

Pacific Grove Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Pacific Grove Middle School
Street	835 Forest Avenue
City, State, Zip	Pacific Grove, CA 93950
Phone Number	831.646.6568
Principal	Sean Roach
E-mail Address	sroach@pgusd.org
Web Site	http://pgmiddle.pgusd.org/
Grades Served	6-8
CDS Code	27661340000000

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

School Description and Mission Statement (Most Recent Year)

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. 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 2014-15)

Grade Level	Number of Students
Grade 6	153
Grade 7	163
Grade 8	156
Total Enrollment	472

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	8.7
Filipino	2.1
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.2
White	58.5
Two or More Races	4.7
Socioeconomically Disadvantaged	21.6
English Learners	5.1
Students with Disabilities	11.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	26	29	119
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	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected:

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell (06/07)		0
Mathematics	Pearson/Prentice Hall (08/09)		0
Science	Holt, Rinehart & Winston (07/08)		0
History-Social Science	TCI History (07/08)		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. During the summer of 2010-11 new hall lockers will be installed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2011 May				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2011 May				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 2011 May				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	63	67	44
Mathematics	52	54	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	158	151	95.6	13	27	36	23
	7	168	158	94.0	14	22	40	24
	8	161	154	95.7	10	24	46	20
Male	6		74	46.8	14	38	38	9
	7		88	52.4	16	23	39	22
	8		83	51.6	8	33	47	12
Female	6		77	48.7	13	17	34	36
	7		70	41.7	11	20	41	27
	8		71	44.1	11	14	45	30
Black or African American	6		5	3.2	--	--	--	--
	7		5	3.0	--	--	--	--
	8		5	3.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	6		1	0.6	--	--	--	--
Asian	6		13	8.2	8	15	15	54
	7		12	7.1	8	8	42	42
	8		15	9.3	7	7	27	60
Filipino	6		7	4.4	--	--	--	--
	7		9	5.4	--	--	--	--
	8		2	1.2	--	--	--	--
Hispanic or Latino	6		28	17.7	18	36	32	14
	7		34	20.2	12	41	35	12
	8		27	16.8	11	37	44	7
Native Hawaiian or Pacific Islander	6		1	0.6	--	--	--	--
White	6		85	53.8	12	25	40	24
	7		92	54.8	15	14	43	27
	8		89	55.3	8	21	52	19
Two or More Races	6		10	6.3	--	--	--	--
	7		2	1.2	--	--	--	--
	8		10	6.2	--	--	--	--
Socioeconomically Disadvantaged	6		30	19.0	37	43	10	10
	7		31	18.5	19	45	23	13
	8		42	26.1	19	38	38	5
English Learners	6		4	2.5	--	--	--	--
	7		4	2.4	--	--	--	--
	8		7	4.3	--	--	--	--
Students with Disabilities	6		20	12.7	50	20	15	15
	7		16	9.5	63	25	13	0
	8		15	9.3	33	47	20	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	158	151	95.6	18	30	26	26
	7	168	159	94.6	19	30	21	30
	8	161	154	95.7	17	30	23	30
Male	6		74	46.8	19	35	24	22
	7		89	53.0	17	37	17	28
	8		83	51.6	20	24	23	33
Female	6		77	48.7	17	26	27	30
	7		70	41.7	21	20	26	33
	8		71	44.1	13	37	24	27
Black or African American	6		5	3.2	--	--	--	--
	7		5	3.0	--	--	--	--
	8		5	3.1	--	--	--	--
American Indian or Alaska Native	6		1	0.6	--	--	--	--
Asian	6		13	8.2	15	8	23	54
	7		12	7.1	8	8	25	58
	8		15	9.3	0	13	0	87
Filipino	6		7	4.4	--	--	--	--
	7		9	5.4	--	--	--	--
	8		2	1.2	--	--	--	--
Hispanic or Latino	6		28	17.7	21	36	29	14
	7		35	20.8	26	51	11	9
	8		27	16.8	19	48	19	15
Native Hawaiian or Pacific Islander	6		1	0.6	--	--	--	--
White	6		85	53.8	15	33	25	27
	7		92	54.8	16	21	26	37
	8		89	55.3	16	28	28	28
Two or More Races	6		10	6.3	--	--	--	--
	7		2	1.2	--	--	--	--
	8		10	6.2	--	--	--	--
Socioeconomically Disadvantaged	6		30	19.0	43	33	20	3
	7		32	19.0	31	50	6	9
	8		42	26.1	36	33	21	10
English Learners	6		4	2.5	--	--	--	--
	7		4	2.4	--	--	--	--
	8		7	4.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6		20	12.7	50	30	20	0
	7		16	9.5	69	19	6	6
	8		15	9.3	47	33	13	7
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	88	81	86	81	81	82	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	82
All Students at the School	86
Male	87
Female	83
Black or African American	--
Asian	100
Filipino	--
Hispanic or Latino	81
White	90
Two or More Races	--
Socioeconomically Disadvantaged	66
English Learners	--
Students with Disabilities	65
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.00	28.30	33.30

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 Parental Involvement State Priority (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 (Most Recent Year)

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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	9.66	5.63	1.16	4.35	2.95	1.31	5.07	4.36	3.80
Expulsions	0.40	0.00	0.00	0.09	0.05	0.09	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The school maintains a safety plan that is updated annually.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	19	6	12		19	7	10		21	3	11	
Mathematics	21	6	9		20	8	8		21	4	12	
Science	24	2	11		24	2	11		25	1	12	
Social Science	24	3	10		22	3	11		25	2	8	

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	458
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	0	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 2013-14)

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	\$79,702
Percent Difference: School Site and District	N/A	N/A	0.0%	13.1%
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	130.9%	41.2%

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,225	\$40,379
Mid-Range Teacher Salary	\$74,704	\$62,323
Highest Teacher Salary	\$100,327	\$81,127
Average Principal Salary (Elementary)	\$135,324	\$99,192
Average Principal Salary (Middle)	\$127,537	\$91,287
Average Principal Salary (High)	\$163,500	\$112,088
Superintendent Salary	\$208,617	\$159,821
Percent of Budget for Teacher Salaries	40%	36%
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)

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. At a district-wide meeting in the Spring of 2014, the ILT decided to focus on the literacy shift in the CCSS focusing on rich and rigorous conversation in the classroom. This vision has been driving professional development for the 2014-2015 school year.