

Mattole Valley Charter (#159)

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.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Mattole Unified
Phone Number	(707) 629-3311
Superintendent	Shari Lovett
E-mail Address	slovet@mattolevalley.org
Web Site	www.humboldt.k12.ca.us/mattole_usd

School Contact Information (School Year 2017-18)	
School Name	Mattole Valley Charter (#159)
Street	210 Lindley Rd.
City, State, Zip	Petrolia, Ca, 95558-9534
Phone Number	707-445-2660
Principal	Shari Lovett, Superintendent
E-mail Address	slovet@mattolevalley.org
Web Site	http://mattolevalley.org
County-District-School (CDS) Code	12753821230135

Last updated: 1/23/2018

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

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.

Last updated: 1/23/2018

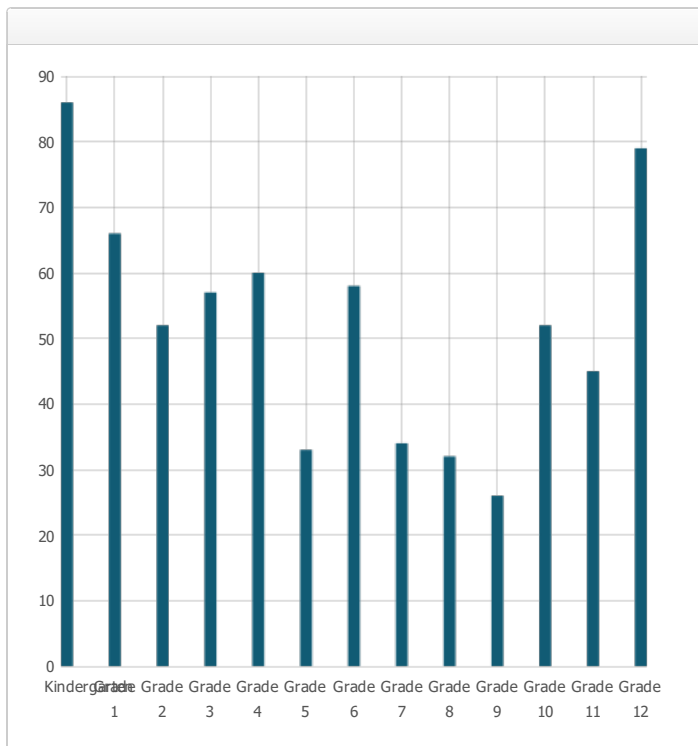
Student Enrollment by Grade Level (School Year 2016-17)

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.

Grade Level	Number of Students
Kindergarten	86
Grade 1	66
Grade 2	52
Grade 3	57
Grade 4	60
Grade 5	33
Grade 6	58
Grade 7	34
Grade 8	32
Grade 9	26
Grade 10	52
Grade 11	45
Grade 12	79
Total Enrollment	680



Last updated: 1/23/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	3.5 %
Asian	0.1 %
Filipino	0.0 %
Hispanic or Latino	14.3 %
Native Hawaiian or Pacific Islander	0.1 %
White	70.1 %
Two or More Races	10.4 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.4 %
English Learners	1.3 %
Students with Disabilities	10.6 %
Foster Youth	0.4 %

