

Mountain Creek Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mountain Creek Middle School
Street	6862 Mt. Aukum Rd.
City, State, Zip	Somerset, CA 95684-0690
Phone Number	530.620.4393
Principal	Annette Lane
Email Address	alane@pioneerusd.org
Website	www.pioneerusd.org
County-District-School (CDS) Code	09619456112569

Entity	Contact Information
District Name	Pioneer Union Elementary School District
Phone Number	530.620.3556
Superintendent	Annette Lane
Email Address	alane@pioneerusd.org
Website	www.pioneerusd.org

School Description and Mission Statement (School Year 2019-20)

Mountain Creek Middle School opened as a new middle school in the Pioneer District in September 1994 and is one of three campuses in the District. Its opening was the culmination of years of district and community planning. The school is located adjacent to Pioneer Elementary School, and shares facilities and personnel in order to efficiently meet the needs of both campuses.

The school prides itself on the care and attention given to the middle school student and the unique needs of this age level. Decisions regarding programs offered and efforts at establishing school climate are guided by the overriding assumption that we are responsible for educating the whole child, not merely imparting information in the basic curricular areas.

Core Values

The mission of the Pioneer Union School District is best accomplished through the advancement of these core values:

1. The uniqueness of the individual
2. The partnership among home, school, and community
3. A respectful, compassionate, cooperative and safe environment

Guiding Principles

The following principles will guide our work:

1. Students will be provided programs, instruction and/or activities designed to enhance the development of positive attitudes, patience, tolerance, appreciation of different cultures and productive membership in society.
2. Students will be provided programs, instruction, activities and/or guidance to develop mental and moral bravery, caring attitudes toward people and education, to gain a healthy view of competition and to learn age appropriate skills.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	28
Grade 7	31
Grade 8	28
Total Enrollment	87

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Filipino	1.1
Hispanic or Latino	19.5
White	60.9
Two or More Races	16.1
Socioeconomically Disadvantaged	59.8
English Learners	5.7
Students with Disabilities	10.3
Homeless	3.4

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	4		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: 12/12/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync®, a comprehensive blended ELA/ELD program	Yes	0
Mathematics	Illustrative Mathematics Grade 6-8	Yes	0
Science	Teacher Developed / Aligned with NGSS, grades 6-8	Yes	0
History-Social Science	Prentice Hall (2006) grades 6-7, Glencoe (2006) grade 8, TCI supplementary material.	Yes	0
Health	Botvin LifeSkills, Positive Prevention +	Yes	0
Visual and Performing Arts	Teacher developed materials		

School Facility Conditions and Planned Improvements (Most Recent Year)

The buildings and grounds are clean and safe. Survey results reveal that 99% of parents consider their children safe in the classroom. Ninety-one percent of parents reported their child feels safe using the restroom at school. In addition, the maintenance staff has developed a comprehensive safety inspection program. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Despite being 18 years old, the campus looks like a new park.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm C2 - need to replace Pelican thermostat.
Interior: Interior Surfaces	Fair	Bldg A - light bulb cover missing in nurse bathroom; Rm B1 - several tables need to be tightened at the legs; Stage - cabinets below stage need repair to hinges and surfaces; Rm E1 - face of drawer fell off - need to re-secure; Rm E3 - laminate flooring shows signs of curling; Rm E4 - drywall repair patch needed where existing security panel was removed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Multi-Purpose - several florescent light bulbs out - does not impact use.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Issues with both exterior drinking fountains, valves failing during winter months; Bldg C girls bathroom - toilet in girls stall needs adjustment to eliminate slight wobble, exterior drinking fountain leaking due to valve failure.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Stage - roof is bubbling and cracking at roof top unit
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Cracks in paving require patching on courts and other areas; curb stop damaged on south side of parking lot, striping wearing down, roots from trees causing asphalt cracking and uplift on south side of lot; trees removed, may become an issue if the asphalt begins to break apart.
Overall Rating	Good	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	58	45	55	50	50
Mathematics (grades 3-8 and 11)	28	31	30	32	38	39

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 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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	86	95.56	4.44	58.14
Male	46	44	95.65	4.35	56.82
Female	44	42	95.45	4.55	59.52
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	53.33
Native Hawaiian or Pacific Islander					
White	59	57	96.61	3.39	61.40
Two or More Races	13	13	100.00	0.00	53.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	55	52	94.55	5.45	42.31
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	87	96.67	3.33	31.03
Male	46	44	95.65	4.35	36.36
Female	44	43	97.73	2.27	25.58
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75	6.25	13.33
Native Hawaiian or Pacific Islander					
White	59	57	96.61	3.39	40.35
Two or More Races	13	13	100.00	0.00	15.38
Socioeconomically Disadvantaged	55	52	94.55	5.45	19.23
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.4	25.8	22.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

Mountain Creek Middle School encourages parents to find unique ways of staying involved with their child’s education during these important preadolescent years. Parent involvement activities include volunteering, assisting the teacher with various tasks at home or in the classroom, chaperoning field trips, attending parent conferences, student performances, and school sponsored events such as the Winter Program or Spring Concert and athletics. The School Site Council (SSC), Parent Music Coalition (PMC), Parent Teacher Organization (PTO) and participation in the Local Control Accountability Plan (LCAP) development are additional ways in which parents and community members can be involved in the school.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.8	6.5	10.7	4.3	4.2	5.4	3.6	3.5	3.5
Expulsions	2.7	2.6	0.0	1.2	1.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

A comprehensive District School Safety Plan has been developed, outlining specific goals and objectives. The Safety Plan is reviewed and updated annually. Policies are in place regarding campus safety, fire drills, earthquake preparedness, and instructional and playground supervision. The district has a complete civil defense preparedness plan that is updated annually and includes evacuation and campus lock-down procedures.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	14	6	1		24	2	1		18	3	1	
Mathematics	7	3			24	2	1		18	3	1	
Science	18	3	1		24	2	1		18	4	1	
Social Science	18	3			24	2	1		20	2	1	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.07
Psychologist	.10
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	.06
Speech/Language/Hearing Specialist	.00
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,702.00	\$2,356.00	\$7,346.00	\$53,871.00
District	N/A	N/A	\$7,952.00	\$56,442.00
Percent Difference - School Site and District	N/A	N/A	-7.9	-4.7
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-2.2	-18.6

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2018-19)

Mountain Creek students are fortunate to have a variety of afternoon electives offered during the year including art, music, drama, STEM, ELA and mathematics intervention, and band. In addition, jazz band meets before school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,985	\$45,252
Mid-Range Teacher Salary	\$58,113	\$65,210
Highest Teacher Salary	\$81,611	\$84,472
Average Principal Salary (Elementary)	\$74,501	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$131,580	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	9%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Pioneer District emphasizes staff development activities. Annually, there are three full days dedicated to staff development augmented by monthly professional learning on early release Fridays and weekly articulation meetings. The principal has worked closely with the El Dorado County Office of Education (EDCOE) to provide training in Universal Design for Learning (UDL). Staff seeks out professional development to support their needs in the areas of technology integration, mathematics instruction, science instruction and implementation of the ELA/ELD standards and newly adopted curriculum.