

# Pacific Grove Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	Pacific Grove Unified School District
<b>Phone Number</b>	831.646.6553
<b>Superintendent</b>	Linda Adamson
<b>Email Address</b>	Ladamson@pgusd.org
<b>District Website</b>	ww.pgusd.org

## 2023-24 School Description and Mission Statement

Pacific Grove Middle School (PGMS) is dedicated 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.

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 are currently well underway on retrofitting the woodshop to be a makerspace, 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 Character Strong program, delivered through lessons during the Advisory period every Monday, aimed at instilling high character and kindness. Additionally, PGMS utilizes resources from the CalHope grant, incorporating the Open Parachute SEL curriculum and partnering with IndieFlix for assemblies and documentary viewings addressing relevant topics. This year, PGMS hosted its first annual PGMS Wellness Fair, which involved the participation and promotion of 19 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.

PGMS places a strong emphasis on helping students prepare comprehensively for success in high school. The school's 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 in 2021 for academic excellence and achievement gap reduction, underscoring the collaborative endeavors of the Parent Teacher Student Association (PTSA), School Site Council, and dedicated staff.

## 2023-24 School Description and Mission Statement

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	150
Grade 7	140
Grade 8	130
Total Enrollment	420

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9%
Male	47.9%
American Indian or Alaska Native	1.9%
Asian	14.3%
Black or African American	1.7%
Filipino	1.2%
Hispanic or Latino	19.8%
Two or More Races	4%
White	56.7%
English Learners	4%
Homeless	0.7%
Socioeconomically Disadvantaged	18.8%
Students with Disabilities	13.6%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.80	92.19	91.50	84.29	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.16	5.30	4.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.93	1.40	1.36	12115.80	4.41
<b>Unknown</b>	1.20	4.68	10.20	9.43	18854.30	6.86
<b>Total Teaching Positions</b>	26.90	100.00	108.60	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	87.95	96.40	87.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	4.03	4.00	3.69	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.70	1.57	11953.10	4.28
<b>Unknown</b>	2.10	7.99	7.80	7.09	15831.90	5.67
<b>Total Teaching Positions</b>	27.30	100.00	110.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.50</b>	<b>1.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.20</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 newly adopted Math curriculum in Desmos, for a three year commitment.

Year and month in which the data were collected

8/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	Study Sync (16-17)	Yes	0
<b>Mathematics</b>	Desmos (23-24)	Yes	0
<b>Science</b>	Savvas Publishing (21/22)	Yes	0
<b>History-Social Science</b>	TCI History (17/18)	Yes	0

## 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 neatness 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 made much progress in transforming our woodshop into a functional classroom and workers space for STEM/STEAM Technology-Engineering-Design and various clubs. This space, though not completed, 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 completed 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. Planned facilities upgrades include:

- Exterior painting of all buildings
- Performing Arts Center stage, lighting, and rigging

All doors at PGMS have been fitted with Lock Blocks as a quick lock system for safety purposes and plans are in place for an electrical buzzer door entry system.

**Year and month of the most recent FIT report**

12/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		C-Auditorium: Interior flooring issue stage right. Summer of 2023 Roof was repaired and ground water intrusion was addressed. The flooring issue will now be scheduled for repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials		X		A-Wing: Exterior paint need.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	70	74	70	47	46
<b>Mathematics</b> (grades 3-8 and 11)	51	53	57	56	33	34



## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	426	410	96.24	3.76	69.76
<b>Female</b>	219	213	97.26	2.74	74.18
<b>Male</b>	205	195	95.12	4.88	64.62
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	61	59	96.72	3.28	77.97
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	83	80	96.39	3.61	48.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	22	95.65	4.35	68.18
<b>White</b>	238	229	96.22	3.78	75.98
<b>English Learners</b>	17	15	88.24	11.76	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	80	75	93.75	6.25	57.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	55	93.22	6.78	18.18

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	426	413	96.95	3.05	53.27
<b>Female</b>	219	216	98.63	1.37	50.93
<b>Male</b>	205	195	95.12	4.88	55.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	61	59	96.72	3.28	77.97
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	83	79	95.18	4.82	25.32
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	22	95.65	4.35	50.00
<b>White</b>	238	233	97.90	2.10	58.80
<b>English Learners</b>	17	16	94.12	5.88	25.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	80	76	95.00	5.00	30.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	55	93.22	6.78	16.36

