Main Street Middle School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (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	Ms. Jessica Swift
E-mail Address	jswift@soledad.k12.ca.us
Web Site	www.mainstreettrojans.com
Grades Served	7-8
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 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: 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/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 2014-15)

Grade Level	Number of Students
Grade 7	379
Grade 8	382
Total Enrollment	761

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.5
Hispanic or Latino	96.2
Native Hawaiian or Pacific Islander	0.1
White	1.3
Two or More Races	0.3
Socioeconomically Disadvantaged	93.8
English Learners	25.9
Students with Disabilities	11.2
Foster Youth	0.3

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
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	30	24	24	181
Without Full Credential	0	2	6	34
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	1	1	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.4	8.6
All Schools in District	92.4	7.6
High-Poverty Schools in District	92.4	7.6
Low-Poverty Schools in District	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 2015-16)

Year and month in which data were collected: June 2015

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 2015.

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 - 2015 All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2015-16 - Math 7and Math 8 are piloting MathLinks for Math 7 and Math 8. All instructional material is 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 - 2015. 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 - 2015. 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 - 2015. 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 9/10/15. The FIT inspection took place on 7/15/15.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/15/15				
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		Boy's RR by Rms. 1-7 - Smell due to decay - Toilets removed & new floor tile installed and new toilets installed on 7/27/15 .
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No findings.
Electrical: Electrical	X			No findings.
Restrooms/Fountains: 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.
Safety: 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.
Structural: Structural Damage, Roofs	X			No findings.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Large hole at back play field/track due to main irrigation leak. Main water line repaired and hole back filled on 7/10/15. Vending machine in quad are has electrical face broken.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 7/15/15				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	27	28	44
Mathematics	13	19	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	383	375	97.9	45	31	21	2
	8	383	374	97.7	38	32	27	3
Male	7		195	50.9	54	30	15	1
	8		194	50.7	43	27	29	1
Female	7		180	47.0	34	33	28	3
	8		180	47.0	32	38	24	6
Black or African American	7		3	0.8	--	--	--	--
	8		1	0.3	--	--	--	--
American Indian or Alaska Native	7		1	0.3	--	--	--	--
	8		2	0.5	--	--	--	--
Asian	7		2	0.5	--	--	--	--
	8		2	0.5	--	--	--	--
Filipino	7		3	0.8	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	7		362	94.5	45	31	22	2
	8		359	93.7	37	33	26	3
Native Hawaiian or Pacific Islander	7		1	0.3	--	--	--	--
White	7		3	0.8	--	--	--	--
	8		7	1.8	--	--	--	--
Two or More Races	8		2	0.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	7		351	91.6	45	32	21	2
	8		340	88.8	39	33	25	2
English Learners	7		86	22.5	87	10	1	0
	8		100	26.1	83	15	2	0
Students with Disabilities	7		33	8.6	91	9	0	0
	8		41	10.7	88	10	2	0
Students Receiving Migrant Education Services	7		2	0.5	--	--	--	--
	8		6	1.6	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	383	380	99.2	56	35	7	3
	8	383	377	98.4	58	25	12	5
Male	7		199	52.0	57	35	7	1
	8		196	51.2	60	23	12	6
Female	7		181	47.3	54	35	7	5
	8		181	47.3	57	27	12	5
Black or African American	7		3	0.8	--	--	--	--
	8		1	0.3	--	--	--	--
American Indian or Alaska Native	7		1	0.3	--	--	--	--
	8		2	0.5	--	--	--	--
Asian	7		2	0.5	--	--	--	--
	8		2	0.5	--	--	--	--
Filipino	7		3	0.8	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	7		366	95.6	55	36	6	3
	8		362	94.5	59	25	11	5
Native Hawaiian or Pacific Islander	7		1	0.3	--	--	--	--
White	7		4	1.0	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		7	1.8	--	--	--	--
Two or More Races	8		2	0.5	--	--	--	--
Socioeconomically Disadvantaged	7		356	93.0	56	35	6	3
	8		343	89.6	61	23	11	4
English Learners	7		89	23.2	91	9	0	0
	8		103	26.9	92	8	0	0
Students with Disabilities	7		33	8.6	94	6	0	0
	8		41	10.7	100	0	0	0
Students Receiving Migrant Education Services	7		4	1.0	--	--	--	--
	8		6	1.6	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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 | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	62	64	45	51	48	41	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	41
All Students at the School	45
Male	47
Female	44
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	46
White	--
Two or More Races	--
Socioeconomically Disadvantaged	2
English Learners	12
Students with Disabilities	42
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	16.70	33.90	40.10

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.

We use a variety of methods to communicate with parents: Twitter (@MSMS_trojans), our website (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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	13.22	9.86	7.88	7.45	3.81	3.18	5.07	4.36	3.80
Expulsions	0.27	0.00	0.00	0.16	0.02	0.00	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	27	8	10	8	26	7	11	10	29	5	13	18
Mathematics	26	7	14	6	26	8	11	10	32	1	11	18
Science	31	2	10	12	32	1	12	13	31	2	11	15
Social Science	30	3	9	11	31	2	10	12	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 2014-15)

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	N/A
Library Media Teacher (Librarian)	0.125	N/A
Library Media Services Staff (Paraprofessional)	0.69	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.125	N/A
Speech/Language/Hearing Specialist	0.58	N/A
Resource Specialist	0.33	N/A
Other	1	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,447.32	2,462.53	2,984.79	$61,796
District	N/A	N/A	4,882.54	$65,288
Percent Difference: School Site and District	N/A	N/A	-38.9	-5.3
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	-44.2	-5.3

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

Types of Services Funded (Fiscal Year 2014-15)

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,729	$40,379
Mid-Range Teacher Salary	$64,861	$62,323
Highest Teacher Salary	$94,191	$81,127
Average Principal Salary (Elementary)	$94,648	$99,192
Average Principal Salary (Middle)	$103,963	$91,287
Average Principal Salary (High)	$105,642	$112,088
Superintendent Salary	$150,000	$159,821
Percent of Budget for Teacher Salaries	35%	36%
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 (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.