

**School Accountability Report Card**  
**Reported for School Year 2003-04**  
*Published During 2004-05*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	Pacific Grove Middle School	<b>District Name</b>	Pacific Grove Unified School District
<b>Principal</b>	Jackie Tafoya	<b>Superintendent</b>	Pat Perry
<b>Street</b>	835 Forest Avenue	<b>Street</b>	555 Sinex
<b>City, State, Zip</b>	Pacific Grove CA 93950	<b>City, State, Zip</b>	Pacific Grove CA 93950
<b>Phone Number</b>	831-646-6568	<b>Phone Number</b>	831-646-6510
<b>Fax Number</b>	831-646-6652	<b>Fax Number</b>	831-646-6500
<b>Web Site</b>		<b>Web Site</b>	www.pgusd.org
<b>E-mail Address</b>		<b>E-mail Address</b>	pperry@pgusd.org
<b>CDS Code</b>		<b>SARC Contact</b>	Linda Williams

**School Description and Mission Statement**

Pacific Grove Middle School, a California Distinguished School, has an enrollment of 464 students and a staff of 32 certificated and 17 classified individuals. Ethnic distribution of students is 5% Asian, 1% Filipino, 9% Hispanic, 3% African American, and 79% Caucasian.

The mission of Pacific Grove Middle School is to provide students with a quality educational experience that teaches the skills and abilities to transition into high school through a partnership with home and community. The staff is committed to setting high standards for academics and behavior, while recognizing the individual learning styles of its students.

**Opportunities for Parental Involvement**

Contact Person Name	Linda Mahaney	Contact Person Phone Number	647-9552
Pacific Grove Middle School encourages and welcomes the involvement of parents and community members. Organized opportunities for involvement include the following:			
<ul style="list-style-type: none"> <li>• School Site Council: This group of staff, parents and students oversees all of the school's programs and manages our annual budget of approximately 25,000. Contact person: Principal (646-6568 x 309)</li> <li>• PTA : The PTA assists with school activities throughout the year. It also conducts one major fundraiser each fall and each spring. Contact person: PTA President (646-6568 for name and number).</li> <li>• Leadership Advisory Team: The Leadership Advisory Team includes all stakeholders and serves to explore important school issues, providing insight, expertise, recommendations to the Principal and School Site Council, as well as cohesiveness in decision making.</li> <li>• Safety Committee: This committee meets monthly to review safety concerns on campus. Contact person: Assistant Principal (646-6568 x 308).</li> <li>• Student-Parent Handbook Committee : This committee meets each spring to review and revise the Student-Parent Handbook. Contact person: Assistant Principal (646-6568 x 308).</li> <li>• Community of Caring: This committee composed of the assistant principal, staff members, parents and students is the umbrella group for all affective programs as well as the body that promotes the tenets of the Community of Caring movement on campus. Contact person: Assistant Principal (646-6568 x308).</li> <li>• Career Day : Parents and community members are invited to participate in the School's annual Career Day, held each May. A wide variety of professions is shared with students. Contact person: Principal (646-6568 x309).</li> <li>• Lunch supervision: Parents are invited to participate in the supervision of students during our lunch hour. Contact person: Principal (646-6568 x309).</li> </ul>			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	
Grade 1		Grade 10	
Grade 2		Grade 11	
Grade 3		Grade 12	
Grade 4		Un-graded Secondary	
Grade 5			
Grade 6	132		
Grade 7	148		
Grade 8	172		
Un-graded Elementary		Total Enrollment	

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	13	3%	Hispanic or Latino	41	9%
American Indian or Alaska Native			Pacific Islander		
Asian	22	5%	White (Not Hispanic)	358	79%
Filipino	5	1%	Multiple or No Response	13	3%

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	<i>Spring, 2004</i>	Date Last Discussed with Staff	<i>Spring, 2004</i>
<p>During the Spring of the 2003-04 school years, the Measure A renovation project concluded. The extensive upgrading of the middle school facilities included roofing, replacement of the heating system, some electrical work, a new elevator lift, as well as new low-voltage wiring for improvement of communication, and wheel chair accessibility needs will be brought up to code.</p> <p>Pacific Grove Middle School has an active Safety Committee composed of staff, students and parents. The Committee meets monthly under the direction of the assistant principal. The School Safety Plan was reviewed and updated in 2004 and continues to be refined. Key components include: (1) regular drills for fire, earthquake and hostile intruder, (2) evacuation plan in place, (3) crisis response and management plans in place. Plans for the 2004-05 school year include a staff school-wide crisis response drill in collaboration with the Pacific Grove Police Department and or other community agencies.</p>			

### School Programs and Practices that Promote a Positive Learning Environment

<p>Pacific Grove Middle School subscribes to the Assertive Discipline model for classroom management. School expectations regarding student behavior are clearly communicated through the school's Code of Conduct. To encourage positive student behavior, Pacific Grove Middle School has several recognition programs, including Conduct Club, Courtesy Card rewards, Honor Society, Students of the Month, Recognition Stickers, and the annual Honors Night and awards assembly.</p>
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### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>			61			
<b>Rate of Suspensions</b>						
<b>Number of Expulsions</b>			1			
<b>Rate of Expulsions</b>						

