

Main Street Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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	Eric Olsen
E-mail Address	eolsen@soledad.k12.ca.us
Web Site	www.mainstreettrojans.com
CDS Code	27 75440 6026678

District Contact Information	
District Name	Soledad Unified
Phone Number	831.678.3987
Superintendent	Timothy J. Vanoli
E-mail Address	tvanoli@soledad.k12.ca.us
Web Site	www.soledadusd.org

School Description and Mission Statement (School Year 2017-18)

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 109 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:

- LCAP/Action Plan
- Shared Leadership building trust and positive school culture
- Renewing our Professional Learning Communities
- Interdisciplinary (committees) Teams
- Learning Center
- PBIS/Progressive Discipline/Restorative Justice
- HMH Curriculum Coaching on the new Math and English Adoption
- Gradual Release of Responsibility with Fisher/Frey
- Writing Project

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	379
Grade 8	333
Total Enrollment	712

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	1
Filipino	1.4
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	0.1
White	1.7
Two or More Races	0.4
Socioeconomically Disadvantaged	92.1
English Learners	27.5
Students with Disabilities	14.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	24	25	198
Without Full Credential	6	6	5	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	4	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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
Reading/Language Arts	2016 - Houghton Mifflin CA Collections with ELD. Intervention is 2017 Houghton Mifflin Hartcourt Read 180 CA Universal ELA/ELD for Grades 7-8. All students are provided an individual textbook or digital textbook. Hard copies are determined by verification of Aeries Database - June 2017. All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	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 - June 2017. 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 textbook or instructional materials as determined by verification of Aeries Database - 2017. 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 - 2017. All textbooks are state-adopted and standards-based.	Yes	0%
Foreign Language	2016- McGraw-Hill Buen Viaje Level 1 Spanish. All students are provided an individual textbook. Hard copies are determined by verification of Aeries Database - 2017. All textbooks are state-adopted and standards-based.	Yes	0%
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 classroom are PE changing rooms. The school includes a gymnasium/multi-purpose room/cafeteria, library, science lab, student services office, student PBIS incentive room, 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 9/08/17. The FIT inspection took place on 9/08/17.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/14/17				
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		Band Room: Laminate Trim is missing on Counter :Repaired 7/20/17 Rm 4, 14: CEILING TILES ARE LOOSE :Repaired 7/12/17 Girls Restroom: SCREENS ON VENT ARE TORN AT SKYLIGHT: Repaired 7/13/17 Rm 9, 20, 21, 14, 27, 32, 36: WATER STAIN CEILING TILES : Work Order Rm 16, 15, 14 : Ceiling tile is Damaged : Repaired 7/12/17 Rm 37: HOLE IN WALL/ LIGHT DIFFUSER IS LOOSE : Repaired 7/12/17
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No findings.
Electrical: Electrical	X			Rm 18: OUTLET COVER IS MISSING ON WALL/ EXPOSED WIRES :Repaired 8/22/17 Rm 30: Water stain in light diffuser : Repaired 11/28/17 Rm 37: HOLE IN WALL/ LIGHT DIFFUSER IS LOOSE Repaired 7/12/17
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Band Room: Sink is backed up: Repaired 6/22/17

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 4/14/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials		X		Kitchen: PAINT IS CHIPPING ON DOOR :Work Order Rm: 4,3,9, 18, 10, locker room : PAINT IS CHIPPING ON DOOR FRAME AND WALL :Work Order Boy RR: Paint is chipping/Tiles are broken at toilet : Work Order Girls RR: Paint is chipping on Floor: Work Order Rm 7: Paint is chipping on wall at Fridge: Work Order Rm 22: Paint is chipping on wall at entry: Work Order Rm 20, 19, 16, 15, 14, 12, 11 28: Paint is chipping on door frame: Work Order Rm 32: Paint is chipping on door and railing: Work Order Rm 35: Paint is chipping on railing and down spout: Work Order Rm 38: Paint is chipping on railing: Work Order
Structural: Structural Damage, Roofs	X			Student Store: Hole in siding: Repaired 7/13/17 Rm 13: Eave is cracked/water leaking onto walkway: 7/25/17 Rm 29: Down Spout is not connected: 7/12/17 Rm 33, 35: Down spout is leaking at seam: 7/12/17 Rm 34: Weeds in gutter: Work Order
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kitchen: Hole in kitchen door: Repaired 7/20/17 Rm 6, 16: Door will not close properly: Repaired 8/28/17, 7/12/17 Rm 36, 37, 38: Trip hazard at ramp entry: Repaired 7/7/17, 7/12/17 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: 4/14/17				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	24	23	32	32	48	48
Mathematics (grades 3-8 and 11)	12	12	20	18	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	720	714	99.17	22.55
Male	379	373	98.42	17.96
Female	341	341	100	27.57
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100	58.33
Hispanic or Latino	683	677	99.12	21.12
White	12	12	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	655	649	99.08	20.8
English Learners	362	358	98.9	7.82
Students with Disabilities	99	95	95.96	2.11
Students Receiving Migrant Education Services	14	14	100	7.14
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	720	712	98.89	11.52
Male	379	372	98.15	10.75
Female	341	340	99.71	12.35
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100	41.67
Hispanic or Latino	683	675	98.83	10.37
White	12	12	100	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	655	647	98.78	10.36
English Learners	362	356	98.34	2.81
Students with Disabilities	99	93	93.94	0
Students Receiving Migrant Education Services	14	14	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45	34	41	32	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.6	38.7	33.4

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 State priority: Parental Involvement (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 2017-18)

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.

All parents are invited to attend four meetings with the Principal called "Coffee with the Principal". This informal meeting is designed for parents to give and receive information about issues relating to Main Street.

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, weekly call from Principal, as well as an automated all call system.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.9	8.2	8.2	3.2	3.9	4.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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. The plan was approved by SSC on October 9th and board approved on Oct. 11th.

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 2017-18)

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	2014-15				2015-16				2016-17			
	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	5	13	18	26	11	22	6	25	12	24	2
Mathematics	32	1	11	18	12	2			13	2		
Science	31	2	11	15	28	4	18	9	29	4	18	7
Social Science	34		5	17	28	3	21	1	28	2	20	2

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	356
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.125	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,449.00	\$1,161.00	\$5,288.00	\$65,000
District	N/A	N/A	\$10,495.00	\$67,532
Percent Difference: School Site and District	N/A	N/A	-49.6	-3.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-19.6	-6.7

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

Types of Services Funded (Fiscal Year 2016-17)

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
- Professional Development
- LCAP

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,942	\$44,144
Mid-Range Teacher Salary	\$68,143	\$69,119
Highest Teacher Salary	\$98,957	\$86,005
Average Principal Salary (Elementary)	\$101,348	\$106,785
Average Principal Salary (Middle)	\$106,971	\$111,569
Average Principal Salary (High)	\$130,051	\$121,395
Superintendent Salary	\$187,200	\$178,104
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	7%	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.