

Pacific Grove 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	Pacific Grove Middle School
Street	835 Forest Avenue
City, State, Zip	Pacific Grove, CA 93950
Phone Number	831.646.6568
Principal	Sean Roach
Email Address	sroach@pgusd.org
Website	http://pgmiddle.pgusd.org/
County-District-School (CDS) Code	27-66134-6058754

Entity	Contact Information
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
Email Address	rporras@pgusd.org
Website	ww.pgusd.org

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

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 dedicated to delivering messages and activities surrounding our Character Strong program, where each Monday, during our newly developed Advisory period, students participate in lessons around character and kindness. 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 2018-19)

Grade Level	Number of Students
Grade 6	175
Grade 7	144
Grade 8	168
Total Enrollment	487

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	1
Asian	9.7
Filipino	2.5
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	1.4
White	59.5
Two or More Races	0.2
Socioeconomically Disadvantaged	22.2
English Learners	2.5
Students with Disabilities	10.9
Homeless	

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	27	26	27	124
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	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	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 2019-20)

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Flooring
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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)	75	82	77	78	50	50
Mathematics (grades 3-8 and 11)	64	63	66	65	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	481	473	98.34	1.66	81.61
Male	249	245	98.39	1.61	80.41
Female	232	228	98.28	1.72	82.89
Black or African American	16	16	100.00	0.00	81.25
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	77.27
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	90	90	100.00	0.00	70.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	288	280	97.22	2.78	83.93

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	126	125	99.21	0.79	67.20
English Learners	48	47	97.92	2.08	55.32
Students with Disabilities	51	49	96.08	3.92	32.65
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	481	471	97.92	2.08	63.27
Male	249	246	98.80	1.20	65.04
Female	232	225	96.98	3.02	61.33
Black or African American	16	16	100.00	0.00	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	70.45
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	90	89	98.89	1.11	42.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	288	279	96.88	3.12	67.03
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	126	124	98.41	1.59	37.10
English Learners	48	48	100.00	0.00	39.58
Students with Disabilities	51	49	96.08	3.92	20.41
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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	16.2	33.1	26.1

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)

Parents and community are an integral part of PGMS. This year, we have hosted multiple parent nights including Health Night, Parent Safety Night, a screening of the movie Screenagers as well as a discussion on the adolescent brain. We welcome volunteers and parents to help out in the classroom, library, small group instruction 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 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	3.0	4.0	2.9	2.6	2.7	1.8	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)

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 2019. 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	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	16	7	5		18	10	10		17	9	11	1
Mathematics	24	3	11		21	5	12		22	6	10	
Science	26	1	12		26	1	12		27	1	11	
Social Science	24	2	11		23	5	10		24	3	11	

*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*	.0

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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				
District	N/A	N/A		\$97,069.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A		

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)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,895	\$46,208
Mid-Range Teacher Salary	\$92,626	\$72,218
Highest Teacher Salary	\$119,059	\$92,742
Average Principal Salary (Elementary)	\$153,110	\$134,864
Average Principal Salary (Middle)	\$151,143	\$118,220
Average Principal Salary (High)	\$171,706	\$127,356
Superintendent Salary	\$228,679	\$186,823
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	7%	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	2	2	2

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 maintain best practice, and maintain a school wide focus on Equity. The last several years, ILT and school wide focus in on maintaining strong Professional Learning Communities (PLCs) to better use data to intervene with struggling students and ensure access for all. In addition, PGMS staff has participated in a school wide professional study on Teacher Clarity and Student Success Criteria. In addition to improving and maintaining our PLC's, our site has dedicated multiple opportunities to the study of Equity and a continued focus on our Students of Concern (SOC). Through Data Share's and Learning Walks, our staff is committed to sharing best practice and learning from one another. Our professional development days this year are August 2nd, 2019 and February 24th, 2020.