### School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The school has adequate classroom space to house its student population. It is clean and meets all safety and health standards. Emergency exit procedures and first aid kits are displayed prominently in each classroom.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>English-Language Arts</b>	52%	56%	61%						
<b>Mathematics</b>	45%	51%	73%						
<b>Science</b>	Na	Na	Na						
<b>History-Social Science</b>	Na	57%	64%						

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	Na	Na	Na	Na	40%	Na	Na
Mathematics					45%		
Science	Na	Na	Na	Na	Na	Na	Na
History-Social Science					46%		

### CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	57%	68%	65%	37%		70%		Na
Mathematics	53%	54%	58%	43%		62%		Na
Science	Na	Na	Na	Na		Na		Na
History-Social Science	69%	61%	67%	Na		69%		

### Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	64%	67%	---			---		
Mathematics	---	67%	71%	---			---		

### NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	68%	Na	Na	Na	43%	Na	69%
Mathematics	68%				51%		76%

### NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	63%	72%	Na	42%		74%		Na

Mathematics								
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### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7	158	41%	43%	158	41%	43%	116,874	31%	27%
9									

### Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a school-wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socio-economically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

**School-wide API**

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	97	100	100	Percent Tested	97	100%	100%
API Base Score	789	772	791	API Growth Score	798	801	815
Growth Target	1	1	A	Actual Growth	9	29	24
Statewide Rank	8	9	9				
Similar Schools Rank	1	1	1				

**API Subgroups – Racial/Ethnic Groups**

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score	NA	NA	NA	API Growth Score	NA	NA	NA
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score	NA	NA	NA	API Growth Score	NA	NA	NA
Growth Target	NA	NA	NA	Actual Growth	NA	NA	NA
<b>Asian</b>				<b>Asian</b>			
API Base Score	NA	NA	NA	API Growth Score	NA	NA	NA
Growth Target	NA	NA	NA	Actual Growth	NA	NA	NA
<b>Filipino</b>				<b>Filipino</b>			
API Base Score	NA	NA	NA	API Growth Score	NA	NA	NA
Growth Target	NA	NA	NA	Actual Growth	NA	NA	NA
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	NA	NA	NA	API Growth Score	NA	NA	NA
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score	NA	NA	NA	API Growth Score	NA	NA	NA
Growth Target	NA	NA	NA	Actual Growth	NA	NA	NA
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
API Base Score	789	772	791	API Growth Score	798	801	815
Growth Target	1	1	A	Actual Growth	9	29	24

**API Subgroups – Socio-economically Disadvantaged**

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	Na	Na	Na	API Growth Score	Na	Na	Na
Growth Target	Na	Na	Na	Actual Growth	Na	Na	na

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

### Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
<b>Year Identified for Program Improvement</b>		---
<b>Year in Program Improvement</b>		---
<b>Year Exited Program Improvement</b>		---
<b>Number of Schools Currently in Program Improvement</b>	---	
<b>Percent of Schools Identified for Program Improvement</b>	---	

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	YES	YES	---	YES	NO

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	YES	YES	---	YES	NO
<b>African American</b>	---			---		
<b>American Indian or Alaska Native</b>	---			---		
<b>Asian</b>	---			---		
<b>Filipino</b>	---			---		
<b>Hispanic or Latino</b>	---			---		
<b>Pacific Islander</b>	---			---		
<b>White (not Hispanic)</b>	---			---		
<b>Socio-economically Disadvantaged</b>	---			---		
<b>English Learners</b>	---			---		
<b>Students with Disabilities</b>	---			---		

#### IV. School Completion (Secondary Schools)

##### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

##### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Enrollment (9-12)</b>									
<b>Number of Dropouts</b>									
<b>Dropout Rate (1-year)</b>									
<b>Graduation Rate</b>									

#### V. Class Size

##### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2002				Avg. Class Size	2003			Avg. Class Size	2004		
	Avg. Class Size	Number of Classrooms				1-20	21-32	33+		1-20	21-32	33+
		1-20	21-32	33+								
K												
1												
2												
3												
4												
5												
6					26	7			24	7		
K-3												
3-4												
4-8												
Other												

##### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				Avg. Class Size	2003			Avg. Class Size	2004		
	Avg. Class Size	Number of Classrooms				1-22	23-32	33+		1-22	23-32	33+
		1-22	23-32	33+								
<b>English</b>	26	X			28	X			28	X		
<b>Mathematics</b>	26	X			28	X			28	X		

<b>Science</b>	26	X			28	X			28	X		
<b>Social Science</b>	26	X			28				28	X		

### Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
<b>K</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	0	---
<b>All Schools in District</b>	---	
<b>High-Poverty Schools in District</b>	---	
<b>Low-Poverty Schools in District</b>	---	

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	25	25	26
<b>Teachers with Full Credential</b>	25	25	26
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Miss-assignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Miss-assignments of Teachers of English Learners	---	---	0
Total Teacher Miss-assignments	---	---	

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0	
Master's Degree plus 30 or more semester hours		
Master's Degree		
Bachelor's Degree plus 30 or more semester hours		
Bachelor's Degree		
Less than Bachelor's Degree		

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

### Teacher Evaluations

The Pacific Grove Unified School District maintains a system of evaluation of certificated employees with the intent to continually improve instruction for its pupils and reinforce the outstanding professional competency of certificated employees.

