

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Pacific Grove Middle	<b>District Name</b>	Pacific Grove Unified
<b>Street</b>	835 Forest Ave.	<b>Phone Number</b>	831.646.6520
<b>City, State, Zip</b>	Pacific Grove, CA 93950-4837	<b>Web Site</b>	www.pgusd.org
<b>Phone Number</b>	831.646.6568	<b>Superintendent</b>	Patrick Perry
<b>Principal</b>	Matthew J. Bell	<b>E-mail Address</b>	pperry@pgusd.org
<b>E-mail Address</b>	mbell@pgusd.org	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of Pacific Grove Middle School is to provide a quality education experience that teachers our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

The staff of Pacific Grove Middle School pursues excellence in education by providing a progressive, standards-based program that challenges every student to be an independent thinker and responsible citizen and inspires a desire for lifelong learning.

In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and enhanced by fine arts, vocational and extra-curricular opportunities, and the use of current technology. We encourage our students to work to their highest potential and publicly recognize both their efforts and achievements.

Pacific Grove Middle School maintains a positive partnership with the parents of our students and the greater community by collaborating on numerous student-centered programs that model success through cooperation, communication, and enrichment of our environment for personal academic growth.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Pacific Grove Middle School has enjoyed a very active Parent-Teacher-Student-Association (PTSA). Parents volunteer around the school in a variety of ways: in the library during study hall, as a campus supervisor during lunch, in the office, during pride days, at school dances, for special projects like our gym and track projects, as a homeroom parent, graduation ceremonies, and myriad other ways. This group has done fundraising to help put on our lunch time clubs, pay for dances and the graduation celebration, pay for special projects, defray classroom expenses, put on Challenge Day, and other expenses. This past year, the PTSA has taken on a special project to raise funds for Phai Giron, a former PGMS student with cancer. All of their efforts have made PGMS a much richer place not only for the students, but for all who come through our doors.

In addition, there are other various groups and committees that parents and community members are encouraged to join. A non-exhaustive list of these groups include our Site Council, the safety committee, the graduation committee, the student-parent handbook committee, lunchtime supervision, and pride day groups.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	147
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	129	Ungraded Secondary	0
Grade 7	143	Total Enrollment	419

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.9	White (not Hispanic)	72.1
American Indian or Alaska Native	0.2	Multiple or No Response	0.7
Asian	10.7	Socioeconomically Disadvantaged	11.0
Filipino	1.9	English Learners	4.0
Hispanic or Latino	11.0	Students with Disabilities	9.0
Pacific Islander	1.4	---	---

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

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>English</b>	24.3	5	13	0	23.3	7	11	0	23.7	5	12	0
<b>Mathematics</b>	23.1	10	8	1	22.7	12	9	0	20.0	12	7	0
<b>Science</b>	25.9	3	15	0	24.7	6	12	0	26.2	3	13	0
<b>Social Science</b>	27.3	1	12	0	26.0	4	13	0	24.6	5	12	0

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

PGMS has a comprehensive safety plan that has been extensively reviewed over the past year. Monthly drills are held that include fire, earthquake, and intruder exercises. Most drills are not announced and often include blocked exits, missing students and/or adults, or smoke to test the procedures and make sure the staff and students are always alert. In addition, PGMS held a community disaster drill involving the local fire and police departments as well as various parents and community members acting parts of upset parents, concerned community members, press, etc., in order to more fully understand our preparedness.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Each student at Pacific Grove Middle School receives a planner which they use to track homework assignments, upcoming events, and correspondence between the teacher and parent. In addition, each student receives a Student-Parent handbook which has all of the school rules, bell schedule, calendar, recognition, activities, communication, and other vital information.

After school general study hall is available as is a math lab aimed specifically for helping students with their math homework. In addition, there is a mandatory study hall held for students deemed at risk for failing multiple classes. Teachers staff each of these programs.

Challenge day is a special program aimed at teaching tolerance to students as well as empathy and understanding. Approximately 100 students and staff participate during each Challenge Day. Challenge day is held once or twice a year.

