



Mountain Shadows Middle School

30401 Reservoir Avenue • Nuevo, CA 92567 • (951) 928-3836 • Grades 7-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Nuview Union School District

29780 Lakeview Avenue
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District Governing Board

Edward "Ed" Repucci, President
Robert "Bob" McGinty, Vice-
President
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District Administration

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Superintendent
John Huber
Assistant Superintendent,
Educational Services
Jeff Simmons
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Director of Student Services and
Special Education

Principal's Message

Mountain Shadows Middle School staff highly values our commitment to building positive relationships and partnerships with the students, parents, and community. We appreciate your interest in our quality of service and our "student-friendly" educational program. The following information provides facts and data, but the underlying foundation is our accountability to our professional duties and the relationships we build every day.

We are continuing to improve our educational strategies each year. We are a California Standards-Based school with a focus on student learning. We have instructional guides and common benchmarks in place for each of the core subjects to ensure consistency of content, and we are committed to differentiation of instruction and interventions to assist with individual learning needs. Our teachers work in professional learning communities as a team to analyze data, build curriculum, develop assessments, discuss best practices, and provide intervention.

Our Mission is clear; we are here to meet the needs of our students because our success is measured by their success. We believe that it takes a strong effort on the part of the teachers, students, parents, and community to have a successful school, and we continue to take the necessary steps to improve our program. Thank you for your support to our school.

Mountain Shadows Mission

To ensure that each student is given the opportunity to attain mastery of essential standards, maintain proper conduct, and remain motivated through a teaching process that emphasizes the needs of the individual learner.

Community & School Profile (School Year 2017-18)

Mountain Shadows Middle School is part of the Nuview Union School District which is located in the rural community of Nuevo, in Riverside County. Nuview Union School District is comprised of two elementary schools, a middle school, and a charter high school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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 the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	168
Grade 8	169
Total Enrollment	337

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.9
Asian	0
Filipino	0.6
Hispanic or Latino	81.3
Native Hawaiian or Pacific Islander	0
White	15.7
Two or More Races	0.9
Socioeconomically Disadvantaged	78.9
English Learners	26.4
Students with Disabilities	14.5
Foster Youth	0.6

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.

Teacher Credentials			
Mountain Shadows Middle School	15-16	16-17	17-18
With Full Credential	15	15	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Nuview Union School District	15-16	16-17	17-18
With Full Credential	♦	♦	92
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mountain Shadows Middle	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 Instructional Materials (School Year 2017-18)

The school district held a public hearing on September 14, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in December, 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt, 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt, Rinehart & Winston, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mountain Shadows Middle School provides a safe, clean environment for students, staff, and volunteers. The school originally opened in the fall of the 2002-03 school year and encompasses 20 acres of land. Facilities span 79,000 square feet and include 16 classrooms, a library, a computer lab, a multipurpose room, and administrative offices. The canvas cover over our outdoor lunch area was replaced in November 2016.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Mountain Shadows Middle School has one full-time and one half-time custodian to provide janitorial and maintenance services on campus.

Maintenance and Repair

The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time this report was published, 100% of restrooms on campus were in good working order. The following chart displays the results of the most recent school facilities inspection information provided by the district.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 01/02/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/02/2018

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	35	43	36	42	48	48
Math	23	28	23	26	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	57	60	56	50	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	22.9	20.5	16.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	178	174	97.8	60.3
Male	91	89	97.8	61.8
Female	87	85	97.7	58.8
Hispanic or Latino	138	135	97.8	57.8
White	36	35	97.2	68.6
Socioeconomically Disadvantaged	146	143	98.0	59.4
English Learners	41	39	95.1	30.8
Students with Disabilities	15	15	100.0	26.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	332	99.1	42.77
Male	153	151	98.69	33.77
Female	182	181	99.45	50.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	269	266	98.88	40.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	55	100	58.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	260	257	98.85	39.3
English Learners	137	135	98.54	31.11
Students with Disabilities	51	51	100	7.84
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	331	98.81	28.4
Male	153	150	98.04	25.33
Female	182	181	99.45	30.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	269	265	98.51	25.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	55	100	41.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	260	256	98.46	26.95
English Learners	137	135	98.54	16.3
Students with Disabilities	51	51	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

It is the belief of Nuview Union School District that part of serving students in a rural community is reaching beyond the classroom doors. Whether offering services to the local community, or bringing elements of the larger community directly to the students, Mountain Shadows Middle School is committed to dynamic community involvement.