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	60.66	56.00	58.33	55.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	131	125	95.42	4.58	56.00
<b>Female</b>	70	68	97.14	2.86	54.41
<b>Male</b>	60	56	93.33	6.67	57.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	20	100.00	0.00	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	26	26	100.00	0.00	30.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	71	67	94.37	5.63	65.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	27	25	92.59	7.41	36.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	18	85.71	14.29	16.67

## 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.

#### 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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
Grade 7	96%	97%	96%	94%	96%

## 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.

#### 2023-24 Opportunities for Parental Involvement

PGMS has reached out and engaged our families in a variety of ways, including hosting a PGMS Counseling Night, PGMS Academic Interventions, PGMS Parenting Series with Elisabeth Stitt, PGMS Character Strong and Open Parachute, Parent Viewing nights for each of our four quarterly assembly documentaries: "Angst", "Upstanders", "Race to be Human", and "Screenagers", adding Spanish Language to PGMS, 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, parent viewing of "Race to be Human" and "Screenagers", review/revision of the PGMS Dress Code, sharing student survey results.

PGMS has a vibrant and well attended PTSA and School Site Council. Discussions include academic achievement, social emotional supports, student survey information, Spanish Language at PGMS, Covid mitigation protocols 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 meetings regarding academic interventions, social emotional supports, the first annual PGMS Wellness Fair, safety night, four-part parenting series with Elisabeth Stitt 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 and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. PGMS has an active PTSA and School Site Council (SSC). Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	432	38	8.8
Female	226	222	14	6.3
Male	210	208	24	11.5
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	8	8	0	0.0
Asian	62	61	4	6.6
Black or African American	7	7	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	87	85	9	10.6
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	20	19	3	15.8
White	246	245	22	9.0
English Learners	19	17	2	11.8
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	86	84	11	13.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	64	9	14.1

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.43	1.60	0.05	1.24	1.45	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.6	0
Female	0.44	0
Male	2.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.61	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.22	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.54	0

## 2023-24 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 September 2022, but it has been updated with current data and was reviewed by staff, safety committee and Site Council in December of 2023. 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)

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	10	8	
Mathematics	20	8	9	
Science	26	1	11	
Social Science	24	1	12	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	15	18	1	
Mathematics	17	15	2	
Science	22	6	6	
Social Science	19	9	4	

## 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	
Mathematics	18	10	6	
Science	22	7	5	
Social Science	22	8	4	

## 2022-23 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	300

## 2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$15,045.89	\$5,086.10	\$9,959.79	\$106,662.10
District	N/A	N/A	\$11,930.00	\$113,861
Percent Difference - School Site and District	N/A	N/A	-18.0	-2.3
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	40.7	29.6



## Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$63,672	\$50,875
<b>Mid-Range Teacher Salary</b>	\$105,512	\$79,761
<b>Highest Teacher Salary</b>	\$135,622	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$181,130	\$128,154
<b>Average Principal Salary (Middle)</b>	\$180,780	\$131,774
<b>Average Principal Salary (High)</b>	\$190,200	\$142,676
<b>Superintendent Salary</b>	\$260,882	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	36.92%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	6.66%	5.49%

## Professional Development

This year as with last, the district provided many extra professional development opportunities during the summertime in anticipation of welcoming our students back to in person learning.

We conducted our Staff Wide Meeting and SEL Meeting on August 1, where we discussed data collection, Universal Design for Learning, Highly Effective Rubrics, Restorative Conversations in the Classroom, Grading for Mastery, technology trainings, assessment cycles, curriculum mapping and pacing to prepare for gaps in learning. The staff participated in several presentations from our TOSA, administration and counseling team involving: self-care, how to identify and support students in crisis. Our staff participated in Equity training, Universal Design for Learning, Restorative Conversations in the Classrooms;

## Professional Development

with the latter portion of August 1st being used for Grading for Mastery half day training. Leadership members, administrators, and members from the Monterey and Santa Clara County Offices of Education presented these themes during the whole staff professional developments August 3/4. Staff recieved trainings for a three day study of Universal Design for Learning (Equity based education) produced by the Monterey County Office of Education on March 14th, March 28th and April 25th.

We are renewing our practice of departments taking two complete days for curriculum planning off site during the school year. PGMS has an Instructional Leadership Team (ILT) made up of teacher leaders who assist with the training necessary to maintain best practice, and maintain a school wide focus on Equity. The last several years 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, and Grading for Mastery. In addition to improving and maintaining our PLC's, our site has dedicated multiple opportunities to the study of Equity and a continued focus on our Students of Concern (SOC). Through Data dives and Learning Walks, and cross curricular activities our staff is committed to sharing best practice and learning from one another. PGMS's quarterly focus on one area of social emotional learning 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5