

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

Mountain Valley School, Bar Du

Address: 7818 Bar Du
Sacramento, CA 95829

Phone: (916) 368-2282

Principal: Kris Knutson

Grade Span: 5-Adult

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

Parent Company Contact Information (School Year 2019–20)

| Entity | Contact Information |
|---------------|---|
| District Name | Mountain Valley Child and Family Services |
| Phone Number | 530-265-9057 |
| CEO | Dan Petrie |
| Email Address | Dan @mv.email |
| Website | MountainValleyFamilyServices.net |

School Contact Information (School Year 2019–20)

| Entity | Contact Information |
|-----------------------------------|--------------------------------------|
| School Name | Mountain Valley School, Bar Du |
| Street | 7818 Bar Du Lane |
| City, State, Zip | Sacramento, CA 95829 |
| Phone Number | 916-362-8292 |
| Principal | Kris Knutson |
| Email Address | krisknutson@mv.email |
| Website | MountainValleyFamilyServices.net DPC |
| County-District-School (CDS) Code | 34673147099757 |

School Description and Mission Statement (School Year 2019–20)

Mountain Valley School (MVS), Bar Du is a residential school, primarily for special education and private school students. It is located on a farm in rural Sacramento.

The setting is ideal for students to focus on making progress on their academic and social goals. MVS, Bar Du works to meet students' individual challenges in a supportive and outdoor-oriented environment. Our experience, over the past 50 years, shows us that students thrive when they are in an enriched academic environment free from outside influences and pressures.

At Mountain Valley School, Bar Du we help students to gain the skills they need in order to return to their home and school communities. Our approach is based on building meaningful relationships through a trauma informed model, while encouraging healing and academic success.

As stated in our Schoolwide Learner Outcomes (SLOs), Mountain Valley School, Bar Du seeks to develop individuals who are Effective Communicators, Lifelong Learners and Mature Community Members. The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACSWASC) has accredited Mountain Valley School, Bar Du.

Student Enrollment by Grade Level (School Year 2018–19)

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

| | |
|-------------------------|---|
| Grade 7 | 1 |
| Grade 8 | 1 |
| Grade 9 | 3 |
| Grade 10 | 3 |
| Grade 11 | 1 |
| Grade 12 | 0 |
| Total Enrollment | 9 |

Student Enrollment by Student Group (School Year 2018–19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2 |
| American Indian or Alaska Native | 0 |
| Asian | 1 |
| Filipino | 0 |
| Hispanic or Latino | 2 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 5 |
| Two or More Races | 0 |
| Socioeconomically Disadvantaged | 9 |
| English Learners | 0 |
| Students with Disabilities | 3 |
| Foster Youth | 1 |
| Homeless | 0 |

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 2017–18 | School 2018–19 | School 2019–20 | District 2019–20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 1 | 1 | 1 | 1 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017–18 | 2018–19 | 2019–20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: February 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | 2016 | Yes | 0 |
| Mathematics | 2016 | Yes | 0 |
| Science | 2007 | No | 0 |
| History-Social Science | 2017 | Yes | 0 |
| World Language | 2003 | Yes | 0 |
| Health | 2004 | Yes | 0 |
| Visual and Performing Arts | 2006 | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | DPL |

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

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Mountain Valley School, Bar Du school building provides a safe and clean environment for learning. The building is inspected monthly using the “Monthly Physical Plant Inspection Form” (FIT) by the Director of Facilities or their designee.

The FIT Inspection includes:

1. Fire extinguishers present, unobstructed, serviceable and initiated.
2. Smoke detectors present and serviceable.
3. CO2 detectors present and serviceable.
4. Sprinkler systems operational.
5. Heating system operational.
6. Heating system filter replaced: replacement date
7. Cooling systems operational.
8. Lighting/electrical systems operational.
9. Appliance plugged directly into outlets.
10. Outlets and switch faceplates present.
11. No electrical panel obstructions.
12. Emergency generators operational.

All school facilities meet the FIT criteria. All facilities are in good repair.

Year and month of the most recent FIT report: December 2019

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|------------------|------------------|------------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | √ | | | None |
| Interior: Interior Surfaces | √ | | | None |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | √ | | | None |
| Electrical: Electrical | √ | | | None |

| | | | | |
|--|---|--|--|-------------|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | √ | | | None |
| Safety: Fire Safety, Hazardous Materials | √ | | | None |
| Structural: Structural Damage, Roofs | √ | | | None |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | √ | | | None |

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | √ | | |

A. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments**
- **CAASPP Test Results in ELA and Mathematics for All Students**

Mountain Valley School, Bar Du tested fewer than 10 students in CAASPP. The results therefore are not available.

Career Technical Education (CTE) Programs (School Year 2018–19)

Mountain Valley School (MVS), Bar Du offers a variety of Career Technical Educational opportunities. We are fortunate to have access to a beautiful setting in Sacramento County. It is a perfect place to learn about agriculture in a natural environment. Bar Du has animal facilities and pastures which house domestic animals.

The program is designed to address individual student's career choices and interests. Students take semester courses in Career Exploration and Technology Exploration which are aligned to the California Career Technical Standards (CTE). Middle and high school students take part in studies of agriculture, horsemanship, and animal care.

At MVS, Bar Du, Career Technical Education incorporates the concepts and skills which students learn in core classes. Lessons integrate reading, writing, mathematics and research skills to complete hands-on projects. Units are often coordinated to focus on the application of basic skills. Some examples of student work are: journal reflections on learning styles, the collecting of data on natural phenomena, the creation of manuals for equine and other animal's care, and the creation a power point presentation to culminate research projects.

