

Main Street Middle School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Main Street Middle School
Street	441 Main Street
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.6460
Principal	Dr. Amelia Jimenez
E-mail Address	ajimenez@soledad.k12.ca.us
Web Site	www.soledadusd.org
CDS Code	27 75440 6026678

District Contact Information	
District Name	Soledad Unified
Phone Number	831.678.3987
Superintendent	Dr. Rupi Boyd
E-mail Address	rboyd@soledad.k12.ca.us
Web Site	www.soledadusd.org

School Description and Mission Statement (Most Recent Year)

Main Street Middle School is the only middle school in the Soledad Unified School District. The name of the school comes from the historic street on which it is situated. We are celebrating 107 years of serving the youth of Soledad. Our first school opened in 1908. Main Street Middle School provides a departmentalized curricular program for 7th and 8th grade students who transfer from five feeder elementary schools. The school serves a diverse population of students, and receives both state and federal funding.

The mission statement of the school is: We are committed to doing whatever it takes to help all students learn at high levels. Our school programs and goals consist of the following:

- Interdisciplinary Teams
- Learning Center
- Build and Maintain a Cohesive Team
- PBIS/Progressive Discipline
- LCAP/Action Plan
- Increase Student Achievement (Creating A Culture of high expectations)
- Customer Service/School Culture
- Key Performance Measures
- Master Mathematical Concepts
- Socio-emotional learning
- CCSS Implementation
- Instructional Framework which focuses on
 - Lead High-Level, Text-Based Discussions
 - Focus on Process, Not Just Content
 - Create Assignments for Real Audiences and with Real Purpose
 - Teach Argument, Not Persuasion
 - Increase Text Complexity

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	376
Grade 8	367
Total Enrollment	743

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.4
Asian	0.5
Filipino	0.9
Hispanic or Latino	95.7
Native Hawaiian or Pacific Islander	0.0
White	1.9
Two or More Races	0.4
Socioeconomically Disadvantaged	92.7
English Learners	30.8
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	30	30	24	185
Without Full Credential	0	0	2	16
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	1	1	1
Vacant Teacher Positions	0	0	2

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.11	0.89
All Schools in District	96.59	3.41
High-Poverty Schools in District	96.59	3.41
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**Year and month in which data were collected:** June 2014

Every student has a set of required textbooks that are in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. This has been inspected and confirmed as required by Williams Lawsuit. Inventory for textbooks surveys for Main Street Middle School was done in June 2014.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2010 -Glencoe/McGraw-Hill, Glencoe Literature, California Treasures, Course 2 and Course 3 in English. ELD - Pearson California Language Central and for Intervention, Sopris West, Language! 4th Edition Levels A-F in English. All students are provided an individual textook or instructional materials as determined by verification of Aeries Database - 2014 All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2008 and 2009- McDougal Littell: Course 2 for 7th Grade, McDougal Littell Algebra I for 8th grade and piloting Math 7 and Math 8 Common Core (2014-15), Prentice Hall Algebra Readiness. All textbooks are in English. Math Intervention is Houghton Technology/Riverdeep, Destination Math California Intervention (2008) for Grade 7. Students are provided an individual textbook or instructional materials as determined by verification of Aeries Database - 2014. All textbooks are state-adopted and standards-based.	Yes	0%
Science	2008 - Glencoe/McGraw-Hill Focus on Life Science, Gr. 7, Focus on Physical Science, Gr. 8. All textbooks are in English. All students are provided an individual textook or instructional materials as determined by verification of Aeries Database - 2014. All textbooks are state-adopted and standards-based.	Yes	0%
History-Social Science	2006 -McDougal Littell: Medieval and Early Modern Times, Gr. 7 and Creating America A History of the United States - Beginning through World War I, Gr. 8. All textbooks are in English. All students are provided an individual textook or instructional materials as determined by verification of Aeries Database - 2014. All textbooks are state-adopted and standards-based.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The first Main Street School in Soledad was built on the corner of the property of Main Street in 1908. In 1953 the current building was constructed with 7 portables added in 1999. Main Street has 36 available classrooms, housing our enrolled students. Other classrooms are being used by Monterey County Office of Education (MCOE) for a special education class, preschool, district psychologist and speech therapist, and PE changing rooms. The school includes a gymnasium/multi-purpose room/cafeteria, library, two computer labs, science lab, student services office, student store, health aide office, counseling office, preschool, faculty lounge, athletic fields, and an administrative office building. Although Main Street is an older facility, it has been well maintained and is a safe, clean, and adequate school facility.

