

2020–2021 School Accountability Report Card Template

School Accountability Report Card Reported Using Data from the 2020–2021 School Year California Department of Education

Mountain Valley School, Bar Du

7818 Bar Du Lane, Sacramento, CA 95829

(916) 362-8292

Principal: Ruth Zilch

Grade Span: 5th - 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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

District Contact Information (School Year 2020 -2021)

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

School Contact Information (School Year 2020-2021)

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	Ruth Zilch
Email Address	ruthzilch@mv.email
Website	www.MountainValleyFamilyServices.net
County-District-School (CDS) Code	34-67314-7099757

Table 3: School Description and Mission Statement (School Year 2021–2022)

Mountain Valley School, Bar Du is a residential school, primarily for special education and private school students. It is located in rural Sacramento County.

The setting is ideal for students to focus on making progress on their academic and social goals. Mountain Valley School, 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 gain the skills they need in order to return to their home school communities. Our approach is based on building meaningful relationships through a trauma informed model, while gaining 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.

During the Covid-19 Pandemic, Mountain Valley School, Bar Du implemented closely monitored health and safety procedures which are compliant with California and the Sacramento County Department of Health procedures. Policies and procedures are closely followed. Biweekly Covid-19 meetings are conducted and they are available for staff members to join in using video conferencing.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 5	0
Grade 6	0
Grade 7	1
Grade 8	1
Grade 9	2
Grade 10	0
Grade 11	1
Grade 12	1
Total Enrollment	6

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	5
Male	0
Non-Binary	1
American Indian or Alaska Native	0
Asian	1
Black or African American	3
Filipino	0
Hispanic or Latino	1
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	1
English Learners	0
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	0
Students with Disabilities	6

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

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	0	5	83
Intern Credential Holders Properly Assigned	0	0	1	17
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0
Unknown	0	0	0	0
Total Teaching Positions	1		6	

**Table 7: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2019–2020)**

Authorization/ Assignment	School Number	School Percent	District Number	District Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	100	5	83
Intern Credential Holders Properly Assigned	0	0	1	17
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0
Unknown	0	0	0	0
Total Teaching Positions	1		6	

**Table 7: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2019–2020)**

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0

Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA) (School Year 2019–2020)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA) (School Year 2019–2020)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January, 2022

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	2018	Yes	0
History-Social Science	2017	Yes	0
Foreign Language	2003	Yes	0
Health	2020	Yes	0
Visual and Performing Arts	2003	Yes	0
Science Laboratory Equipment (grades 9-12)	2018	Yes	0

Table 11: School Facility Conditions and Planned Improvements

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

The 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: last 6 months
7. Cooling system operational.
8. Lighting/electrical systems operational.
9. Appliances 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.

Table 12: 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

Year and month of the most recent FIT report: December, 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: December, 2021

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	√		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Academic Achievement

Mountain Valley School, Bar Du has under ten students in each grade level. As a result, data from the California Assessment of Student Performance and Progress is not available.

Student achievement is measured using an annual assessment of word reading, spelling, sentence comprehension and mathematics using the WRAT 5 assessment. Reading and mathematics achievement is evaluated quarterly using student work samples. Writing skills are gauged quarterly in the argumentative genre using state adopted text as a resource and a rubric based on the CAASPP Writing Assessment. Special Education students are assessed triennially using the Woodcock Johnson 4.

College and Career Ready: 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.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered
assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–202 0	School 2020–202 1	District 2019–202 0	District 2020–202 1	State 2019–202 0	State 2020–202 1
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for

the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

Table 17: Local Assessment Test Results in ELA by Student Group

Assessment Name(s): WRAT 5, Pearson Publisher and Woodcock Johnson 4, Riverside Publisher

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): WRAT 5, Pearson Publisher and Woodcock Johnson 4, Riverside Publisher

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

**Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020 0	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020 0	State 2020–2021 1
Science (grades 5, 8 and high school)	N/A	--	N/A	--	N/A	--

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	--	--	--	--	--
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Table 21: Career Technical Education Programs (School Year 2020–2021)

Mountain Valley School, Bar Du offers a variety of Career Technical Educational opportunities. We are fortunate to have access to a beautiful setting in Sacramento. It is an ideal 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 learn about agriculture, horsemanship, woodwork, pottery 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 focus on the application of basic skills. Some examples of student work are: journal reflections on learning styles, the collection of data on natural phenomena, the creation of manuals to guide equine and other animal’s care, and the creation power point presentations 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 the CTE courses.

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
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

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0

2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0
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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

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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 regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

Mountain Valley School, Bar Du creates trusting relationships with parents, foster parents and Court Appointed Special Advocates (CASAs). Parents are invited to tour the school and meet the treatment team members made up of the special education teacher, school administrator, therapist and house administrator. The treatment team is available to the parents at any time by request. During the Covid-19 pandemic strict safety procedures are followed to assure the safety of students, staff and visitors. Most visits are conducted using video conferencing.