Disciplinary strategies include regular classroom visits by administration to remind students regarding school rules and/or praise students for good behavior. Conflict resolution along with high visibility of the site administration has proven to be an effective tool in maintaining a safe and focused learning environment.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	120	72	28	145	136	101
<b>Expulsions</b>	2	1	0	3	2	0

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Pacific Grove Middle School is closely monitored for safety, cleanliness, and general repair. There are 3 FTE custodians, one during the day and two during the evening shift. The head custodian and the assistant principal have weekly walkabouts to inspect for hazards, neglected areas, and items that need attention. The reports generated are then used for the site staff to address or to generate work orders for the District staff to address. There are two grounds staff that are at PGMS for one half day a week and the district maintenance staff provide service as needed.

Needed repairs to the main building and outlying structures have been noted on a review done in 2002 by local architects in anticipation of passing local bond measures to address various district site needs. A district facility improvement plan was devised with several revisions thereafter. Heating and roofing repairs were done over the 2005-06 school year. Flooring repairs and subsequent asbestos abatement occurred this past summer. Windows and further floor repair along with asbestos abatement is still needed and slated to be addressed over the summer of 2007.

As noted above, the District facility improvement plan has noted areas that need to be addressed. The passage of Measure D in 2006 has allowed the District to move forward on the most pressing needs.

### School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other – N/A</b>			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	24	23	23	101
<b>Without Full Credential</b>	1	2	1	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	100.0	0.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Our district and school is fortunate to have an adequate number of experienced guest teachers.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Temporary and probationary certificated teachers are evaluated annually until they gain permanent status. Permanent certificated teachers are evaluated at least once every two years with the ability to gain an extra year before the next evaluation as laid out in the certificated bargaining contract. Informal and formal observations, goal setting, and summary evaluations are part of the evaluation process as outlined in the bargaining contract.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	838.0
Library Media Teacher (Librarian)	.8	---
Library Media Services Staff (paraprofessional)	.4	---
Psychologist	.4	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.4	---
Resource Specialist (non-teaching)		---
Other		---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	McDougal-Littell – <i>The Language of Literature 6, 7, 8</i>	0
Mathematics	McDougal-Littell – <i>Course 1, 2 Algebra 1</i>	0
Science	Glencoe – <i>Science Voyages 6, 7</i> , Prentice Hall - <i>Focus on Physical Science</i>	0
History-Social Science	Houghton-Mifflin – <i>A Message of Ancient Days Across the Centuries</i> Holt – <i>Call to Freedom</i>	0
Foreign Language	N/A	0
Health	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,179	\$991	\$5,188	\$75,716
District	---	---	\$2,183	\$65,891
Percent Difference - School Site and District	---	---	\$3,005	\$9,825
State	---	---	\$4,743	\$54,823
Percent Difference - School Site and State	---	---	\$445	\$20,893

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical Programs available to Pacific Grove Middle School:

Federal:

- Title II, professional development
- Title IV, drug abuse and violence prevention programs
- Special Education, ensures students with special needs are properly assessed and serviced with a program designed to meet their needs

State:

- English Language Learners – designed to develop English fluency
- Gifted and Talented Education – identifies gifted and talented students and provides for differentiated opportunities to meet that student's needs
- Tobacco Use Prevention Education – designed to educate students regarding the negative effects of tobacco
- School Improvement Program – a program to fund programs to improve student performance

Local:

- Measure A bond fund – passed in order to improve the physical structures in PGUSD
- Measure A parcel tax – passed in order to fund specified programs throughout the district
- Measure D bond fund – passed in order to improve the physical structures in PGUSD