This system includes yearly performance objectives, based on State mandated criteria, formal and informal performance observations with follow-up conferences, and a written evaluation report at least once every two years for tenured teachers and every year for probationary and temporary teachers.

In support of the District's evaluation process, our teachers have numerous opportunities for input and professional improvement. In addition to site level sessions, the district provides ongoing training in areas of interest and need.

### Substitute Teachers

The district provides substitute teachers as needed to cover for staff absences due to staff development opportunities, personal illness or vacation days. The district has compiled an extensive list of available substitute teachers in our area that includes their phone numbers, date availability and credentials. The district also provides a Sub Clerk who places the calls to the substitutes as requested by the teacher.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	1
Librarian	.8
Psychologist	1
Social Worker	0

<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	3

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
1	452

## VII. Curriculum and Instruction

### School Instruction and Leadership

Instructional and curricular quality is the primary emphases of our school. Pacific Grove Middle School maintains a strong academic focus and instruction is designed around the State Standards. Ongoing professional development of the faculty is a high priority and is supported by the administration and School Site Council. Interpretation of standardized test scores (CAT6 & California State Standards Tests -STAR) occurs regularly to improve the academic program. Each department works closely with the principal to ensure the best possible program for each student. In the spring of 2001, Pacific Grove Middle School was honored by being named a California Distinguished School and renewal applications will be submitted again during the 2004/05 school year.

Pacific Grove Middle School uses a collaborative decision making model. School committees actively involved in decision making include the School Site Council, PTA, Leadership Advisory Team, subject area departments, curriculum coordinators, technology committee, safety and handbook committees, ASB student leadership, and the Community of Caring Committee.

The principal models school-wide leadership by active involvement in all components of the school and through regular communication with teachers, School Site Council, Leadership Team members and the PTA. Newsletters, public meetings, personal contacts, professional growth activities, and articulation meetings between the elementary and middle school are also used to promote effective communication.

The teachers and administrators are engaged in an ongoing process of reviewing academic curricula and aligning it with State frameworks and content standards. New textbooks are adopted in each academic area frequently.

The school counselor monitors the progress of under-performing students every five weeks. Student Study Team meetings are held twice weekly to plan interventions to support struggling learners. Special needs students receive support through one or more of the following: Resource and Special Day classes, 504 plans, after school math lab, after school study hall, math and/or reading tutorial elective, study skills electives, and Tuesday reports. English Learners are assessed annually and are given daily instruction and curricular support in an English Development Class (ELD).

### Professional Development

Formal staff development training occurs every Thursday for middle school staff. PGUSD offers extensive options of courses for teachers to enhance their professional development. Most staff development occurs after school or on Saturdays. Teachers are also encouraged to attend conferences.

Staff development activities, essential for maintaining and improving quality education experiences for our students, emphasize the following areas:

- Differentiated Instruction
- CLAD training
- An integrated, literature-based language arts program which includes reading, writing, listening and speaking

- A problem solving, manipulative-based mathematics and science program
- Integration of all subject areas
- Higher-level thinking skills
- Cooperative learning and peer coaching
- Addressing the needs of students with special needs
- Technology courses

The District Curriculum Committee determines standards for each subject area and grade level. Curriculum assessments have been designed to evaluate the achievement of these standards. Curriculum committees meet to revise standards and assess student progress toward standards.

**Quality and Currency of Textbooks and Other Instructional Materials**

**Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials**

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

**Instructional Minutes**

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6	59,200	54,000
7	59,200	54,000
8	59,200	54,000
9		64,800
10		64,800
11		64,800
12		64,800

**Continuation School Instructional Days**

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days



**College Admission Test Preparation Course Program**

**Degree to Which Students Are Prepared to Enter Workforce**

**Enrollment and Program Completion in Career/Technical Education (CTE) Programs**

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

**IX. Fiscal and Expenditure Data**

County offices of education are not required to report average salaries and expenditures. The California Department of Education’s School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

**Average Salaries (Fiscal Year 2002-2003)**

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

**Expenditures (Fiscal Year 2002-2003)**

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)

**Types of Services Funded**

Peer Assistance and Review  
School Safety Program

Lunchtime Enrichment Program  
After School Learning Assistance Program  
Math Lab Tutoring  
Conflict Resolution Program  
Impact for Youth  
English Language Learner Program  
AVID  
Leadership Program