

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

Mountain Valley School, Nevada City

24077 State Highway 49
Nevada City, CA 95975

(530) 265-9057

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.

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
CEO	Dan Petrie
Email Address	dan@mv.email
Website	www.MountainValleyFamilyServices.net

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

Entity	Contact Information
School Name	Mountain Valley School, Nevada City
Street	24077 State Highway 49
City, State, Zip	Nevada City, CA 95959
Phone Number	(530) 265-9057
Principal	Ruth Zilch
Email Address	ruthzilch@mv.email
Website	www.MountainValleyFamilyServices.net
County-District-School (CDS) Code	29-663-57693-6876

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

Mountain Valley School, Nevada City is a non-public residential school, primarily for special education and private school students. It is located on a 900 acre ranch in rural Nevada County.

The setting is ideal for students to focus on making progress on their academic and social goals. Mountain Valley School, Nevada City 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, Nevada City 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, Nevada City 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, Nevada City.

During the Covid-19 Pandemic, Mountain Valley School, Nevada City implemented closely monitored health and safety procedures which are compliant with California and the Nevada County Department of Health procedures. Policies and procedures are closely followed.

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

Grade Level	Number of Students
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	2
Grade 9	2
Grade 10	4
Grade 11	3
Grade 12	3
Total Enrollment	14

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

Student Group	Percent of Total Enrollment
Female	0
Male	100
Non-Binary	0
American Indian or Alaska Native	7
Asian	0
Black or African American	0
Filipino	0
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	71
English Learners	0
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	0
Students with Disabilities	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)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	75	5	80
Intern Credential Holders Properly Assigned	1	25	1	20
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	0	0	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)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	100	5	100
Intern Credential Holders Properly Assigned	0	0	0	0
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	0	0	0	0

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)**

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

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

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

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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, Nevada City 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: [DPL]

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: [DPL]

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	√		

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

Mountain Valley School, Nevada City offers a variety of Career Technical Educational opportunities. We are fortunate to have access to a beautiful setting in Nevada City. It is an ideal place to learn about agriculture in a natural environment. Nevada City 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, woodworking, pottery and animal care.

At MVS, Nevada City, 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 21: Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	14
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	0

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, Nevada City 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, Nevada City 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.

Parents have been encouraged to attend our Mountain Valley School, Nevada City celebrations which are suspended this year as a result of the Covid-19 pandemic.

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

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

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

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

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)

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

**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)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6	3	0	0
Mathematics	6	3	0	0
Science	6	3	0	0
Social Science	6	3	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	3	0	0
Mathematics	6	3	0	0
Science	6	3	0	0
Social Science	6	3	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)	.3
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