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$35,208	\$36,796
<b>Mid-Range Teacher Salary</b>	\$62,290	\$54,062
<b>Highest Teacher Salary</b>	\$77,511	\$68,679
<b>Average Principal Salary (Elementary)</b>	\$103,617	\$103,617
<b>Average Principal Salary (Middle)</b>	\$100,268	\$100,268
<b>Average Principal Salary (High)</b>	\$103,925	\$103,925
<b>Superintendent Salary</b>	\$161,606	\$121,387
<b>Percent of Budget for Teacher Salaries</b>	44.6	40.2
<b>Percent of Budget for Administrative Salaries</b>	4.9	5.8

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	63	58	73	58	64	69	36	40	42
<b>Mathematics</b>	55	58	67	48	55	58	34	38	40
<b>Science</b>			53	56	56	55	25	27	35
<b>History-Social Science</b>	65	54	64	59	56	63	29	32	33



## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		
Asian	86	90	83	75
Filipino	*	*	*	*
Hispanic or Latino	51	48	52	57
Pacific Islander	*	*	*	*
White (Not Hispanic)	76	68	52	64
Male	68	65	54	64
Female	78	68	52	64
Economically Disadvantaged	49	47	43	48
English Learners	40	47	*	*
Students with Disabilities	22	25	18	24
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	68	62	72	70	65	71	43	41	42
Mathematics	74	67	76	71	70	75	51	52	53

## NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	83	92
Filipino	*	*
Hispanic or Latino	29	36
Pacific Islander	*	*
White (not Hispanic)	79	80
Male	66	74
Female	78	78
Economically Disadvantaged	45	45
English Learners	*	*
Students with Disabilities	50	33
Students Receiving Migrant Education Services		

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
7	38.2

## IX. Accountability

### Academic Performance Index

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

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide	9	9	9
Similar Schools	1	4	1

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	24	-8	48	858
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14	-7	48	865
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

PGMS did not participate in any intervention or awards programs during the 2005-06 school year.

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	No	No
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## X. School Completion and Postsecondary Preparation – Not Applicable

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Pacific Grove Middle School had a six period instructional program of 49 minutes per period. There is an additional 10 minutes added to the first period during which there is a video bulletin compiled by the video bulletin class that reads the bulletin and presents other important information. All sixth grade students participate in a core schedule that keeps them with the same teacher for English/Language Arts and social science and/or math and science. Most sixth grade students also have a separate PE class from the seventh and eighth grade students. Our special needs students, both Resource and Special Day Class students are primarily served through a push-in program. Instructional aides or special education teachers will go into the regular education classes that are the most impacted by special education students. There is also an emerging ELL program. All students are assessed using the CELDT annually to determine language proficiency.

Support services for students range from a mandatory study hall during the lunch time to general study halls held after school. Both programs are supported by the Site Council. The mandatory study hall is

reserved for students who have earned several failing grades. The support is limited to approximately 12 students and students are placed with the support of parents. Preliminary data shows that the program is effective in bringing up students' grades. Both a general study hall and a math lab are held as a voluntary program after school. Attendance varies and the Site Council reviews data from all three programs to make sure that the programs are as effective as possible.

The leadership team at Pacific Grove Middle School consists of representatives from each curricular department as well as from the classified staff. All staff members are welcome to come. The team meets the first Monday of each month and decides things such as course offerings, bell schedules, absence policy, and program effectiveness. The focus is collaboration in order to bring support from all affected by decisions made by the team. The team has representatives on the Site Council so information between the two groups is shared.

### **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Staff development is integral in the Pacific Grove Unified School District. Every Thursday is a shortened day for staff development. In addition, there are two district-designed staff development days during the year. This year's focus was on writing. In addition, the District has created a Curriculum Coordinator position to focus staff development throughout the district. This coordinator also helps Pacific Grove Middle School with early release Thursdays as well as many other functions.

### **Instructional Minutes**

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>6</b>	59,220	54,000
<b>7</b>	59,220	54,000
<b>8</b>	59,220	54,000

### **Minimum Days in School Year**

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Pacific Grove Middle School has nine minimum days per year. Three days are scheduled before major holidays. Five days are scheduled as parent teacher conferences. One is the last day of school.