To allow students a diverse range of experiences, Nuview Union School District sponsors assemblies, including performing and visual arts and cultural programs. In the past, these assemblies have included multimedia presentations, inspirational speakers, and plays. Mountain Shadows has also taken the whole school on museum field trips for the past three years.

Parents and members of the community have the opportunity to support and participate in the educational process through decision-making, training, volunteer activities, and the creation of partnerships. Parents are encouraged to become part of the School Site Council and the English Learner Advisory Committee. Parents can use the school website, Parent Square, or Parent Connect, to communicate with school staff, check grades, and participate in Connect Education. Local businesses support the school's student recognition and achievement programs.

Contact Information

Parents who wish to participate in Mountain Shadows Middle School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (951) 928-3836.

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

Mountain Shadows Middle School is a closed campus. Visitors are asked to sign in at the office, are screened through our Lobby Guard system, and wear identification badges while on school grounds. Mountain Shadows Middle School welcomes visits by parents and community members; however, anyone wishing to be on campus during school hours should notify staff ahead of time. Supervisors are on duty during nutrition break, lunch, and before and after school to ensure the safety of all our students.

The safety of students and staff is a primary concern at Mountain Shadows Middle School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills and evacuation drills are conducted quarterly.

The Comprehensive School Safety Plan was developed in 1999 by the district in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe entering to, and exiting from, school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies.

The plan is reviewed annually, updated as needed, and shared with school staff at the beginning of each school year. The plan is updated annually in the fall. A copy of the plan is available to the public at the district office.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	11.0	4.0	3.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.3	1.3	2.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.2
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	347

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	26	26	21	4	4	10	11	11	7	3	3	4
Mathematics	28	28	29	2	2	1	8	8	9	3	3	2
Science	30	30	26	1	1	2	7	7	9	4	4	
Social Science	30	30	28				9	9	9	3	3	2

* 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.

Professional Development provided for Teachers

Thirteen out of fifteen teachers on staff at Mountain Shadows have been trained in Direct Interactive Instruction. This includes a two-day overview training, one half-day demonstration lesson on site, and one half-day one-on-one coaching session in the teacher's classroom to ensure proper implementation. This year, all staff members were invited to participate in a refresher course for both DII and Step Up to Writing. We selected this training based on our overall CAASPP and CELDT scores as well as our subgroup data -- specifically that which applies to Socioeconomically Disadvantaged students and English Learners. Direct Interactive Instruction focuses on a core set of evidence-based practices in the areas of Standards & Measurable Objectives, Lesson Scope & Sequence, Student Engagement, and Proactive Classroom Management. Teachers have the opportunity to meet collaboratively on a weekly basis to discuss their data and implementation of DII.

All teachers, excluding new teachers who began this year, have participated in Boys Town - Teaching Social Skills to Youth (PBIS) training on site. This training helps staff deal with student behaviors proactively and has been shown to reduce student referrals to the office and to increased job satisfaction for teachers.

The district offers four staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,262	\$47,034
Mid-Range Teacher Salary	\$77,456	\$73,126
Highest Teacher Salary	\$103,870	\$91,838
Average Principal Salary (ES)	\$118,467	\$116,119
Average Principal Salary (MS)	\$107,373	\$119,610
Average Principal Salary (HS)	\$112,741	\$115,194
Superintendent Salary	\$182,176	\$178,388
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	8%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Nuview Union School District receives state and federal funding for the following categorical, special education and support programs:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title III, Part A (LEP Students)
- Tobacco Use Prevention Education (TUPE)

Our federal categorical funds have been used to fund part of an intervention teacher and to purchase Read 180 for our struggling readers. We have also used these funds to continue to provide professional development for teachers in evidence-based instructional strategies.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,583	\$1,105	\$6,478	\$75,875
District	♦	♦	\$9,014	\$76,934
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-28.1	-1.4
Percent Difference: School Site/ State			-1.5	2.3

* Cells with ♦ do not require data.