Williams Lawsuit visit date took place on 9/11/14. The FIT inspection took place on 8/6/14.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/6/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	No findings.
Interior: Interior Surfaces	[X]	[]	[]	No findings.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No findings.
Electrical: Electrical	[X]	[]	[]	No findings.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No findings.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No findings.
Structural: Structural Damage, Roofs	[X]	[]	[]	No findings.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	No findings.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	61	63	64	50	52	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	64
Male	59
Female	69
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	63
English Learners	31
Students with Disabilities	52
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	35	38	38	38	42	43	54	56	55
Mathematics	39	46	45	40	44	45	49	50	50
History-Social Science	29	29	30	28	30	34	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	3	3
Similar Schools	3	4	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	25	26	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	28	-8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	25	21	1
English Learners	4	-13	10
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.0	37.4	32.9

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

There are many opportunities for parents to be involved at Main Street Middle School.

School Site Council (SSC) is a group composed of parents, teachers, instructional aides, clerical staff, administration, and students who meet on a monthly basis to support and advise the school personnel. The School Site Council writes and oversees the School Site Plan.

English Learner Advisory Committee (ELAC) is another parent involvement opportunity. This committee meets monthly to discuss issues surrounding our English Language Learners (ELL) and is open to all parents.

Parents are encouraged to visit and/or volunteer at Main Street Middle School. We also have Parent Orientation Nights, College Information Night, Band Concerts, Parent-Teacher Conferences, Award Assemblies, Honor Roll Assemblies, and Open House which parents are invited and encouraged to attend.

We send progress reports and report cards home every five weeks, have 24/7 Online grade access, and parents are invited to contact the school with questions or concerns at any time.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	17.2	13.2	9.9	10.1	7.4	3.8	5.7	5.1	4.4
Expulsions	0.0	0.3	0.0	0.0	0.2	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Our safety plan was created, approved, and implemented according to local, state, and federal guidelines and is reviewed yearly as required. We also complete required safety drills such as fire drills, bus drills, earthquake, and active shooter drills.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	10	11	7	27	8	10	8	26	7	11	10
Mathematics	28.7	5	7	12	26	7	14	6	26	8	11	10
Science	29.9	3	12	9	31	2	10	12	32	1	12	13
Social Science	28.6	2	17	4	30	3	9	11	31	2	10	12

Note: 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	677
Counselor (Social/Behavioral or Career Development)	0.4	---
Library Media Teacher (Librarian)	0.125	---
Library Media Services Staff (Paraprofessional)	0.69	---
Psychologist	0.33	---
Social Worker	0	---
Nurse	0.125	---
Speech/Language/Hearing Specialist	0.58	---
Resource Specialist	0.33	---
Other	1	---

Note: Cells with "----" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,257.95	1,071.24	4,186.71	\$62,312.37
District	---	---	5,248.94	\$63,059
Percent Difference: School Site and District	---	---	-20.2	-1.2
State	---	---	\$8,448	\$69,435
Percent Difference: School Site and State	---	---	-50.4	-10.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

The following types of services are provided to Main Street Middle School students from categorical funding:

- After School Tutoring and Support
- School Library
- Special Education
- Migrant Education
- Schoolwide Title I
- Economic Impact Aid
- Comprehensive School Support
- Title III
- Title II Teacher Training /BTSA Services
- Monterey County Office of Education
- ASES and After School Program
- Homeless Services
- Academic Counseling

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,047	\$38,920
Mid-Range Teacher Salary	\$62,366	\$59,803
Highest Teacher Salary	\$90,568	\$78,096
Average Principal Salary (Elementary)	\$91,008	\$95,836
Average Principal Salary (Middle)	\$99,965	\$99,849
Average Principal Salary (High)	\$101,579	\$107,599
Superintendent Salary	\$130,000	\$151,912
Percent of Budget for Teacher Salaries	39	37
Percent of Budget for Administrative Salaries	5	6

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

Professional Development

Quality professional development is readily available to all staff members. For those completing their credential or who are new to teaching, the BTSA program is fully established in our district. In addition all new teachers receive specialized training in their content area and classroom management within their department. Other teachers attend ongoing training of their choice as well as school-wide training. A State approved PAR program is available for those teachers needing more intensive development.