Once a student is placed at Mountain Valley School, Bar Du parents, foster parents and CASAs receive weekly updates from the academic, the therapeutic and the residential components. Team members for students with Individualized Learning Plans (IEPs) meet to confirm that the placement is appropriate for the student. Adjustments to the

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

Mountain Valley School, Bar Du does not suspend or expel students.

Table 29: Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018–201 9	School 2020–202 1	District 2018–201 9	District 2020–202 1	State 2018–201 9	State 2020–202 1
Suspensions	--	--	--	--	2.5%	0.2%
Expulsions	--	--	--	--	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0	0	2.5%
Expulsions	0	0	.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group

(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	--	--
Female	--	--
Male	--	--
Non-Binary	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Black or African American	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
Two or More Races	--	--
White	--	--
English Learners	--	--
Foster Youth	--	--
Homeless	--	--
Socioeconomically Disadvantaged	--	--
Students Receiving Migrant Education Services	--	--
Students with Disabilities	--	--

Table 32: School Safety Plan (School Year 2021–2022)

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

During the Covid-19 pandemic Mountain Valley School, Bar Du closely follows state and county guidance on safety. The Centre for Disease Control and Prevention updates also are used as a resource.

The Covid-19 pandemic safety procedures included four areas:

1. Promoting behaviors that reduce Covid-19's spread
2. Maintaining healthy environments
3. Maintaining healthy operations
4. Preparing for a new student

Mountain Valley School, Bar Du provided trainings in virtual formats, assigning non-direct service staff to work at home, providing weekly Covid-19 updates, providing Covid-19 weekly briefing sessions and a vaccine clinic in January of 2021.

Students are in constant supervision by highly trained staff members. Safety topics are the first agenda item quarterly all staff Town Hall meetings. Any concern regarding safety is addressed immediately by the appropriate supervisor.

All Mountain Valley School staff members are trained and updated annually in the Non-violent Crisis Intervention training. Also staff members are qualified in appropriate safety strategies and discipline procedures, as well as CPR, water safety and First Aide. Supervisors monitor staff members' use of safety techniques as one measure of quality control.

The Mountain Valley Child and Family Services' Comprehensive Safety Plan includes procedures for the Covid-19 pandemic, emergency shutdown/shelter in place, evacuations, medical incidents, possible discrimination and harassment and all critical contact information. Protocols include medical emergencies, earthquake, structural fire, bomb threat, hostage situation, intruder on campus, lockdown, active shooter and chemical spills. Both announced and unannounced fire drills are conducted monthly and all facilities are inspected by the Fire Marshal annually.

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.

*Number of classes indicates how many classes fall into each size category (a range of total students per class).** “Other” category is for multi-grade level classes.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6	4	0	0
Mathematics	6	4	0	0
Science	6	4	0	0
Social Science	6	4	0	0

Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6	4	0	0
Mathematics	6	4	0	0
Science	6	4	0	0
Social Science	6	4	0	0

**Table 38: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6	4	0	0
Mathematics	6	4	0	0
Science	6	4	0	0
Social Science	6	4	0	0

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	n/a

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

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	1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.3
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.

**Table 41: Expenditures Per Pupil and School Site Teacher Salaries
(Fiscal Year 2019–2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$70,140	0	\$70,140	\$70,140
District	\$72,940	0	\$72,940	\$61,944
Percent Difference – School Site and District	-4%	0	-4%	+ 12%
State	\$14,174	N/A	\$14,174	\$84,531
Percent Difference – School Site and State	+ 80%	N/A	+ 80%	-12%

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

Table 42: Types of Services Funded (Fiscal Year 2020–2021)

Mountain Valley School, Bar Du provides a full range of services to meet the needs of students. Many students who come to Mountain Valley, Bar Du struggled with academic performance in traditional school settings. We offer students the opportunity to work toward their full potential through a supportive academic environment that is individualized to meet students’ needs. We also offer access to multiple credit recovery opportunities as well as a wide variety of extracurricular and vocational activities.

The Mountain Valley School, Bar Du’s daily schedule includes career classes to prepare students for their transition to a career and/or college entrance. Students who qualify benefit from speech and language and occupational therapy.

Mountain Valley School, Bar Du is individualized. The classrooms are staffed with a Special Education teacher and an instructional assistant. Mountain Valley School, Bar Du has mental health workers assigned to assist with instruction and behavioral support. A team approach creates a coordinated responsive setting for students to learn and grow.

Table 43: Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,663	n/a
Mid-Range Teacher Salary	71,478	n/a
Highest Teacher Salary	71,692	n/a
Percent of Budget for Teacher Salaries	22	
Percent of Budget for Administrative Salaries	18	

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

Table 44: Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses:

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

