

# Main Street Middle School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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.

#### 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 This School

#### Contact Information (School Year 2016-17)

School Contact Information	
<b>School Name</b>	Main Street Middle School
<b>Street</b>	441 Main Street
<b>City, State, Zip</b>	Soledad, CA 93960
<b>Phone Number</b>	831.678.6460
<b>Principal</b>	Ms. Jessica Swift
<b>E-mail Address</b>	jswift@soledad.k12.ca.us
<b>Web Site</b>	<a href="http://www.mainstreettrojans.com">www.mainstreettrojans.com</a>
<b>CDS Code</b>	27 75440 6026678

District Contact Information	
District Name	Soledad Unified
Phone Number	831.678.3987
Superintendent	Mr. Jorge Guzman
E-mail Address	jzguzman@soledad.k12.ca.us
Web Site	www.soledadusd.org

### School Description and Mission Statement (School Year 2016-17)

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 108 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: to engage, inspire, and prepare our student to be 21st century competitive. Our school programs and goals consist of the following:

- Interdisciplinary Teams
- Learning Center
- Build and Maintain a Cohesive Team
- PBIS/Progressive Discipline/Restorative Justice
- 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 2015-16)

Grade Level	Number of Students
Grade 7	334
Grade 8	389
Total Enrollment	723

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	1.1
Filipino	1
Hispanic or Latino	94.9
Native Hawaiian or Pacific Islander	0.4
White	1.7
Two or More Races	0
Socioeconomically Disadvantaged	86.9
English Learners	27.7
Students with Disabilities	12.7
Foster Youth	0.7

**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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	24	185
Without Full Credential	2	6	6	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	2	0	1

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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	69.9	30.2
<b>All Schools in District</b>	78.1	21.9
<b>High-Poverty Schools in District</b>	78.1	21.9
<b>Low-Poverty Schools in District</b>	0.0	0.0

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 2016-17)**

**Year and month in which data were collected:** June 2016

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 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016 - Houghton Mifflin CA Collections with ELD. All students are provided an individual textbook or digital textbook. Hard copies are determined by verification of Aeries Database - 2016 All textbooks are state-adopted and standards-based.	Yes	0%
<b>Mathematics</b>	2016 - Houghton Mifflin CA Go Mathmaterial is in English. Math Intervention is Houghton Technology/Riverdeep, Destination Math California Intervention (2008) for Grade 7. Students are provided an individual textbook or digital textbook. The hard copies are determined by verification of Aeries Database - 2016. All textbooks are state-adopted and standards-based.	Yes	0%
<b>Science</b>	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 textbook or instructional materials as determined by verification of Aeries Database - 2016. All textbooks are state-adopted and standards-based.	Yes	0%
<b>History-Social Science</b>	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 - 2015. All textbooks are state-adopted and standards-based.	Yes	0%
<b>Foreign Language</b>	2016- McGraw-Hill Buen Viaje Level 1 Spanish. All students are provided an individual textbook. Hard copies are determined by verification of Aeries Database - 2016 All textbooks are state-adopted and standards-based.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

#### 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 9/09/16. The FIT inspection took place on 7/18/16.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/09/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No findings.
<b>Interior:</b> Interior Surfaces		X		Rm. 17- Paint damage around windows and doors- Repainted sections on 9/1/16. Rooms: 21, 22, 23- Paint peeling - Repainted sections on 9/3/16. Rm. 20- Baseboard missing at door - Repaired baseboard on 9/3/16. Rm. 21- Holes in wall, hole in wall near back door. - Patched holes on 9/3/16. Rooms: 23, 36- Holes in wall - Repaired holes on 9/3/16. Rm. 14 - Ceiling tile missing - Replaced tile on 9/2/16. Rm. 25- Wall covering coming off - Repaired wall cover on 9/1/16. Rm. 33- Light lens broken - Installed new lens on 9/6/16. Rm. 34- Wall covering coming off at window - Patched section on 9/3/16.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No findings.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/09/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical			X	Boys RR by Rm. 10, Rm. 19- Missing lens - Installed new lens on 8/31/16. Rooms: 3, 5, 8, 9,15, 19, 22, 25, 27, Library and Boy's RR by Rm. 10 - Light(s) out, broken. Replaced ballasts on 8/31/16, 9/6/16 and 9/7/16. Rooms 11 and 26 - GFI not working or broken - New GFI's installed on 8/31/16 (Rm. 11) and 9/6/16 (Rm. 26). Room 18- Broken duplex missing cover - Replaced cover on 8/31/16.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			See under interior section. Overall, restrooms, sinks and fountains were clean and operating other than replacing a toilet and flooring in restroom near rooms 1-7. Near Rm. 9 - Toilet does not flush. Replaced handle on 8/29/16. Boy's RR near Staff Rm. - Sink handle broken - installed new faucet on 9/2/16. Rm. 22 - Sink and fountain missing handles- installed new faucet and fountain handle on 9/2/16. Boy's RR by RM. 28 - Sink handle broken - Installed new faucet on 9/3/16. Band Rm. - Sick faucet loose - Tightened faucet on 9/3/16.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Boys restroom by Rms. 1-7 - Floor decay due to leaking toilets. New toilets were installed after flooring as replaced on 7/27/15.
<b>Structural:</b> Structural Damage, Roofs	X			Rm. 18- Water stained ceiling tile - Replaced tiles on 9/9/16.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rooms 15 & 30- Door rubbing on bottom - Hinges were adjusted on 9/9/16. Rm. 20 - Damaged curtains - Work order 2321 - pending order Most of the outside is under construction for the new middle school

