

# Pacific Grove Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Pacific Grove Middle School
<b>Street</b>	835 Forest Avenue
<b>City, State, Zip</b>	Pacific Grove, CA 93950
<b>Phone Number</b>	831.646.6568
<b>Principal</b>	Sean Roach
<b>E-mail Address</b>	sroach@pgusd.org
<b>Web Site</b>	<a href="http://pgmiddle.pgusd.org/">http://pgmiddle.pgusd.org/</a>
<b>CDS Code</b>	27-66134-6058754

<b>District Contact Information</b>	
<b>District Name</b>	Pacific Grove Unified School District
<b>Phone Number</b>	831.646.6520
<b>Superintendent</b>	Ralph Porras
<b>E-mail Address</b>	rporras@pgusd.org
<b>Web Site</b>	ww.pgusd.org

### **School Description and Mission Statement (School Year 2018-19)**

The mission of Pacific Grove Middle School is to provide a quality educational experience that teaches 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.

Pacific Grove Middle School (PGMS) is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), and one high school (9-12), and one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support. Due to high property values, the district receives property tax revenue in excess of its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements. Measure D, was passed in 2006, giving the district \$42 million for facility improvements. PGMS underwent many renovations using the bond funding. A new drop off area for students was added to the back of the school. Other improvements have included a new classroom for the music program and upgrades to the Performing Arts Center. The track was paved, drainage was added, the outdoor basketball courts were resurfaced, and a play structure was built. A new set of bleachers was added to the gymnasium. New windows and flooring were installed, and the exterior was painted in the summer of 2008. Our Measure D committee, comprising staff and parents, continues to work with an architect to develop and refine projects at PGMS that will be funded through Measure D. Additional projects, including modernization of science labs, home economic kitchen, school cafeteria, physical education locker rooms, and outdoor student eating areas were completed in spring 2011.

As a philosophy, PGMS seeks to instill a sense of service to each student with the purpose of helping them improve their minds, health, and character. PGMS is dedicate to delivering messages and activities surrounding our Heart and Mind traits, where our school has a quarterly focus on an important trait that involves the students heart or mind. The middle school wants to help them prepare for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

The middle school years present students with profound physical, social and psychological changes. It is the bridge from childhood to early adulthood. PGMS takes pride in the achievements of its students along this journey as reflected by above-average test scores, an atmosphere of mutual respect among students and staff, regular community service participation, and a commitment to the visual and performing arts. Through these achievements, and others, PGMS graduates have begun the process of building their own bridges toward a successful future.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	155
<b>Grade 7</b>	161
<b>Grade 8</b>	183
<b>Total Enrollment</b>	499

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	7.0
Filipino	1.0
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	1.0
White	62.1
Socioeconomically Disadvantaged	23.2
English Learners	2.8
Students with Disabilities	0.6
Foster Youth	0.8

**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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	28	27	26	122
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: 1/2018

All curriculum for academic areas is standards-aligned and reflect that of recent adoptions. Each student has access to a home set of books as well as a set that remains at school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync (16-17)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Big Ideas Math (16-17)	Yes	0
Science	Holt, Rinehart & Winston (07/08)	Yes	0
History-Social Science	TCI History (17/18)	Yes	0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

In the 2009-2010 school year, the Measure D construction bond funds continued to improve our school. The dirt track was paved and drainage was installed, which in turn has improved the condition of the grass playing field. Also, several projects were begun at end of the school year and over the summer. These projects included, remodeled/updated science rooms, remodeled/updated home economics room, remodeled/updated kitchen facilities, construction of an outdoor eating facility/amphitheater, improvements in the PE locker room areas, and improved PE storage. The school grounds are maintained on weekly basis. We have a grounds worker assigned to our school, and he does an excellent job maintaining the safety and appearance of our landscaping. Our three-person site maintenance staff (on day, two night custodians), maintain the neatness of our facility. They also address routine maintenance issues as they arise. Although our building is old, it is in fine condition.