Last updated: 1/23/2018

A. Conditions of Learning

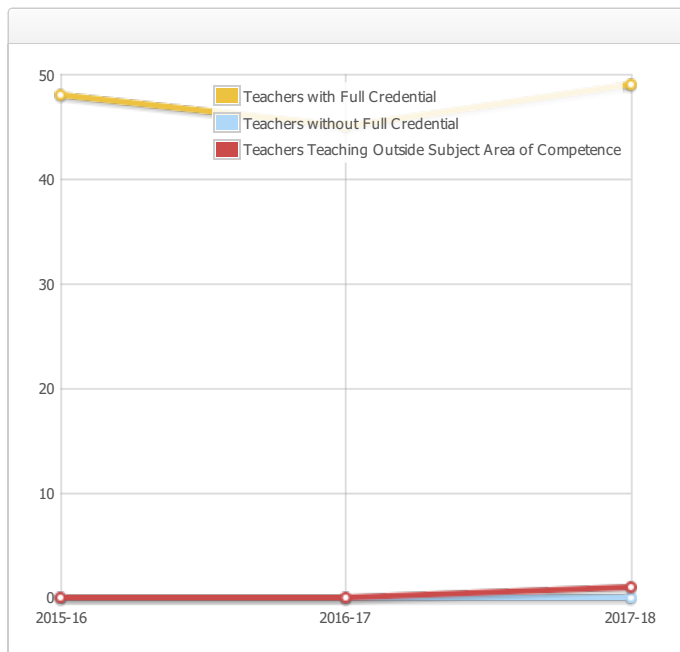
State Priority: Basic

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

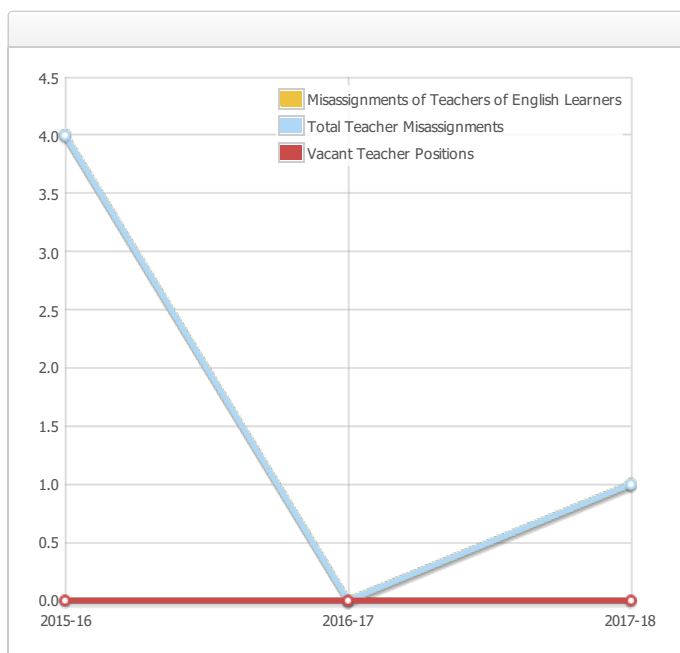
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	48	45	49	59
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1



Last updated: 1/23/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	4	0	1
Total Teacher Misassignments*	4	0	1
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: 1/23/2018

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

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 stateadopted texts, online platforms such as Apex Learning and Khan Academy, supplemental resources such as individualized tutoring and manipulatives, and Oak Meadow independent-learning curriculum. Secondary students also enroll in courses taught at our local community colleges and university. 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.

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp	Yes	0.0 %
Mathematics	http://www.cde.ca.gov/ci/ma/im/sbeadopted2014mathprgms.asp	Yes	0.0 %
Science	http://www.cde.ca.gov/ci/sc/im/brdadpt2006sci.asp	Yes	0.0 %
History-Social Science	http://www.cde.ca.gov/ci/hs/im/sbehssadop.asp	Yes	0.0 %
Foreign Language	**Students use a variety of curricular options, including traditional stateadopted texts, online platforms such as Apex Learning and Khan Academy, supplemental resources such as individualized tutoring and manipulatives, and Oak Meadow independent-learning curriculum. Secondary students also enroll in courses taught at our local community colleges and university.		0.0 %
Health	**Students use a variety of curricular options, including traditional stateadopted texts, online platforms such as Apex Learning and Khan Academy, supplemental resources such as individualized tutoring and manipulatives, and Oak Meadow independent-learning curriculum. Secondary students also enroll in courses taught at our local community colleges and university.		0.0 %
Visual and Performing Arts	**Students use a variety of curricular options, including traditional stateadopted texts, online platforms such as Apex Learning and Khan Academy, supplemental resources such as individualized tutoring and manipulatives, and Oak Meadow independent-learning curriculum. Secondary students also enroll in courses taught at our local community colleges and university.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2018

School Facility Conditions and Planned Improvements

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 firesafety inspections, are done annually as part of the school's safety plan. Local firedepartments 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.

