

Main Street Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Main Street Middle School |
| Street | 441 Main Street |
| City, State, Zip | Soledad, CA 93960 |
| Phone Number | 831.678.6460 |
| Principal | Lois M. Peterson, Ed.D. |
| Email Address | lpeterson@soledad.k12.ca.us |
| Website | http://mainst.soledadusd.org/ |
| County-District-School (CDS) Code | 27 75440 6026678 |

| Entity | Contact Information |
|----------------|---------------------------|
| District Name | Soledad Unified |
| Phone Number | 831.678.3987 |
| Superintendent | Timothy J. Vanoli |
| Email Address | tvanoli@soledad.k12.ca.us |
| Website | www.soledadusd.org |

School Description and Mission Statement (School Year 2019-20)

The mission statement: Main Street Middle School students, staff, and parents collaborate to educate, inspire, and produce lifelong learners, who exhibit personal integrity, are equipped with technological proficiency, and are offered equal opportunities to succeed and become productive citizens.

The vision statement: Main Street Middle School seeks to inspire and teach every student to be a lifelong learner that demonstrates the integrity, knowledge, skills, and values needed to be a productive citizen.

Our school programs and goals consist of the following:

- LCAP/Action Plan
- Professional Learning Communities
- Positive Behavior Intervention Systems (PBIS)
- Constructing Meaning, EL Achieve
- Read 180
- Co-Teaching in Math, Science and Social Studies
- Social Studies Adoption; Pearson California World History and California American History
- Learning Center
- Resource Support
- Content Objectives, Language Objectives, and Social Objectives (COLOSO)
- Multi-Tier System of Support (MTSS)
- Math, Engineering, Science Achievement (MESA)
- Sun Street Centers
- Monterey County Behavioral Health Services
- Girls INC
- School Resource Officer

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 397 |
| Grade 8 | 398 |
| Total Enrollment | 795 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.4 |
| American Indian or Alaska Native | 0.1 |
| Asian | 1 |
| Filipino | 0.6 |
| Hispanic or Latino | 95.5 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 2.1 |
| Socioeconomically Disadvantaged | 92.8 |
| English Learners | 17.6 |
| Students with Disabilities | 14.5 |
| Foster Youth | 0.1 |
| Homeless | 4 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 25 | 33 | 30 | 206 |
| Without Full Credential | 5 | 3 | 5 | 18 |
| Teaching Outside Subject Area of Competence (with full credential) | 4 | 1 | 3 | 7 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: June 2019

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 2019.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent 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 2019. All textbooks are state-adopted and standards-based. | Yes | 0 |
| Mathematics | 2016 - Houghton Mifflin CA Go Math Middle School for Grades 7-8 in English. Math Intervention is Houghton Technology/Riverdeep, 2008 Destination Math California Intervention for Grades 7-8. Students are provided an individual textbook or digital textbook. The hard copies are determined by verification of Aeries Database - June 2019. All textbooks are state-adopted and standards-based. | Yes | 0 |
| Science | 2008 - Glencoe/McGraw-Hill Focus on Life Science for Grade 7 and Focus on Physical Science for Grade 8. All textbooks are in English. All students are provided an individual textbook or instructional materials as determined by verification of Aeries Database - 2019. All textbooks are state-adopted and standards-based. | Yes | 0 |
| History-Social Science | 2019 - Pearson California World History-Medieval & Early Modern Times for Grade 7 and California American History-Growth & Conflicts for Grade 8. All textbooks are in English. All students are provided an individual textbook or instructional materials as determined by verification of Aeries Database - 2019. All textbooks are state-adopted and standards-based. | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| 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 - 2019. 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. The old 1953 building was constructed with 7 portables added in 1999. 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. The new Middle School building had a grand opening in the Summer of 2019 and was open for students and staff the first day of the school year 2019-2020.

Williams Lawsuit visit date took place on 9/5/19. The FIT inspection took place on 9/12/19.

