

School Accountability Report Card Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Mattole Valley Charter (#159)	District Name	Mattole Unified
Street	210 Lindley Rd.	Phone Number	(707) 629-3311

City, State, Zip	Petrolia, CA, 95558	Web Site	www.humboldt.k12.ca.us/mattole_usd
Phone Number	(707) 629-3634	Superintendent	Richard Graey
Principal	Richard Graey, Director	E-mail Address	rgraey@hotmail.com
E-mail Address	rgraey@hotmail.com	CDS Code	12-75382-1230135

School Description and Mission Statement (School Year 2010–11)

Vision: Mattole Valley Charter School (MVCS) is a dependent K-12 charter of the Mattole Unified School District. MVCS opened on September 17, 1998 and serves students in Humboldt county and the four counties contiguous to it. MVCS presently has 900 students. Mattole Valley Charter School believes in honoring individual education choices; therefore, it is 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 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 teacher.

Opportunities for Parental Involvement (School Year 2010–11)

Parent advisory boards at several of our learning centers actively support student programs through involvement in curriculum development, fundraising, and co-curricular activity planning. The nature of our school organization requires a close teacher, parent, and student relationship. Parents of students on independent study are fully involved in the planning and execution of their children's individual academic plan and meet with credentialed teachers no less than once every 20 days. Parents with students attending a learning center can volunteer in the classroom, assist with the upkeep of the school, organize extra-curricular activities, fund raise and support their students at home. Parents are also encouraged to support education at the governance level by attending charter council meetings and board meetings as concerned stakeholders. Parents can become members of the charter council through a nomination process. For information of how to become involved as a parent please contact Tiffany Frost at 476-8406

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	61	Grade 8	55
Grade 1	85	Ungraded Elementary	0
Grade 2	77	Grade 9	62
Grade 3	61	Grade 10	72
Grade 4	74	Grade 11	65
Grade 5	65	Grade 12	99
Grade 6	57	Ungraded Secondary	0
Grade 7	58	Total Enrollment	891

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	5.7%
Asian	3.3%
Filipino	0.3%
Hispanic or Latino	9.7%
Native Hawaiian or Pacific Islander	0.1%
White	73.0%
Two or More Races	5.6%
Socioeconomically Disadvantaged	4.2%
English Learners	0.7%
Students with Disabilities	8.3%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0					3.0	1	0	0
Mathematics	7.7	31	0	0					0.0	0	0	0
Science	0	0	0	0					0.0	0	0	0
Social Science	0	0	0	0					0.0	0	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.

III. School Climate

School Safety Plan (School Year 2010–11)

A yearly inspection of the learning centers is done annually in late summer or early fall. The last inspections were done in October, 2010. Centers have 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 our school's safety plan.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	0	0.57	0	0	0.86	0
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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School Facility Good Repair Status (School Year 2011-12)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	62			
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	1	0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.22%	2.78%
All Schools in District	97.62%	2.38%
High-Poverty Schools in District	97.62%	2.38%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	300
Counselor (Social/Behavioral or Career Development)		

Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		1
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		1
Resource Specialist (non-teaching)		3.5
Other		3

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All texts are state aligned and good quality		
Mathematics	All texts are state aligned and good quality		
Science	All texts are state aligned and good quality		
History-Social Science	All texts are state aligned and good quality		
Foreign Language	All texts are state aligned and good quality		
Health	All texts are state aligned and good quality		
Visual and Performing Arts	All texts are state aligned and good quality		
Science Laboratory	All texts are state aligned and good		

Equipment (grades 9-12)	quality		
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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,093			\$41,000
District				\$43,357
Percent Difference – School Site and District				
State			\$5,455	\$57,163
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

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.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://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 <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,292	\$37,978
Mid-Range Teacher Salary	\$48,581	\$55,252
Highest Teacher Salary	\$52,867	\$71,674
Average Principal Salary (Elementary)	\$0	\$87,651

English-Language Arts	46%	50%	51%	46%	51%	53%	49%	52%	54%
Mathematics	29%	36%	39%	30%	37%	41%	46%	48%	50%
Science	45%	42%	48%	47%	42%	50%	50%	54%	57%
History-Social Science	28%	26%	27%	27%	27%	29%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	53%	41%	50%	29%
All Students at the School	51%	39%	48%	27%
Male	48%	38%	52%	32%
Female	55%	41%	44%	21%
Black or African American	42%	42%	0%	0%
American Indian or Alaska Native	27%	12%	37%	16%
Asian	56%	80%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	34%	27%	0%	18%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	55%	43%	54%	30%
Two or More Races	53%	32%	38%	15%
Socioeconomically Disadvantaged	47%	56%	43%	12%
English Learners				
Students with Disabilities	47%	42%	0%	26%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at

three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	51%	45%	49%	51%	45%	50%	52%	54%	59%
Mathematics	31%	33%	38%	32%	33%	39%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	50%	26%	24%	61%	31%	7%
All Students at the School	51%	27%	23%	62%	32%	6%
Male	62%	24%	15%	64%	27%	9%
Female	41%	30%	30%	61%	36%	3%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	47%	24%	29%	62%	32%	6%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%

Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%
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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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.60%	21.00%	22.60%
7	16.40%	23.60%	30.90%
9	23.50%	25.50%	23.50%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	2	2
Similar Schools	2	4	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	46	-4	33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	37	2	43
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	93	-12	

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	563	757	613	764	4,683,676	778
Black or African American	10		10		317,856	696
American Indian or Alaska Native	32	606	32	606	33,774	733
Asian	15	817	15	817	398,869	898
Filipino	1		1		123,245	859
Hispanic or Latino	45	718	48	730	2,406,749	729
Native Hawaiian or Pacific Islander	1		1		26,953	764
White	412	770	457	775	1,258,831	845
Two or More Races	31	788	32	785	76,766	836

Socioeconomically Disadvantaged	44	815	72	815	2,731,843	726
English Learners	0		0		1,521,844	707
Students with Disabilities	86	704	94	710	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*:

<http://www.cde.ca.gov/ta/ac/ay/tidetetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		0

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

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://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	5.3	9.2	9.5	5.5	9.0	9.7	4.9	5.7	4.6
Graduation Rate	85.07	77.34	86.92	84.56	77.34	86.11	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and

mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D
Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

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Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	8.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
	0	

Computer Science			
English		0	
Fine and Performing Arts		0	
Foreign Language		0	
Mathematics		0	
Science		0	
Social Science		0	
All courses		0	0.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

MVCS teachers, support staff and administration with input from parents came up with an action plan that has targeted Language Arts and Math as areas of concern. Our teachers are supported in attending workshops, conferences and individual mentoring through the BTSA program. Professional development in the last three years has consisted of but not limited to:

Monthly staff meetings with best practices sharing,

- **SB 472 trainings in Language Arts and/or Math**
- **BTSA**
- **Professional Learning Communities during which curriculum guides are written**
- **Language Arts Adoption Publisher's Presentation**
- **A+ Plus Association Conferences**
- **Special Ed Workshops**
- **Teaching American History Project**
- **Kim Sutton Math Curriculum**
- **Step Up to Writing**
- **Montessori methods**
- **New games through Rope Courses**
- **Exploration in Dance and Drum**
- **In depth study of math standards with ties to curriculum**
- **on line technology Instruction**
- **and many others.**