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/09/2016				
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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	24	28	32	44	48
Mathematics	13	12	19	20	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	338	332	98.2	27.1
	8	386	383	99.2	22.0
Male	7	185	180	97.3	19.4
	8	202	201	99.5	13.5
Female	7	153	152	99.3	36.2
	8	184	182	98.9	31.3
Hispanic or Latino	7	319	314	98.4	25.8
	8	371	368	99.2	21.3
Socioeconomically Disadvantaged	7	304	298	98.0	25.5
	8	354	352	99.4	22.2
English Learners	7	88	85	96.6	2.4
	8	73	72	98.6	
Students with Disabilities	7	55	52	94.5	1.9
	8	36	34	94.4	
Students Receiving Migrant Education Services	8	15	14	93.3	14.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	338	332	98.2	11.1
	8	338	332	98.2	11.1
Male	7	185	180	97.3	9.4
	8	185	180	97.3	9.4
Female	7	153	152	99.3	13.2
	8	153	152	99.3	13.2
Hispanic or Latino	7	319	314	98.4	10.5
	8	319	314	98.4	10.5
Socioeconomically Disadvantaged	7	304	298	98.0	9.7
	8	304	298	98.0	9.7
English Learners	7	88	85	96.6	
	8	88	85	96.6	
Students with Disabilities	7	55	52	94.5	1.9
	8	55	52	94.5	1.9

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64	45	34	48	41	32	60	56	54

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.



**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	383	381	99.5	34.1
Male	202	202	100.0	31.2
Female	181	179	98.9	37.4
Hispanic or Latino	368	366	99.5	34.2
Socioeconomically Disadvantaged	353	351	99.4	33.3
English Learners	71	71	100.0	5.6
Students with Disabilities	33	33	100.0	3.0
Students Receiving Migrant Education Services	15	14	93.3	14.3

Note: 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.

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.

**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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	29.8	27.9	23

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 (School Year 2016-17)**

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.

We use a variety of methods to communicate with parents: Twitter (@MSMS\_trojans), our website ([www.mainstreettrojans.com](http://www.mainstreettrojans.com)), Facebook Main Street Middle School, as well as an automated all call system.

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	9.9	7.9	8.2	3.8	3.2	3.9	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

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. Access to the full plan can be found on the Main Street Website [www.mainstreettrojans.com](http://www.mainstreettrojans.com). The plan was approved by SSC on November 28th and board approved on Dec. 14th.

## 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.

### Federal Intervention Program (School Year 2016-17)

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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+
<b>English</b>	26	7	11	10	29	5	13	18	29	5	13	18
<b>Mathematics</b>	26	8	11	10	32	1	11	18	32	1	11	18
<b>Science</b>	32	1	12	13	31	2	11	15	31	2	11	15
<b>Social Science</b>	31	2	10	12	34		5	17	34		5	17

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 2015-16)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	2	356
<b>Counselor (Social/Behavioral or Career Development)</b>	1	N/A
<b>Library Media Teacher (Librarian)</b>	1	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0.33	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	1	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>	0	N/A
<b>Other</b>	0	N/A

Note: Cells with N/A values 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 2014-15)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	\$5,101	\$712	\$4388	\$65,900
<b>District</b>	N/A	N/A	\$9,536	\$65,900
<b>Percent Difference: School Site and District</b>	N/A	N/A	-54.0	0.0
<b>State</b>	N/A	N/A	\$9,794	\$74,090
<b>Percent Difference: School Site and State</b>	N/A	N/A	-55.2	-11.1

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

**Types of Services Funded (Fiscal Year 2015-16)**

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  
 Professional Development  
 LCAP

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,604	\$42,063
Mid-Range Teacher Salary	\$66,158	\$64,823
Highest Teacher Salary	\$96,075	\$84,821
Average Principal Salary (Elementary)	\$99,790	\$101,849
Average Principal Salary (Middle)	\$96,020	\$107,678
Average Principal Salary (High)	\$125,049	\$115,589
Superintendent Salary	\$180,000	\$169,152
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	6%	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 (Most Recent Three Years)**

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. MSMS also has it's own new teacher academy that is in-line with the training from the district as well as the specific needs of the site. We have PLC/staff meetings 4 times a month on early release days and all departments share a common prep in order to collaborate. The district has a focus on Fisher/Frey and Rigorous Reading, along with John Hattie and Visible learning. Admin teams are working together on district wide instructional rounds. PBIS training for Tier 1 and Tier 2 is also a district and site focus for PD.