Pacific Grove Middle 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 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
School Website	pgmiddle.pgusd.org
Grade Span	6-8
County-District-School (CDS) Code	27-66134-6058754

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Pacific Grove Middle School (PGMS) is committed to fulfilling its mission of providing a high-quality educational experience that equips students with the necessary skills, abilities, and mindset for a successful transition to high school. This mission emphasizes the cultivation of self-esteem, critical thinking skills, a sense of responsibility, pride in their community and respect for oneself and others. The committed staff at PGMS is unwavering in its pursuit of academic and behavioral excellence, while also acknowledging and responding to the unique talents and learning styles of individual students. In 2024, PGMS was awarded its second consecutive California Distinguished School Award, making this back to back awards.

Situated as the sole middle school within the Pacific Grove Unified School District (PGUSD), PGMS is part of a district comprising two elementary schools (K-5), one middle school (6-8), and one high school (9-12), along with a community high school and an adult school overseeing adult and preschool education. The district enjoys robust community support and involvement, with property values contributing revenue exceeding the state "revenue limit," based on an Average Daily Attendance (ADA) formula. Various bond measures have further supported PGMS with funds for building improvements, including safety fences and enhancements to the learning garden. The district's commitment to technological advancement is evident through the passage of Measure A Tech Bond, providing annual funding for innovative educational technologies. We have fully completed our change of the woodshop to our new flex lab, which is outfitted with 3-D technology, laptops, flat panel displays and plans for cloud technology.

Philosophically, PGMS seeks to nurture both the intellectual and emotional development of its students. This commitment is reflected in the school's SEL program and a variety of curricula delivered through lessons during the Advisory period every Monday, aimed at instilling high character, kindness and empathy. This year, PGMS will hold its third annual PGMS Wellness Fair, which will involve the participation and promotion of 22 different community organizations, from the Ohana Center for Child and Adolescent Behavioral Health to Community Human Services with the goal of connecting our families with the organizations and assistance. Additionally we've been selected as a pilot school and are currently in the second year initiative aimed at combating bias based bullying. This initiative includes a dedicated specialist provided by Welcoming Schools who joins us on Wednesdays. We also have a partnership with Ohana, which affords us a dedicated specialist aimed teaching students mental fitness each Tuesday of the week.

PGMS places a strong emphasis on helping students prepare comprehensively for success in high school. The school's

2025-26 School Description and Mission Statement

rigorous academic program is complemented by a diverse range of extracurricular activities and student support services. Recognizing these efforts, PGMS received the California Distinguished School Award (awarded every three years) in 2021 and again in 2024 for academic excellence and achievement gap reduction, underscoring the collaborative endeavors of the Parent Teacher Student Association (PTSA), School Site Council, and dedicated staff.

Acknowledging the pivotal middle school years as a period of profound physical, social, and psychological changes, PGMS takes pride in facilitating the successful transition of students from childhood to early adulthood. This is evident through above-average test scores, a culture of kindness and mutual respect, regular community service participation, and a strong commitment to the visual and performing arts. Through these achievements, PGMS graduates embark on the journey of building bridges toward a successful future.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	139
Grade 7	152
Grade 8	148
Total Enrollment	439

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	1.4
Asian	10.7
Black or African American	2.1
Filipino	2.5
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	1.1
Two or More Races	7.3
White	54.7
English Learners	1.4
Socioeconomically Disadvantaged	16.6
Students with Disabilities	17.5

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)	24	87.95	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)	1.1	4.03	4	3.69	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.7	1.57	11953.1	4.28
Unknown/Incomplete/NA	2.1	7.99	7.8	7.09	15831.9	5.67
Total Teaching Positions	27.3	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)	24.4	89.96	98.8	89.84	231142.4	83.24
Intern Credential Holders Properly Assigned	1.6	6.1	1.6	1.51	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	1.1	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	0.7	2.76	5.2	4.79	14303.8	5.15
Total Teaching Positions	27.2	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)	26	91.65	100.5	91.61	230039.4	100
Intern Credential Holders Properly Assigned	0.8	2.92	0.8	0.76	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.56	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	1.3	4.79	6.5	5.97	13705.8	4.91
Total Teaching Positions	28.4	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	1.10	0.3	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	0.3	0.1

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	0.00	0	0
Total Out-of-Field Teachers	0.00	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)	6.5	1.2	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

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. Study sync, TCI, Big Ideas and Savvas all have an online component which mirrors the hardcopy version of textbooks. We have a recently adopted Math curriculum in Desmos, for a three year committment.