In 2010-11 the science rooms modernization project, the kitchen, the outdoor eating area, and home economics kitchen renovations were completed. In addition, four modular classrooms and an 18-space parking lot were constructed on middle school property. Also, new window coverings were installed in each of the classrooms. All doors at PGMS have been fitted with Lock Blocks as a quick lock system for safety purposes. A new gate and fence has been installed on Sinex avenue, guiding visitors to enter the building through the main entrance and funneling them to the office. We anticipate the purchase and installation of a new audio-visual system for the Performing Arts Center which will be a huge upgrade for character assemblies and musical performances.

#### 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: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

**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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	75.0	73.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	62.0	64.0	62.0	66.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	498	485	97.39	74.64
Male	262	254	96.95	70.47
Female	236	231	97.88	79.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	97.14	79.41
Filipino	--	--	--	--
Hispanic or Latino	94	90	95.74	57.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	306	300	98.04	79.00
Two or More Races	41	41	100.00	85.37

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	123	118	95.93	57.63
<b>English Learners</b>	53	49	92.45	44.90
<b>Students with Disabilities</b>	52	51	98.08	29.41
<b>Foster Youth</b>	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	498	487	97.79	64.27
<b>Male</b>	262	256	97.71	64.45
<b>Female</b>	236	231	97.88	64.07
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	35	34	97.14	82.35
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	94	90	95.74	46.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	306	300	98.04	67
<b>Two or More Races</b>	41	41	100	70.73
<b>Socioeconomically Disadvantaged</b>	123	118	95.93	40.68
<b>English Learners</b>	53	52	98.11	42.31
<b>Students with Disabilities</b>	52	51	98.08	17.65
<b>Foster Youth</b>	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.0	29.6	38.3

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 school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

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Parents and community are an integral part of PGMS. We welcome volunteers and parents to help out in the classroom, library, and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. PGMS has an active PTSA and School Site Council (SSC). Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

## 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.2	3.1	4.0	1.1	2.6	2.7	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Pacific Grove Middle School keeps a comprehensive safety plan and is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in December 2018. We have adopted the "Big Five" approach to emergency response and all staff receives annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Our comprehensive safety plan also contains our drill schedule, school rules, and an overview of Restorative Justice and Positive Behaviors Interventions and Supports (PBIS).

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

Subject	2015-16				2016-17				2017-18			
	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+
<b>English</b>	19.0	3	7		16.0	7	5		18.0	10	10	
<b>Mathematics</b>	26.0		12		24.0	3	11		21.0	5	12	
<b>Science</b>	26.0		9		26.0	1	12		26.0	1	12	
<b>Social Science</b>	26.0	1	9		24.0	2	11		23.0	5	10	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1	477
<b>Counselor (Social/Behavioral or Career Development)</b>	.2	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1.0	N/A
<b>Psychologist</b>	.4	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	.2	N/A
<b>Speech/Language/Hearing Specialist</b>	.4	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,065	\$467	\$12,598	\$86,114
District	N/A	N/A	\$12,598	\$93,558
Percent Difference: School Site and District	N/A	N/A	0.0%	13.1%
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	130.9%	41.2%

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 2017-18)**

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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,005	\$45,681
Mid-Range Teacher Salary	\$89,494	\$70,601
Highest Teacher Salary	\$117,882	\$89,337
Average Principal Salary (Elementary)	\$153,110	\$110,053
Average Principal Salary (Middle)	\$142,810	\$115,224
Average Principal Salary (High)	\$165,896	\$124,876
Superintendent Salary	\$220,947	\$182,466
Percent of Budget for Teacher Salaries	40.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

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)**

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Two full days are designated district-wide for staff development. Additionally, each department has been designated two complete days for curriculum planning off site during the school year. PGMS has an Instructional Leadership Team (ILT) made up of teacher leaders who assist with the training necessary to help staff shift to the Common Core State Standards. Since the start of 2015, our ILT and school wide focus in on the development of Professional Learning Communities (PLCs) to better use data to intervene with struggling students and ensure access for all. In addition to improving and maintaining our PLC's, we are focusing on Teacher Clarity and Student Understanding of Success Criteria. Through Data Share's and Learning Walks, our staff is committed to sharing best practice and learning from one another.