Last updated: 1/23/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
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: November 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)	48%	47%	49%	49%	48%	48%
Mathematics (grades 3-8 and 11)	36%	32%	37%	33%	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	327	306	93.58%	47.08%
Male	162	150	92.59%	41.67%
Female	165	156	94.55%	52.38%
Black or African American	--	--	--	
American Indian or Alaska Native	15	14	93.33%	30.00%
Asian				
Filipino				
Hispanic or Latino	41	39	95.12%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	234	216	92.31%	52.36%
Two or More Races	29	29	100.00%	26.92%
Socioeconomically Disadvantaged	230	213	92.61%	38.89%
English Learners	--	--	--	
Students with Disabilities	45	43	95.56%	23.81%
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	327	304	92.97%	32.30%
Male	162	149	91.98%	31.25%
Female	165	155	93.94%	33.33%
Black or African American	--	--	--	
American Indian or Alaska Native	15	14	93.33%	30.00%
Asian				
Filipino				
Hispanic or Latino	41	39	95.12%	17.65%
Native Hawaiian or Pacific Islander	--	--	--	
White	234	214	91.45%	35.07%
Two or More Races	29	29	100.00%	32.14%
Socioeconomically Disadvantaged	230	211	91.74%	23.23%
English Learners	--	--	--	
Students with Disabilities	46	43	93.48%	18.60%
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)	49.0%	57.0%	50.0%	57.0%	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

Career Technical Education Programs (School Year 2016-17)

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.

Last updated: 1/30/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/24/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	28.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	4.3%

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

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)

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 12 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.

State Priority: Pupil Engagement

Last updated: 1/23/2018

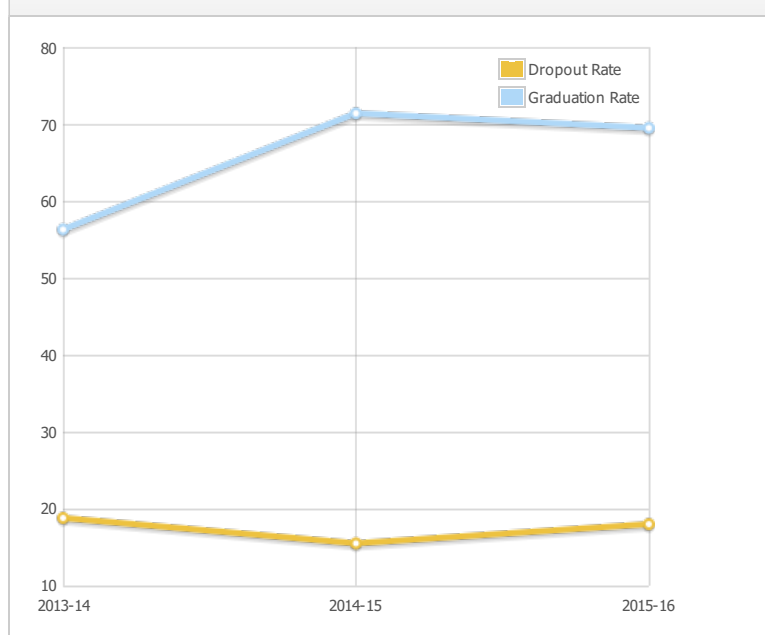
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	18.8%	15.5%	18.0%	18.8%	15.1%	17.8%	11.5%	10.7%	9.7%
Graduation Rate	56.3%	71.4%	69.5%	56.3%	72.1%	69.8%	81.0%	82.3%	83.8%

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



Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	81.7%	81.9%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	66.7%	66.7%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	77.8%	77.8%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	85.1%	85.3%	91.0%
Two or More Races	77.8%	77.8%	90.6%
Socioeconomically Disadvantaged	85.3%	85.3%	85.5%
English Learners	100.0%	100.0%	55.4%
Students with Disabilities	83.3%	83.3%	63.9%
Foster Youth	100.0%	100.0%	68.2%