Year and month in which the data were collected	8/2025

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	Study Sync (16-17)	0
Mathematics	Desmos (23-26)	0
Science	Savvas Publishing (21/22)	0
History-Social Science	TCI History (17/18)	0

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

School Facility Conditions and Planned Improvements

The school grounds are maintained on weekly basis, and our three-person site maintenance staff (on day, two night custodians), maintain the cleanliness of our facility. They also address routine maintenance issues as they arise. Although our building is old, it is in fine condition. We recently created an outdoor learning space in the form of a garden, which was created and maintained with assistance from the Junior League of Monterey County. We have also completed the process of transforming our woodshop into a functional classroom and workers space for STEM/STEAM/Robotics Technology-Engineering-Design and various clubs. This space is now being used as a functional classroom.

In 2021, a new 4K projector and screen have been installed in the Performing Arts Center which will be an important upgrade for character assemblies and musical performances. In addition, the Woodshop Roofing project was competed in the fall of 2022, and our site received a new phone system during that time as well. We have seven additional flat panel displays in classrooms, and only need four more to have all classrooms equipped with this technology. Some recent upgrades include liquid applied roof coating and new restroom finishes. Other facilities upgrades include:
-Exterior painting of buildings I and M
-Electrical Switchgear Upgrade
-Performing Arts Center Curtains
-New Roofing and Gutters on buildings I and M

School Facility Conditions and Planned Improvements

-Replacement of the boiler in the A-Wing
-7 new cameras to fix blind spots
-New 6ft gates connecting the rear staff parking lot with the gym
-Complete retrofit of all 4 ft gates with 6 ft gates

All doors at PGMS have been fitted with Lock Blocks as a quick lock system for safety purposes and we have fully installed an electrical buzzer door entry system.

Year and month of the most recent FIT report	12/18/2025

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	A-Wing/Admin & Classrooms: Exterior was painted Summer 2024. Playground surface repair scheduled for Summer 2024. New liquid applied coating and gutters Summer 2025. B-Wing/ Classrooms: Some flooring & stair treads need replacement. Liquid applied roof coating and new finishes in the boy's restroom Summer 2025 Exterior was painted Summer 2024 C-Wing. Auditorium, & Music: Stage curtains were replaced and Stage floor was repaired and painted summer of 2024. Roof repairs were made Summer 2023 D-Wing, Gym, Locker Rooms, Cafeteria: Gym floor was refinished summer of 2024. Restroom stalls were replaced October 2024. E-Wing and Flex Lab: Flex Lab was completely remodeled summer of 2024. New roof coating summer of 2023 and new gutters summer of 2024. Exterior was painted Summer 2024
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B-Wing/ Classrooms: Some flooring & stair treads need replacement. Roof needs to be coated and boys restroom needs to be retiled. Exterior was painted Summer 2024
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		A-Wing/Admin & Classrooms: Some flooring & stair treads need replacement. Roof needs to be coated. Exterior was painted Summer 2024. Playground surface repair scheduled for Summer 2024 B-Wing/ Classrooms: Some flooring & stair treads need replacement. Roof needs to be coated and boys restroom needs to be retiled. Exterior was painted Summer 2024

School Facility Conditions and Planned Improvements

				Field Restroom: New toilets were installed summer of 2024. New bottle filler was installed December 2024. Gutters need to be replaced.
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)	71	73	72	71	47	48
Mathematics (grades 3-8 and 11)	51	58	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	438	425	97.03	2.97	72.71
Female	211	202	95.73	4.27	79.21
Male	225	221	98.22	1.78	66.52
American Indian or Alaska Native	--	--	--	--	--
Asian	45	44	97.78	2.22	81.82
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	86	82	95.35	4.65	59.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	77.14

White	242	237	97.93	2.07	78.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	14	14	100.00	0.00	78.57
Socioeconomically Disadvantaged	78	75	96.15	3.85	49.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	79	96.34	3.66	37.97

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	438	427	97.49	2.51	57.85
Female	211	204	96.68	3.32	57.35
Male	225	221	98.22	1.78	58.37
American Indian or Alaska Native	--	--	--	--	--
Asian	45	44	97.78	2.22	75.00
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	86	82	95.35	4.65	40.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	62.86
White	242	239	98.76	1.24	61.92
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	14	14	100.00	0.00	64.29

Socioeconomically Disadvantaged	78	75	96.15	3.85	30.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	79	96.34	3.66	27.85

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)	46.38	64.03	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	148	142	95.95	4.05	64.79
Female	75	71	94.67	5.33	64.79
Male	72	70	97.22	2.78	64.29
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	68.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	27	90.00	10.00	44.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	82	80	97.56	2.44	70.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.88	3.12	41.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	19	86.36	13.64	47.37

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

PGMS has reached out and engaged our families in a variety of ways, including hosting a PGMS Counseling Night, PGMS Safety Night, PGMS Anti-Bias Bullying four part series with Welcoming Schools, PGMS Advisory Team, Coffee with the Chief, PGMS Principal Check-in, and the California Healthy Kids Parent Survey. Planned engagements for semester two include parent meetings and input on topics such as: Climate and Enrichment opportunities, A mental health wellness fair planned for March 25th, review/revision of the PGMS Dress Code and eligibility, sharing student survey results and assessment results, and the beginning of our four part parenting series focussing on Creating Welcoming Schools beginning in January of 2026.

