Pacific Grove High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2025-26 School Contact Information

School Name	Pacific Grove High School
Street	615 Sunset Dr.
City, State, Zip	Pacific Grove, CA 93950-4827
Phone Number	831.646.6590
Principal	Greg O'Meara
Email Address	gomeara@pgusd.org
School Website	https://pghigh.pgusd.org/
Grade Span	9-12
County-District-School (CDS) Code	27-66134-2733657

2025-26 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831.646.6553
Superintendent	Dr. Linda Adamson
Email Address	ladamson@pgusd.org
District Website	www.pgusd.org

2025-26 School Description and Mission Statement

Pacific Grove High School (PGHS), home of the Breakers, has served as an intellectually rigorous learning community since 1895. The school is committed to fostering diversity, equity, student voice, and choice among students, staff, and families. PGHS provides a challenging academic program designed to promote critical thinking, creativity, and problem-solving, while supporting the individual needs and aspirations of all learners.

PGHS staff collaborate to ensure students experience an educational program that is rewarding, relevant, and engaging. Instructional practices emphasize high expectations, equitable access to learning opportunities, and continuous academic growth. In addition to strong academic offerings, staff support student participation in co-curricular programs, including athletics, visual and performing arts, leadership, and extracurricular activities, recognizing the importance of a well-rounded educational experience.

This work is grounded in the Pacific Grove Unified School District (PGUSD) mission: "Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe, and stimulating environment. The District will meet the diverse needs of all students by ensuring exceptional learning opportunities to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life."

The vision at PGHS is to cultivate a collaborative community of learners where students are empowered to guide their own academic, career, and personal pathways. Through purposeful collaboration, evidence-based decision-making, and inclusive practices, PGHS strives to develop culturally aware, employable, and healthy students who demonstrate responsible digital citizenship, environmental stewardship, effective communication, and civic responsibility.

These core values are reinforced through consistent communication and partnership with students, families, staff, and the broader community. Guided by a shared commitment to collective responsibility and belonging, PGHS embraces a Culture of "WE" and takes pride in developing students who are prepared to thrive in an ever-changing global society. Proud to be Breakers.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	137
Grade 10	130
Grade 11	124
Grade 12	161
Total Enrollment	552

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.3
Non-Binary	0.5
American Indian or Alaska Native	1.1
Asian	12.5
Black or African American	2
Filipino	1.6
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.7
White	56.7
English Learners	2.2
Socioeconomically Disadvantaged	19
Students with Disabilities	15.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.4	89.5	96.4	87.63	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.7	4.86	4	3.69	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.1	1.7	1.57	11953.1	4.28
Unknown/Incomplete/NA	1.6	4.5	7.8	7.09	15831.9	5.67
Total Teaching Positions	36.2	100	110.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.6	88.52	98.8	89.84	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.6	1.51	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	7.21	2.8	2.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.3	1.22	11746.9	4.23
Unknown/Incomplete/NA	1.5	4.25	5.2	4.79	14303.8	5.15
Total Teaching Positions	35.8	100	110	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.8	95.62	100.5	91.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.8	0.76	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	0.96	0.5	0.46	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.2	1.17	12112.8	4.34
Unknown/Incomplete/NA	1.1	3.36	6.5	5.97	13705.8	4.91
Total Teaching Positions	35.4	100	109.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.70	2.5	0.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.70	2.5	0.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.40	0	0
Total Out-of-Field Teachers	0.40	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.5	19.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Everything's an Argument: Bedford/St. Martins 2013 Elements of Style: Longman 2000 ELD-English 3D Issues: Scholastic 2011 ELD-English 3D Language and Writing Portfolio: Scholastic 2011	0
Mathematics	AP Statistics The Practice of Statistics: Bedford, Freeman, & Worth 2012 Stats and Probability with Applications: BFW Publishers 2022 Calculus: Key Curriculum Press 2005 Big Ideas Math Integrated I: Big Ideas Learning 2016 Big Ideas Math Integrated II: Big Ideas Learning 2016 Big Ideas Math Integrated III: Big Ideas Learning 2016 Precalculus-College Algebra & Trigonometry: Pearson 2021	0
Science	Anatomy & Physiology: Pearson 2012 Essentials of Human Anatomy & Physiology: Pearson 2012 AP Environmental Science: Bedford, Freeman, & Worth 2019 Strive for a Five: Preparing for the AP Environmental Science Examination: Bedford Freeman & Worth 2019 Environmental Science: Biozone 2013 Biology: Living Earth: Houghton Mifflin Harcourt 2020 Marine Science: McGraw Hill 2019 Marine Science Life on An Ocean Planet: Current Publishing Co. 2006 Earth Science: Holt, Rinehart, Winston 2007 Conceptual Physics: Pearson, 2021 AP Physics Fundamentals of Physics: Wiley 2014 Chemistry in the Earth System: Houghton Mifflin Harcourt 2020 Honors Chemistry Intro to Chemistry: Pearson-Prentice Hall, 2011	0
History-Social Science	AP Human Geography: The Cultural Landscape - An Intro to Human Geography: Pearson, 2015 World History: The Modern Era Prentice Hall 2009	0

