%	87.23%
Two or more races	137.50%	137.50%	91.36%
Socioeconomically disadvantaged	160.00%	165.71%	76.61%
English learners	❖	❖	50.90%
Students with disabilities	47.06%	47.06%	68.38%
Foster youth	❖	❖	❖

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Mattole Valley CS	75.25%	56.25%	71.43%	14.90%	18.80%	15.50%
Mattole USD	74.76%	56.25%	72.09%	15.50%	18.80%	15.10%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	16.4%
Five of six standards	36.4%
Six of six standards	29.1%
Grade 7	
Four of six standards	16.7%
Five of six standards	23.3%
Six of six standards	16.7%
Grade 9	
Four of six standards	17.1%
Five of six standards	28.6%
Six of six standards	8.6%



Textbooks and Instructional Materials

Mattole Valley Charter School uses curriculum from the most recent textbook state adoptions. Because we are a charter school, our teachers and parents also have the flexibility to choose any curriculum that best fits their students' educational needs. Students use a variety of curricular options, including traditional state-adopted texts, online platforms such as Apex Learning and Khan Academy, supplemental resources such as individualized tutoring and manipulatives, and Oak Meadow independent-learning curriculum. Students also have many real-world experiences such as career exploration, history day and science fair participation. All materials are available to teachers either at their Learning Center or through the MVCS Resource Center.

Curriculum is vetted out at the county level by local teachers on a set rotation dictated by the state. The Charter takes recommendations from the vetting outcomes. All state-adopted curricula satisfy the framework set forth for each subject area.

The Curriculum Committee at Mattole Valley Charter School consists of the lead academic counselor; the counseling tech; the coordinator of the curriculum Resource Center; the executive director of instructional services; a secondary representative; an elementary representative; the coordinator of California Longitudinal Pupil Achievement Data System, or CALPADS; and a variety of curricular experts who attend when special attention to their subject area is needed. Curriculum for the Charter is presented and discussed by the committee, and a recommendation is made to the Mattole Unified Board of Trustees for approval. Due to the fact that all of the students enrolled in MVCS are independent study students, teachers in the Charter may request attention be paid to a specific outside curriculum that fits a need for a family or student, and those cases are looked at on an individual basis.

Please visit the links provided to see the current state-adopted primary instructional textbooks.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	www.cde.ca.gov/ci/rl/im/rlaadoptionlist.asp	2016
Mathematics	www.cde.ca.gov/ci/ma/im/sbeadopted2014mathprgms.asp	2014
Science	www.cde.ca.gov/ci/sc/im/brdadpt2006sci.asp	2006
History/social science	www.cde.ca.gov/ci/hs/im/sbehssadop.asp	2005

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Parental Involvement

A vital aspect of Mattole Valley Charter School's success is the proactive involvement of our parents. Between the strong parental instructional component of our home-based independent study program and the learning centers' parent advisory boards, parents are an integral part of Mattole Valley Charter School's success. These parent support groups actively sustain and endow student programs through their involvement in curriculum, fundraising and cocurricular activity planning. Parental involvement opportunities include volunteering in our learning centers, assisting with the upkeep of our 13 learning centers, organizing extracurricular activities and supporting their students at home. We encourage parents to become voting members on our Charter Council, and many parents play an integral part in our Western Association of Schools and Colleges (WASC) process.

For more information on how to become involved at the school, please contact Mattole Valley Charter School at (707) 629-3634.

Advanced Placement Courses

No information is available for Mattole Valley Charter School regarding Advanced Placement (AP) courses offered.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/8/2016



School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	★	Restrooms/fountains	★
Interior	★	Safety	★
Cleanliness	★	Structural	★
Electrical	★	External	★
Overall summary of facility conditions			★
Date of the most recent school site inspection			★
Date of the most recent completion of the inspection form			★
★ Mattole Valley Charter School follows the JPA inspection check off sheet for their annual facility inspections. If there is an issue found then the lead person works with the landlord of the building to make sure it is corrected. Inspections usually take place in the fall of every year.			

School Safety

The school safety plan was most recently reviewed, updated and discussed with school faculty in August 2016.

In order to save lives and protect property, all Mattole Valley Charter School staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and events which threaten to result in a disaster.

The superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. The superintendent or designee may appoint a committee to regularly review the disaster preparedness plan and recommend changes.

