

Main Street Middle School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

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
CDS Code	27 75440 6026678

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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 105 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.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 6th Grade Parent Night, 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 also offer several classes for adults, in collaboration with the Soledad Adult School and ROP Program.

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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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
Science	58	60	62	45	49	52	57	60	59
History-Social Science	29	29	30	28	30	34	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	45	52	34
All Student at the School	38	45	63	30
Male	32	41	64	30
Female	44	49	61	31
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	37	44	62	29
Native Hawaiian/Pacific Islander				
White	65	59		
Two or More Races				
Socioeconomically Disadvantaged	36	44	61	28
English Learners	5	18	26	4
Students with Disabilities	16	16	67	5
Students Receiving Migrant Education Services	29	50	36	15

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.1	27.7	42.6

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	2	3
Similar Schools	3	3	4

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	0
English Learners	4	-13	32
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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	666	737	3,437	748	4,655,989	790
Black or African American	1		11	742	296,463	708
American Indian or Alaska Native	3		8		30,394	743
Asian	3		25	705	406,527	906
Filipino	8		38	916	121,054	867
Hispanic or Latino	630	734	3,255	745	2,438,951	744
Native Hawaiian/Pacific Islander	1		4		25,351	774
White	17	844	83	805	1,200,127	853
Two or More Races	3		13	726	125,025	824
Socioeconomically Disadvantaged	625	732	3,155	744	2,774,640	743
English Learners	347	681	2,008	716	1,482,316	721
Students with Disabilities	77	498	397	561	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	55.6

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	370
Grade 8	335
Total Enrollment	705

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4	White	2.4
American Indian or Alaska Native	0.4	Two or More Races	0.3
Asian	0.4	Socioeconomically Disadvantaged	94.3
Filipino	1.1	English Learners	54.5
Hispanic or Latino	94.8	Students with Disabilities	11.2
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	29.3	5	6	12	25	10	11	7	27	8	10	8
Mathematics	30.9	3	7	12	28.7	5	7	12	26	7	14	6
Science	29.9	2	15	8	29.9	3	12	9	31	2	10	12
Social Science	29.3	3	14	6	28.6	2	17	4	30	3	9	11

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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, earthquake, and active shooter drills.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	42.59	17.00	23.12	10.48	12	11.63
Expulsions	0	1.00	.43	0.13	1.00	.17

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 5 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, ROP and adult school classes, 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 9/12/13. The FIT inspection took place on 7/29/13.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: July 29, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	CR 13 Needs new thermostat replaced 10/13/13
Interior: Interior Surfaces	[X]	[]	[]	CR 2 Base board torn replaced 9/13/13 CR 6, 15, 18, 20, 21, 30, 31, 32, 36 Stains on ceiling tiles inspected/repaired 10/13/13
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	CR 1,2 - lights out replaced 9/13/13 CR 2, 8, 15, 19 book room, 22, 25, 27, 29 Nurse, 37, and Library computer lab Light tubes out replaced 9/13/13 CR 31 Microwave removed 10/13/13
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	CR 21,22 Drinking fountain non-op repaired 10/13/13
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	CR31 - Microwave in classroom - Removed 10/13
Structural: Structural Damage, Roofs	[X]	[]	[]	CR30,31,32,36 - Stains on ceiling tiles - Replaced on 10/13
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Track and PE field has numerous holes that will be covered repairs on-going through 6/14. Baseball-Soccer field has several holes that will be covered repairs on-going through 6/14.

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	29	28	30	212
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	1
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.3	1.7
High-Poverty Schools in District	98.3	1.7
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 9, 2013

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 2013.

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 - 2013 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 8 Common Core (2013-14), 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 - 2013. 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 - 2013. 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 - 2013. All textbooks are state-adopted and standards-based.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,017	2,938	4,080	\$67,421
District	---	---	4,150	\$60,272
Percent Difference: School Site and District	---	---	-2%	12%
State	---	---	\$8,543	\$67,530
Percent Difference: School Site and State	---	---	NA	0%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 /B TSA Services
- Monterey County Office of Education
- ASES and After School Program
- Homeless Services
- Academic Counseling

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,578
Mid-Range Teacher Salary	\$60,366	\$59,799
Highest Teacher Salary	\$88,134	\$78,044
Average Principal Salary (Elementary)	\$91,008	\$95,442
Average Principal Salary (Middle)	\$99,965	\$98,080
Average Principal Salary (High)	\$101,579	\$106,787
Superintendent Salary	\$130,000	\$150,595
Percent of Budget for Teacher Salaries	38.1%	37.1%
Percent of Budget for Administrative Salaries	4.8%	5.9%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.