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

Year and month of the most recent FIT report: 9/12/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No Findings. |
| Interior: Interior Surfaces | Good | No Findings. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | No findings. |
| Electrical: Electrical | Good | No Findings. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | No findings. |
| Safety: Fire Safety, Hazardous Materials | Good | No Findings. |
| Structural: Structural Damage, Roofs | Good | No Findings. |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | No Findings. |
| Overall Rating | Exemplary | |

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 18 | 26 | 30 | 32 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 10 | 12 | 19 | 21 | 38 | 39 |

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 796 | 779 | 97.86 | 2.14 | 25.58 |
| Male | 433 | 424 | 97.92 | 2.08 | 21.99 |
| Female | 363 | 355 | 97.80 | 2.20 | 29.86 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 760 | 743 | 97.76 | 2.24 | 24.66 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 18 | 18 | 100.00 | 0.00 | 44.44 |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 737 | 721 | 97.83 | 2.17 | 24.44 |
| English Learners | 384 | 373 | 97.14 | 2.86 | 9.68 |
| Students with Disabilities | 117 | 112 | 95.73 | 4.27 | 5.36 |
| Students Receiving Migrant Education Services | 24 | 19 | 79.17 | 20.83 | 15.79 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 42 | 38 | 90.48 | 9.52 | 8.11 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 796 | 776 | 97.49 | 2.51 | 12.00 |
| Male | 433 | 423 | 97.69 | 2.31 | 11.14 |
| Female | 363 | 353 | 97.25 | 2.75 | 13.03 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 760 | 742 | 97.63 | 2.37 | 11.47 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 18 | 17 | 94.44 | 5.56 | 23.53 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 737 | 719 | 97.56 | 2.44 | 11.00 |
| English Learners | 384 | 375 | 97.66 | 2.34 | 3.21 |
| Students with Disabilities | 117 | 113 | 96.58 | 3.42 | 1.77 |
| Students Receiving Migrant Education Services | 24 | 23 | 95.83 | 4.17 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 42 | 37 | 88.10 | 11.90 | 2.70 |

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 Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 7 | 19.9 | 24.6 | 30.7 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 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 to discuss issues surrounding our English Language Learners (ELL) and is open to all parents.

All parents are invited to attend Parent Workshops. The Parent Workshops includes a multitude of topics to engage with parents. Topics have included deepening a broader base for parents understanding of the components of the California Dashboard, California Assessment of Student Performance and Progress (CASPP), Student Daily Planner, Academic Vocabulary Word of the Day, Calculating Grade Point Average and Positive Behavior Intervention Support System (PBIS), Other parent topics include AERIES Parent and Student Portal, Course Registration, Kahn Academy, Reading Inventory, Promotion Criteria, High School Graduation Requirements, CA Seal of Bi-literacy, and Field Trips (i.e. Hamilton Musical, MESA). Our school is invested in supporting our parents with the social and emotional development of adolescents which includes Strengthening Families, Human Trafficking Awareness, Anti-Bullying with Barbara Coloroso, Gateway Drugs for Parents, PIQE (Parent Involvement Quality Education) in Spanish and English as cohort groups, and Parent Life Skills for Addiction and Prevention.

Main Street Middle School is able to connect homeless and foster youth students and their parents to holiday resources such as the COPS Giving Tree sponsored by the Soledad Law Enforcement Foundation, which originated with the Soledad Police Department. The Angel Tree is organized by the Correctional Officers and other staff from the Salinas Valley Prison for high need families, and this Angel Tree Service includes nominating up to eight families from Main Street Middle School. The Soledad Auto Part store is a place established for Soledad parents to be referred for pick up gifts for ages 0 to 14 and these families can place the gifts under the Christmas tree at their home.

Parents are encouraged to visit and/or volunteer at Main Street Middle School. Other scheduled events include Parent Orientation Nights, College Information Night, Music Concerts, Parent-Teacher Conferences, Award Assemblies, Honor Roll Assemblies, and Open House.

Progress reports are mailed at the mid-term of each quarter and Report Cards are mailed at the end of each quarter. Parents and students have 24/7 Online grade and attendance access through AERIES. Each grade level has an assigned school counselor for academic and social/emotional support.