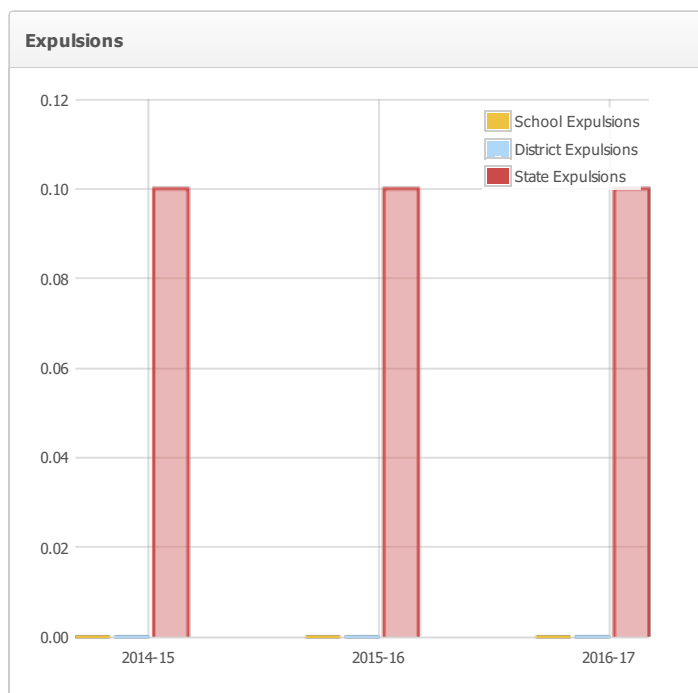
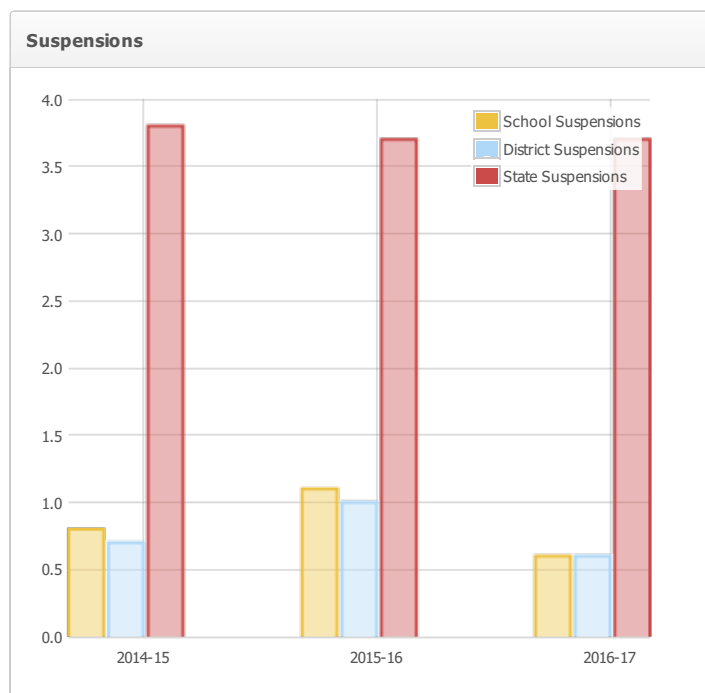
State Priority: School Climate

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	0.8%	1.1%	0.6%	0.7%	1.0%	0.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2018

School Safety Plan (School Year 2017-18)

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.

