



# Mountain Shadows Middle School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Nuview Union School District**

29780 Lakeview Avenue  
Nuevo, CA 92567  
(951) 928-0066  
[www.nuviewusd.org](http://www.nuviewusd.org)

#### District Governing Board

Jaime Sanchez, Member  
Ken French, Member  
Scott Sewell, President  
Christine Upton, Vice President  
Douglas S. Frey, Clerk

#### District Administration

David Pyle, Ed.D.  
**Superintendent**  
John Huber  
**Assistant Superintendent,  
Educational Services**  
Jeff Simmons  
**Chief Business Official**  
Jennie LaBriola, Ed.D.  
**Director of Student Services and  
Special Education**

### **School Description**

#### Principal's Message

Mountain Shadows Middle School's 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, develop social responsibility, and remain motivated through a teaching process that emphasizes the needs of the individual learner.

#### Community & School Profile (School Year 2018-19)

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.

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	169
Grade 8	177
<b>Total Enrollment</b>	<b>346</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	0.3
Filipino	0.6
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	0.3
White	13.9
Socioeconomically Disadvantaged	80.3
English Learners	27.5
Students with Disabilities	11.0
Foster Youth	2.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Mountain Shadows Middle School	16-17	17-18	18-19
With Full Credential	15	14	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Nuview Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	90
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mountain Shadows Middle	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The school district held a public hearing on September 13, 2018, 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 2018 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 2018	
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 early 1990's 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: 12/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 12/13/2018

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

**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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	43.0	43.0	42.0	43.0	48.0	50.0
Math	28.0	28.0	26.0	29.0	37.0	38.0

Note: 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.

Note: ELA and 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	28.1	23.4	33.5

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	345	344	99.71	42.73
<b>Male</b>	166	165	99.40	35.76
<b>Female</b>	179	179	100.00	49.16
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	280	279	99.64	39.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	49	49	100.00	61.22
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	274	273	99.64	40.66
<b>English Learners</b>	137	136	99.27	19.85
<b>Students with Disabilities</b>	38	38	100.00	5.26
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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
<b>All Students</b>	345	344	99.71	28.2
<b>Male</b>	166	166	100	25.3
<b>Female</b>	179	178	99.44	30.9
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	280	279	99.64	24.01
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	49	49	100	42.86
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	274	273	99.64	25.64
<b>English Learners</b>	137	136	99.27	12.5
<b>Students with Disabilities</b>	38	38	100	10.53
<b>Foster Youth</b>	--	--	--	--

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 school site

#### Opportunities for Parental Involvement (School Year 2018-19)

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 are required to 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 monthly.

The Comprehensive School Safety Plan was revamped in August of 2018 by the district in cooperation with Hour Zero 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. A copy of the plan is available to the public at the district office.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.0	3.3	7.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	2.4	2.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	383

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	21.0	25.0	24.0	10	9	8	7	4	5	4	9	6
Mathematics	29.0	33.0	32.0	1	1	1	9	1	4	2	9	6
Science	26.0	33.0	31.0	2			9	2	7		8	3
Social Science	28.0	35.0	33.0				9	1	3	2	9	7

\* 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

Fifteen of the sixteen 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 curriculum and best practices.

The district offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff are encouraged to attend professional development opportunities outside the district regularly to keep up with curriculum, best practices, testing requirements, etc..

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,287	\$48,064
Mid-Range Teacher Salary	\$79,005	\$75,417
Highest Teacher Salary	\$105,947	\$94,006
Average Principal Salary (ES)	\$123,787	\$119,037
Average Principal Salary (MS)	\$114,999	\$123,140
Average Principal Salary (HS)	\$120,748	\$135,974
Superintendent Salary	\$192,324	\$183,692
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	8.0	6.0

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

- After School Education and Safety Program (ASES)
- IDEA Basic Local Assistance
- 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.

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,780	\$1,253	\$6,527	\$81,784
District	◆	◆	\$8,955	\$80,522
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-31.4	1.6
Percent Difference: School Site/ State			-8.8	7.3

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.