	AP World History Ways of the World: Bedford, Freeman & Worth 2023 US History 1877 to the Present; America Through the Lens: National Geographic Learning 2019 AP History: The American Pageant Houghton Mifflin 2012 Government: Pearson 2011 Economics: EMC Publishing 2011 AP Government; United States Government and Politics: AMSCO School Publications 2019	
Foreign Language	French and Spanish: Vista Higher Learning 2011	0
Health	Health: A Guide to Wellness: Glencoe/McGraw 2001	0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)	All science rooms have classroom instruction and lab areas with adequate equipment. The science department is provided yearly site funds to re-stock inventory for lessons. Specific equipment includes, but is not limited to weights and measurements, scales, dissecting microscopes, beakers, measuring cylinders, Erlenmeyer flasks, test tube holders, grinder bowls & sticks, Petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.	0

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

School Facility Conditions and Planned Improvements

Based on the December 15–16, 2025 Facility Inspection Tool evaluation, Pacific Grove High School is in generally good condition and meets the requirements of Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b). The vast majority of buildings, systems, and grounds were rated "OK," including critical areas such as gas, electrical, fire safety, structural integrity, restrooms, and overall cleanliness. Significant facility investments have been made in recent years, including roof coatings, new gutters, exterior painting, flooring upgrades, restroom improvements, and athletic facility enhancements, which have contributed to the school's overall positive condition. Minor deficiencies were noted in select wings related primarily to aging flooring and limited wood rot, all of which are planned for repair through scheduled summer maintenance projects. Overall, the school facilities are safe, functional, and well maintained, with a clear plan in place to address remaining minor needs.

Year and month of the most recent FIT report	12/15-16/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		E-Wing / 9-12: This building received a roof coating, new gutters, and exterior paint in the summer of 2024. Some flooring needs replacement. F-Wing / 9-12: Some flooring needs replacement. Project will soon be under development to address termite damages. I-Wing / 9-12: Some flooring needs replacement, Minor wood rot to be address with roof coating, new gutters & exterior painting summer 2025. Gym and Dance: new backboards and floor coating summer 2025
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			F-Wing / 9-12: Some flooring needs replacement. Project will soon be under development to address termite damages. N-Wing / 9-12: Minor wood rot to be address with roof coating, new gutters & exterior pinting scheduled for summer of 2025.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	90	83	72	71	47	48
Mathematics (grades 3-8 and 11)	67	55	57	60	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	122	108	88.52	11.48	84.26
Female	55	52	94.55	5.45	92.31
Male	66	55	83.33	16.67	76.36
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	92.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	20	80.00	20.00	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	66	60	90.91	9.09	93.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	18	81.82	18.18	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	14	82.35	17.65	57.14

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	122	98	80.33	19.67	55.10
Female	55	49	89.09	10.91	51.02
Male	66	48	72.73	27.27	58.33
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	16	64.00	36.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	66	57	86.36	13.64	61.40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	15	68.18	31.82	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	13	76.47	23.53	23.08

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	65.49	68.1	55.38	65.69	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	234	84.78	15.22	67.52
Female	130	119	91.54	8.46	63.87
Male	145	114	78.62	21.38	71.05
American Indian or Alaska Native	--	--	--	--	--
Asian	29	27	93.10	6.90	74.07
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	36	78.26	21.74	47.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	23	85.19	14.81	60.87
White	157	134	85.35	14.65	72.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	39	76.47	23.53	41.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	28	77.78	22.22	46.43

2024-25 Career Technical Education Programs

PGHS supports students earning Career Technical Education (CTE) certifications and internships through CTE Pathways regardless if students plan to attend a 2-year college or 4-year university or state college. Most PGHS CTE courses have articulated with Monterey Peninsula College (MPC); once 6 units are taken after enrollment at MPC, students may claim college credit for their articulated PGHS CTE course. In addition, PGHS and MPC have worked to create a College and Career Access Pathway (CCAP) agreement, and we are currently providing 11 dual-enrolled courses at PGHS. Students are recognized for completing a pathway during graduation with a cord or with a stole if they graduate with honors from their CTE Pathway. The following pathways are offered at PGHS: Design and Media (Art and Photography), Food Service and Hospitality, Software and Systems Development, and Engineering and Design. Assistant Principal/CTE Coordinator - Sean Keller; CTE Site Financial Officer - Felicia Afifi; College and Career Coordinator - Kent Leatham; Senior Sales Engineer at Flatfile - Robert Hyde; Senior Project Manager at Microsoft - Tom Hall; Owner of Spectra Mat - John Paff.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	222
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	14.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	17.4

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.73
Graduates Who Completed All Courses Required for UC/CSU Admission	40.79

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Family involvement is essential to the success of Pacific Grove High School (PGHS). The school is committed to building equitable, collaborative partnerships with parents and guardians to support student academic achievement, well-being, and engagement. PGHS staff take intentional steps to ensure families are consistently informed about students' academic progress, attendance, and school-wide updates, including information related to student activities, meetings, procedures, and policies.