Last updated: 1/23/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 4
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/23/2018

Average Class Size and Class Size Distribution (Elementary)

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

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												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/23/2018

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	4.0	75	0	0	3.0	95	0	0	3.0	79	0	0
Mathematics	3.0	72	0	0	2.0	60	0	0	3.0	49	0	0
Science	5.0	37	1	0	3.0	53	0	0	3.0	41	0	0
Social Science	4.0	75	0	0	3.0	90	0	0	3.0	81	0	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: 1/23/2018

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	1.6	126.3
Counselor (Social/Behavioral or Career Development)	1.6	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	4.5	N/A
Other	6.5	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: 1/23/2018

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	\$10476.4	\$1212.0	\$9264.4	\$48716.0
District	N/A	N/A	\$22894.9	\$41083.0
Percent Difference – School Site and District	N/A	N/A	-84.8%	17.0%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	34.0%	-24.6%

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

Last updated: 1/24/2018

Types of Services Funded (Fiscal Year 2016-17)

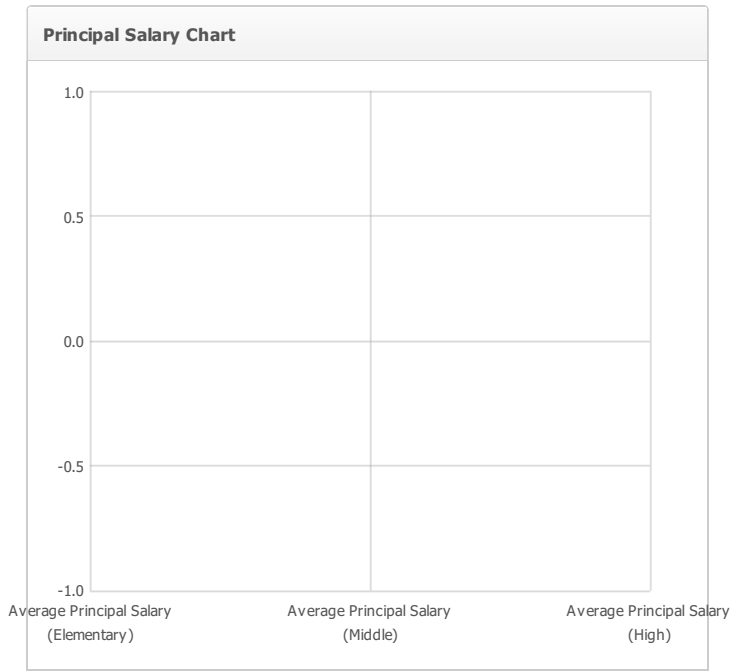
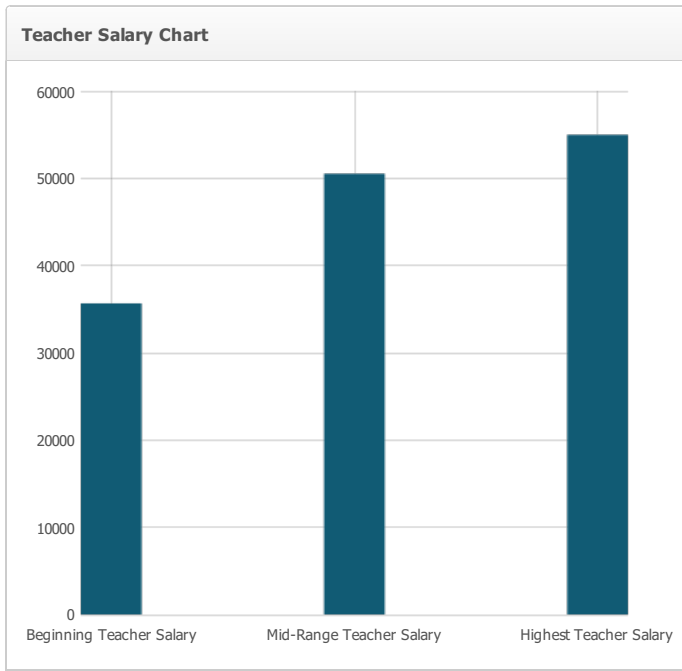
- Special education program
- Counseling

Last updated: 1/23/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,664	\$41,164
Mid-Range Teacher Salary	\$50,524	\$61,818
Highest Teacher Salary	\$54,982	\$84,567
Average Principal Salary (Elementary)	\$	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$	\$101,955
Superintendent Salary	\$107,250	\$126,855
Percent of Budget for Teacher Salaries	21.0%	32.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	1.9%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/23/2018

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.

Last updated: 1/23/2018