The School Messenger makes frequent calls and text messages to the homes of families providing updated information and events scheduled. Other methods to communicate with parents include Twitter (@MSMS_trojans), our website (<http://mainst.soledadusd.org/>), and Facebook Main Street Middle School.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 8.2 | 9.2 | 12.9 | 4.3 | 4.7 | 4.9 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

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 <http://mainst.soledadusd.org/> The plan was approved by SSC and the school board.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-----------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|---------------------|-------------------|
| | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 25 | 12 | 24 | 2 | 27 | 8 | 21 | 8 | 27 | 9 | 17 | 11 |
| Mathematics | 13 | 2 | | | 30 | 2 | 14 | 10 | 28 | 2 | 26 | |
| Science | 29 | 4 | 18 | 7 | 26 | 4 | 28 | 2 | 28 | 4 | 26 | 4 |
| Social Science | 28 | 2 | 20 | 2 | 27 | 1 | 25 | 2 | 30 | | 22 | 4 |

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|-----------------------------|-------|
| Academic Counselors* | 397.5 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|--|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |

| Title | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 2.0 |
| Other | 1.2 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,219.00 | \$911.00 | \$5,309.00 | \$64,670.00 |
| District | N/A | N/A | \$5,798.00 | \$70,294.00 |
| Percent Difference - School Site and District | N/A | N/A | -8.8 | -6.5 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | -29.2 | -9.9 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,033 | \$46,208 |
| Mid-Range Teacher Salary | \$71,244 | \$72,218 |
| Highest Teacher Salary | \$103,460 | \$92,742 |
| Average Principal Salary (Elementary) | \$113,743 | \$134,864 |
| Average Principal Salary (Middle) | \$108,967 | \$118,220 |
| Average Principal Salary (High) | \$139,985 | \$127,356 |
| Superintendent Salary | \$220,000 | \$186,823 |
| Percent of Budget for Teacher Salaries | 31% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | 6 |

Quality professional development is readily available to all staff members. For those completing their credential or who are new to teaching, the New Teacher Support 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.

Soledad Unified School District offered six days of extensive choice for teacher to attend professional development sessions in August, September, and January. There are three areas of focus for professional development at Main Street Middle School. These areas include Constructing Meaning, Professional Learning Communities, and Positive Behavior Intervention Support Systems (PBIS).

Main Street Middle School teachers have had three cohorts of teachers trained on Constructing Meaning, EL Achieve. Four cohorts of teachers have attended Professional Learning Communities (PLC) Institutes over the past two years with another cohort scheduled to attend at the end of the current school year. Two cohorts of teachers are scheduled to attend RtI Institutes during the second semester of the current school year. All teachers participated in professional development on PBIS with school-wide implementation of a revised PBIS matrix (Tiers I, II, and III) at the start of the 19-20 school year.

An 18 month implementation for professional development and support is in its initial stages for Constructing Meaning. A teacher on special assignment (EL TOSA) is on site for in-class coaching support for Constructing Meaning. Weekly PLC meetings are scheduled on early release Wednesdays with each department. All English Language Arts and Math teachers are engaged in professional development on Assessment Design, Implementation and Data Analysis. Monthly PBIS staff meetings are scheduled for ongoing professional development with Tiers II and III. Social Studies Department is fully embedded on the use of Illuminate for the common formative assessments as a part of year one implementation of a newly adopted social studies curriculum. The Professional Learning Network is taking the lead to shape the Multi-Tier Systems of Support (MTSS) with monthly sessions supported by Monterey County Office of Education and professional development to support school-wide implementation to include Universal Design for Learning. In Math, Social Studies, and Science year one implementation of co-teaching with general education and Special Education teachers, the teachers received one full day of training and ongoing scheduled quarterly visitations scheduled with an outside consultant by the District Special Education Department. All teachers have been introduced to Illuminate and Main Street is at varying degrees for stages of implementation and use of Illuminate to better inform instructional practices based on evidence of student work and productive struggle. A State approved PAR program is available for those teachers needing more intensive development in lesson or classroom management.