2025-26 Opportunities for Parental Involvement

Families access timely information through multiple communication platforms, including the student information system maintained by PGHS and PGUSD, Google Classroom maintained by PGHS teachers, the PGHS and PGUSD websites, and a communication system used to disseminate email, text, and phone notifications. These tools support transparent communication, promote shared responsibility for student learning, and ensure equitable access to information for all families.

Parents and guardians are encouraged to actively participate in school and district decision-making and engagement opportunities, including the School Site Council, District English Language Advisory Committee (DELAC), Parent Teacher Association (PTA), Career Technical Education (CTE) Advisory Board, Breakers Club (Sports Boosters), District Local Control and Accountability Plan (LCAP) Parent Advisory Committee, and the Alumni Association. Families are also invited to volunteer in support of a wide range of student programs, activities, and events, strengthening connections between home, school, and community.

To further enhance collaboration and two-way communication, PGHS initiated Community-Principal Forums during the 2024–2025 school year. These forums serve as a cornerstone of the school's family engagement strategy and provide families with opportunities to engage in dialogue around academic rigor, student safety, digital citizenship, and other timely topics. In addition, an "open-door" communication philosophy ensures parents and guardians have ongoing access to school leadership and staff, reinforcing a shared commitment to equity, partnership, and student success.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.8	4.4	3.8	9.7	4.1	4.2	8.2	8.9	8
Graduation Rate	87.1	95.6	96.2	85.7	93.4	95.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	159	153	96.2
Female	80	76	95.0
Male	79	77	97.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	16	16	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	23	22	95.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	92	88	95.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	40	39	97.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	18	94.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	571	562	73	13.0
Female	285	279	38	13.6
Male	283	280	35	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	72	72	8	11.1
Black or African American	11	11	3	27.3
Filipino	--	--	--	--
Hispanic or Latino	110	106	15	14.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	26	5	19.2
White	317	313	39	12.5
English Learners	19	19	5	26.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	122	119	23	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	92	11	12.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.96	2.62	1.05	1.45	1.76	0.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.05	0.00
Female	0.00	0.00
Male	2.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.26	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

School Safety

Pacific Grove High School (PGHS) is committed to providing a safe, secure, and supportive learning environment for all students and staff. Emergency and safety drills are conducted monthly to ensure preparedness and familiarity with established procedures. The School Site Council approved the 2025–2026 School Safety Plan in January 2025.

The School Safety Plan includes comprehensive emergency procedure protocols, risk assessment and response measures, clear communication systems, and ongoing training and education for students and staff. PGHS emphasizes collaboration and coordination with local law enforcement, fire departments, emergency services, and district partners to support effective planning, response, and continuous improvement of safety practices.

In addition to physical safety measures, PGHS is committed to fostering a positive school climate through the use of restorative practices. Staff utilize a restorative approach to student behavior that emphasizes accountability, reflection, and relationship-building, while maintaining high expectations for conduct. This approach supports student well-being, promotes mutual respect, and contributes to a culture of care, responsibility, and belonging across the campus.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	13	0
Mathematics	18	20	7	0
Science	23	9	9	0
Social Science	26	6	14	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	10	14	
Mathematics	21	12	12	
Science	24	7	11	
Social Science	25	3	20	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	3	22	
Mathematics	22	11	12	
Science	26	4	12	
Social Science	26	5	17	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	185.71

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,896.33	$4,072.94	$15,823.38	$134,875.28
District	N/A	N/A	$18,408.19	$127,920.02
Percent Difference - School Site and District	N/A	N/A	-15.1	5.3
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	34.7	37.1

Fiscal Year 2024-25 Types of Services Funded

PGHS certificated staff provides the following academic supports to students: Math Tutoring (outside of the instructional day for all students as needed), Math Support Class (targeted support for students grade 9-11 enrolled in Math 1, and Independent Productive Study (academic support class open to all students grades 9-12). The English Language Learner teacher provides targeted group and individual support to students identified as English Learners. The counseling department provides one-to-one academic planning meetings, Student Success Team meetings, the development of 504 accommodations for students who qualify, an outreach counselor, and a licensed mental health professional. The Special Education Department provides academic, social-emotional, and therapeutic support to all students with an Individualized Education Plan.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$69,029	$57,978
Mid-Range Teacher Salary	$114,389	$89,612
Highest Teacher Salary	$147,031	$117,194
Average Principal Salary (Elementary)	$192,788	$143,632
Average Principal Salary (Middle)	$196,747	$149,447
Average Principal Salary (High)	$212,351	$162,334
Superintendent Salary	$255,000	$234,076
Percent of Budget for Teacher Salaries	33.31%	27.81%
Percent of Budget for Administrative Salaries	6.18%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	39.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	4
Foreign Language	3
Mathematics	5
Science	1
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

For the 2025-2026 school year professional development for teachers is focused on the following: Professional Learning Communities, Equitable Grading Practices, Cultural Proficiency, Restorative Practices, and School Connectedness. Structured Grade Level Collaboration has also been added to the cadence of monthly Professional Development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	