PGMS has a vibrant and well attended PTSA and School Site Council. Discussions include academic achievement, safety, social emotional supports, student survey information, and a number of parent driven topics. PGMS also relays information via the PTSA Facebook page to reach out to families.

We have hosted several parent conversations regarding academic interventions, ebike and escooter safety, social emotional supports, planned 3rd Annual PGMS Wellness Fair, safety night, four-part parenting series with Welcoming Schools and more. This year we have many more supports to offer and communicating these opportunities and clarifying expectations is important. We welcome volunteers and parents to help out in the classroom, library, small group instruction, campus supervision 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, Choir Concerts, various drama and musical productions, and our Promotion Ceremony) 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	449	76	16.9
Female	217	215	35	16.3
Male	233	232	41	17.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	48	5	10.4
Black or African American	--	--	--	--
Filipino	11	11	2	18.2
Hispanic or Latino	89	88	17	19.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	3	9.1
White	246	246	47	19.1
English Learners	12	11	4	36.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	80	79	19	24.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	85	20	23.5

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
1.6	2.15	1.11	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	1.11	0.00
Female	0.00	0.00
Male	2.15	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.41	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.00	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

Pacific Grove Middle School keeps a comprehensive safety plan that is reviewed each year by our site safety committee and the School Site Council. The plan was most recently reviewed in December 2025, but it has been updated with current data and was reviewed by staff, safety committee and Site Council in December of 2025. One key element of the Site Safety Plan is the section on "The Big Five," which is a set of comprehensive emergency response protocols that are designed specifically for schools and are widely used in the area. All staff receive annual training on the five types of emergency response - shelter in place, evacuation, secure campus, lockdown-barricade, and drop-cover-hold on. Another key element of the Plan is our list of Crisis Team members and responsibilities, which will be critical to the success of our emergency responses if/when they are enacted. Finally, the Plan also contains our drill schedule, school rules, and an overview of Restorative Justice and Positive Behaviors Interventions and Supports (PBIS)

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	18	9	7	0
Mathematics	18	10	6	0
Science	22	7	5	0
Social Science	22	8	4	0

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	19	10	6	
Mathematics	17	12	6	
Science	25	2	10	
Social Science	24	4	8	

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	18	13	4	
Mathematics	17	13	5	
Science	25	4	8	
Social Science	22	6	7	

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	445

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	$16,928.75	$4,492.71	$12,436.04	$130,319.19
District	N/A	N/A	$18,408.19	$127,920.02
Percent Difference - School Site and District	N/A	N/A	-38.7	1.9
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	10.9	33.8

Fiscal Year 2024-25 Types of Services Funded

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

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%

Professional Development

This year as with last, the staff at PGMS is dedicated to continued professional learning.

We conducted our site based PD time to learn about Cultural Proficiency, Restorative Justice as well as our book study (The PLC Playbook and Visable Learning: Feedback) on August 2nd. Additionally we discussed data collection, Universal Design for Learning, Highly Effective Rubrics, Restorative Conversations in the Classroom, technology trainings, assessment cycles, curriculum mapping and pacing to prepare for gaps in learning. The staff participated in several presentations from site administration and counseling team involving: self-care, how to identify and support students in crisis. During our monthly staff meetings our staff participated in Visable Learning: Feedback, The PLC Playbook, Restorative Conversations in the Classrooms, and year two of our Anti-Bias Bullying training performed by Welcoming Schools (6 part series). In the second semester, staff will receive trainings Restorative Practices in the Classroom, Anti Bias Bullying, Professional Learning Communities, Feedback and Cultural Proficiency.

We are renewing our practice of departments taking planning days for curriculum discussions off site during the school year, with the new emphasis on special education and general education teams working on embedding accomidations and modification in lessons prior to lesson delivery. 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, Restorative Approaches, PLC's, Feedback and Cultural Proficiency. The last several years and into the future, our ILT and school wide focus continues to work 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 continues to put in to practice our school wide professional study on Universal Design for Learning, utilizing highly effective rubrics, creating and maintaining Restorative relationships with our students and Grading for Mastery. In addition to improving and maintaining our PLC's, our site has dedicated multiple opportunities to the study of Equity, Restorative practices, Cultural Proficiency and a continued focus on our Students of Concern (SOC). Through Data dives, Learning Walks, pullout days and cross curricular activities our staff is committed to sharing best practice and learning from one another. PGMS's Advisory focus on using student survey results to steer our SEL efforts and has been successfully carried out as a whole school activity. Our focus are: Anxiety, bullying/healthy relationships, race and digital citizenship.

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	4	4