The superintendent or designee shall augment the school plan with working plans and procedures specific to each learning center. He or she shall present a copy of these center plans and procedures to the charter council.

Center plans shall address at least the following situations:

- A fire on or off school grounds which endangers students
- Natural or manmade disasters
- Bomb threat or actual detonation
- Attack or disturbance by individuals or groups

The superintendent or designee shall ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis

The superintendent or designee shall use state-approved Standard Emergency Management System (SEMS) guidelines when updating district and center level emergency and disaster preparedness plans.

The superintendent or designee shall consult with city and/or county agencies so that school and center plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each of Mattole Valley Charter School learning centers.

The superintendent or designee shall ensure that disaster preparedness exercises shall be held regularly at each learning center and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Charter Council encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The superintendent or designee shall ascertain that at least one staff member at each learning center holds a valid certificate in these areas. The superintendent or designee shall provide for CPR in-service training to be offered at least once a year for all Mattole Valley Charter School staff.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facilities

Mattole Valley Charter School prides itself on maintaining the highest level of safety conditions, cleanliness and adequacy of school facilities. All learning centers have procedures and practices in place for students and teachers to follow in the event of a fire, earthquake or any other catastrophic event. An annual inspection of each learning center is performed by our safety coordinator, and every center has all state-mandated posters posted in a visible location to all staff. Emergency-exit maps are posted in visible locations for all students and staff to see, and emergency evacuation drills are done monthly by staff members with help from local authorities. Earthquake inspections, as well as fire-safety inspections, are done annually as part of the school's safety plan. Local fire departments inspect the MVCS learning centers once every year, including fire-extinguisher checks. Asbestos Hazard Emergency Response Act (AHERA) information is also available at each learning center. Most of our learning centers are leased, so we work with the individual landlords to ensure that all facilities are safe and in good repair in relation to gas, sewer, and mechanical and electrical systems.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Mattole USD	Mattole Valley CS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	45	53	48	45
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	2	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Mattole Valley CS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	2	4	0
Total teacher misassignments	4	4	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Mattole Valley CS	100.00%	◇
All schools in district	100.00%	◇
High-poverty schools in district	100.00%	◇
Low-poverty schools in district	100.00%	◇

◇ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	2.653
Average number of students per academic counselor	275
Support Staff	
Social/behavioral counselor	FTE 2.653
Career development counselor	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	1.000
Social worker	0.000
Nurse	0.000
Speech/language/hearing specialist	0.600
Resource specialist (nonteaching)	3.500
Other	
Learning records checker	FTE 1.500
Curriculum director	1.000



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	Mattole USD	Similar Sized District
Beginning teacher salary	\$34,292	\$40,430
Midrange teacher salary	\$48,581	\$58,909
Highest teacher salary	\$52,867	\$77,358
Average elementary school principal salary	⊕	\$94,634
Average middle school principal salary	⊕	\$97,839
Average high school principal salary	⊕	\$100,453
Superintendent salary	\$105,000	\$123,728
Teacher salaries: percentage of budget	32%	32%
Administrative salaries: percentage of budget	4%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mattole Valley CS	\$7,515	\$41,475
Mattole USD	\$7,515	\$41,475
California	\$5,677	\$60,705
School and district: percentage difference	◆	◆
School and California: percentage difference	+32.4%	-31.7%

⊕ Not applicable. Principal duties are performed by lead teachers with administrative credentials.

◆ The percentage difference does not apply to single-site districts.

Types of Services Funded

- Special education program
- Counseling

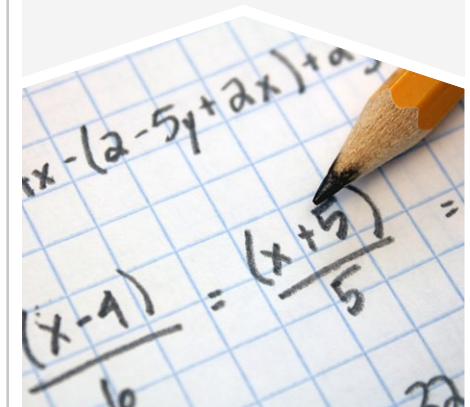
School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$8,727
Expenditures per pupil from restricted sources	\$1,211
Expenditures per pupil from unrestricted sources	\$7,515
Annual average teacher salary	\$41,475

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

PUBLISHED BY:

SIA School
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