Students readily engage in the CTE courses. They are motivated to care for the animals building their knowledge and overall self-confidence. Teachers often comment that a previously apathetic student has enjoyed CTE and is then eager to work on their academic and social-emotional goals. Many students also find life-long interests in nature, gardening and animal care as a result of their experiences in our CTE courses.

Career Technical Education (CTE) Participation (School Year 2018–19)

| Measure | CTE Program Participation |
|---|----------------------------------|
| Number of Pupils Participating in CTE | 9 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 |

| | |
|--|-----|
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100 |
|--|-----|

B. 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 school site

Opportunities for Parental Involvement (School Year 2019–20)

Mountain Valley School (MVS), Bar Du creates strong relationships with parents, foster parents and CASAs. Parents, foster parents and CASAs are invited to tour the school and meet the Treatment Team (Special Education Teacher, Therapist and House Administrator) when they are in the process of choosing a placement. Once a student is placed at MVS, parents, foster parents and CASAs receive frequent correspondence with the House Administrator. Team members for students with an Individualized Education Plan (IEP) meet to confirm that the placement is appropriate. Adjustment to the student's program can be made based on the recommendations of the IEP team members.

The Education Team Members are in frequent communication with parents, foster parents and CASAs. Student progress is updated at least quarterly or more frequently by request. Parent are invited all events including Graduation and Promotion ceremonies. Parents are encouraged to attend our Mountain Valley School Thanksgiving and Christmas celebrations and our spring festivities called "Barn Day". We believe that communication with the parents, foster parents and CASAs is central to student success.

State Priority: Pupil Engagement

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

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

The goal of Mountain Valley School, Bar Du is to improve students' social emotional skills and abilities and return them to their home school to graduate. We do not have data on high school dropout or graduation rates.

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

School Safety Plan (School Year 2019–20)

Mountain Valley School, Bar Du provides students with a safe and secure environment. School safety is a priority and students are in constant supervision.

The Mountain Valley Child and Family Services Comprehensive Safety Plan includes directions for emergency shutdown procedures, evacuations, medical responsibilities, discrimination and harassment with all necessary contact information. Protocols include medical emergencies, earthquake response, structural fire, bomb threat, hostage situation, intruder on campus, lockdown, and chemical spill.

Safety topics are the first agenda item in the quarterly “Town Hall” meetings. Supervisors monitor the program daily to assure that all procedures are closely followed. All concerns regarding safety are addressed immediately by the appropriate staff member.

Both announced and unannounced fire drills are conducted monthly and all facilities are inspected by the Fire Marshal on a yearly basis. All Mountain Valley School staff members are trained in appropriate safety strategies and discipline policies, as well as CPR, water safety and first aid.

C. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English | 6 | 1 | 0 | 0 |
| Mathematics | 6 | 1 | 0 | 0 |
| Science | 6 | 1 | 0 | 0 |
| Social Science | 6 | 1 | 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English | 10 | 1 | 0 | 0 |
| Mathematics | 10 | 1 | 0 | 0 |
| Science | 10 | 1 | 0 | 0 |
| Social Science | 10 | 1 | 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|---------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| English | 9 | 1 | 0 | 0 |
| Mathematics | 9 | 1 | 0 | 0 |
| Science | 9 | 1 | 0 | 0 |
| Social Science | 9 | 1 | 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.

Student Support Services Staff (School Year 2018–19)

| Title | Number of FTE* Assigned to School |
|--|--|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |

| | |
|---|----|
| Social Worker | 0 |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | .2 |
| Resource Specialist (non-teaching) | .1 |
| Other | 0 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

| Level | Total Expenditures Per Pupil | Average Teacher Salary |
|--------------------|-------------------------------------|-------------------------------|
| School Site | \$36,600 | \$68,000 |

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

Types of Services Funded (Fiscal Year 2018–19)

Mountain Valley School (MVS), Bar Du provides a full range of services to meet the needs of Special Education and private school students. During the school program, students have 180 days of regular school year instruction and 20 days of Extended School Year (ESY). Identified students have 1600 minutes of specialized academic instruction a month, individual counseling for 240 minutes a month and parent counseling for 120 minutes a month.

The MVS, Bar Du daily schedule includes two Career and Technology Exploration classes to help prepare students for their career choice and/or college entrance. Students who qualify benefit from Speech and Language and/or Occupational Therapy.

Mountain Valley School, Bar Du is highly individualized. The classroom is staffed with a credentialed Special Education Teacher and an instructional assistant. Bar Du also has Mental Health Workers assigned to assist with instruction and for safety as needed. A team approach creates a coordinated and responsive support system for students to learn and to grow.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

| Category | District Amount |
|---------------------------------|------------------------|
| Beginning Teacher Salary | \$46,000 |
| Mid-Range Teacher Salary | \$68,000 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>. Private School salaries are not available.

Professional Development

| Measure | 2017–18 | 2018–19 | 2019–20 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 8 | 8 |

Mountain Valley School instructional staff members have eight professional development days during the school year. At these sessions teachers learn about effective instructional strategies for Special Education students, the Common Core and California State Standards, writing and monitoring IEP goals and other topics. Teachers participate in relevant Nevada County Office of Education Workshops and other trainings.

The primary focus for professional development is the ACSWASC (Accreditation) continual improvement process. Instructional staff members work in collaborative groups to learn about student engagement, trauma informed practices and ways to use data to improve instructional practices.

As part of the continual improvement process, Mountain Valley School Teachers have identified three Critical Academic Needs: reading/literacy, writing and mathematics. Much of the professional development addresses these needs by evaluating instruction, materials and the use of instructional time. From staff discussion, intervention programs are developed and implemented.

Mountain Valley School Administrators closely monitor the program. Administrators make classroom observations at least once a month. Teacher evaluations are done annually.