

# School Accountability Report Card Reported Using Data from the 2021–22 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/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 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.

# About This School

**Table 1: District Contact Information (School Year 2022–23)**

Entity	Contact Information
District Name	Mountain Valley Child and Family Services
Phone Number	(530) 265-9057
COE	Dan Petrie
Email Address	<a href="mailto:dan@mv.email">dan@mv.email</a>
Website	<a href="http://www.MountainValleyFamilyServices.net">www.MountainValleyFamilyServices.net</a>
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

**Table 2: School Contact Information (School Year 2022–23)**

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	<a href="mailto:ruthzilch@mv.email">ruthzilch@mv.email</a>
Website	<a href="http://www.MountainValleyFamilyServices.net">www.MountainValleyFamilyServices.net</a>
County-District-School (CDS) Code	34-67314-7099757

**Table 3: School Description and Mission Statement (School Year 2022–23)**

Mountain Valley School, Bar Du is a non-public residential school, 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-emotional 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.

The school closely monitors health and safety procedures which are compliant with both the California and Sacramento Departments of Health. Policies and procedures are closely followed.

**Table 4: Student Enrollment by Grade Level (School Year 2021–22)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 5</b>	0
<b>Grade 6</b>	0
<b>Grade 7</b>	0
<b>Grade 8</b>	0
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	2
<b>Grade 12</b>	4
<b>Total Enrollment</b>	<b>6</b>

**Table 5: Student Enrollment by Student Group (School Year 2021–22)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	67
<b>Male</b>	17
<b>Non-Binary</b>	17
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	0
<b>Black or African American</b>	0
<b>Filipino</b>	17
<b>Hispanic or Latino</b>	50
<b>Native Hawaiian or Pacific Islander</b>	0
<b>Two or More Races</b>	17
<b>White</b>	17
<b>English Learners</b>	0
<b>Foster Youth</b>	0
<b>Homeless</b>	0
<b>Migrant</b>	0
<b>Socioeconomically Disadvantaged</b>	0
<b>Students with Disabilities</b>	100

### **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 2020–21)**

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1	100	5	80
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	20
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0	0
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	0	0
<b>Unknown</b>	0	0	0	0
<b>Total Teaching Positions</b>	1		0	0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teacher Preparation and Placement (School Year 2021–22)**

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

Note: The data in this table is based on FTE status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 8: Teachers Without Credentials and Misassignments  
(considered “ineffective” under ESSA)**

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Permits and Waivers</b>	0	0
<b>Misassignments</b>	0	0
<b>Vacant Positions</b>	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field  
(considered “out-of-field” under ESSA)**

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0	0
<b>Local Assignment Options</b>	0	0
<b>Total Out-of-Field Teachers</b>	0	0

**Table 10: Class Assignments**

<b>Indicator</b>	<b>2020–21 Percent</b>	<b>2021–22 Percent</b>
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0	0
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0	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 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

*Year and month in which the data were collected:* [DPL]

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

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

**Table 12: 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 13: 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 2022

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 2022

**Table 14: Overall Rating**

Exemplary	Good	Fair	Poor
	√		



## **B. Pupil Outcomes**

### **State Priority: Pupil Achievement**

#### 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.

#### **Table 20: Career Technical Education Programs (School Year 2021–22)**

Mountain Valley School, Bar Du offers a variety of Career Technical Educational opportunities. We are fortunate to have access to a beautiful setting in rural Sacramento County. It is an ideal place to learn about agriculture in a natural environment. Bar Du shares animal care with Bar Du School which is an easy ten minute drive.

The program is designed to address individual student's career choices and interests. Students take semester courses in Career 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 science skills and concepts to complete hands-on projects. 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 of 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 21: Career Technical Education (CTE) Participation (School Year 2021–22)**

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 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 24: Opportunities for Parental Involvement (School Year 2022–23)**

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. Some 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 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.

## **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.

### **Table 31: School Safety Plan (School Year 2022–23)**

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 students are in constant supervision by highly trained staff members. 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 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 35: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–20)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	6	1	0	0
<b>Mathematics</b>	6	1	0	0
<b>Science</b>	6	1	0	0
<b>Social Science</b>	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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–21)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	6	1	0	0
<b>Mathematics</b>	6	1	0	0
<b>Science</b>	6	1	0	0
<b>Social Science</b>	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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	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.

**Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	n/a

\*One 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 39: Student Support Services Staff (School Year 2021–22)**

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)	.1
Other	0

\*One 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 44: Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8