

Pacific Grove High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

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	Matt Bell
E-mail Address	mbell@pgusd.org
Web Site	http://pghigh.pgusd.org/
Grades Served	9-12
CDS Code	27-66134-2733657

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
E-mail Address	rporras@pgusd.org
Web Site	www.pgusd.org

School Description and Mission Statement (Most Recent Year)

Pacific Grove High School is a comprehensive 9-12 high school, which has served students since the late 1800's. Our mission, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, and stimulating environment, with a clear commitment to the worth of every individual.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	160
Grade 10	151
Grade 11	150
Grade 12	133
Total Enrollment	594

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.2
Asian	9.4
Filipino	1.5
Hispanic or Latino	15.2
Native Hawaiian or Pacific Islander	1.9
White	63.5
Two or More Races	3
Socioeconomically Disadvantaged	17.3
English Learners	2.4
Students with Disabilities	7.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	33	37	37	119
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Anthology English McDougal Littell 2007/2008 Prentice Hall Grammar 2008/2009	Yes	0
Mathematics	Pre-Calculus Pearson/Prentice Hall 2007/2008 Algebra II, Holt McDougal 2010/2011 AP Statistics; Bedford, Freeman, & Worth 2010/2011 Integrated Math I, II, Math Visions Project, Creative Commons License, 2014	Yes	0
Science	Anatomy & Physiology Pearson 2010/2011 AP Enviro Sci: Bedford, Freeman, & Worth 2010/2011 Biology, Glencoe, McGraw Hill 2014 Physics, Pearson Addison-Wesley, 2006 Chemistry, W H Freeman, 2006 Honors Chemistry, Pearson-Prentice Hall, 2011	Yes	0
History-Social Science	US History McGraw Hill 2009/2010 Government: Pearson 2010/2011 Economics: Wilson & Clark 2010/2011 AP History: Holt 2012-2013	Yes	0
Foreign Language	French and Spanish Vista Higher Learning 2012/2013	Yes	0
Health		Yes	0
Visual and Performing Arts		Yes	0
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2006 voters passed Measure D, a school improvement bond that is bringing significant changes to PGHS. Major construction and renovation projects are already underway. The renovation of Breakers Stadium, small gym, dance room, new pool/tennis courts and the installation of security cameras have been completed with accolades from the entire community. Phase II was concluded in early 2011 and included totally renovated science classrooms and media and art rooms along with a remodel of our multipurpose room (Student Union) and administration building and minor improvements to heating in classrooms and water runoff around the campus. The back parking lot has been repaved and received a better design for drop-off and pick up for the students attending feeder schools. The final major project has been the completion of the swimming pool renovation in early 2014. Since then, a technology bond, Measure A, was passed in November, 2014. This bond is to be used exclusively for the update, repair, and future technological needs of the district.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: May 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: May 2013				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	83	67	44
Mathematics	56	54	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	145	139	95.9	6	12	37	45
Male	11		80	55.2	9	11	36	44
Female	11		59	40.7	2	12	39	47
Black or African American	11		6	4.1	--	--	--	--
Asian	11		10	6.9	--	--	--	--
Filipino	11		5	3.4	--	--	--	--
Hispanic or Latino	11		19	13.1	21	16	26	37
Native Hawaiian or Pacific Islander	11		3	2.1	--	--	--	--
White	11		89	61.4	3	11	40	45
Two or More Races	11		5	3.4	--	--	--	--
Socioeconomically Disadvantaged	11		23	15.9	4	30	39	26
English Learners	11		2	1.4	--	--	--	--
Students with Disabilities	11		6	4.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	145	140	96.6	24	21	34	21
Male	11		80	55.2	26	18	34	23
Female	11		60	41.4	20	25	35	20
Black or African American	11		6	4.1	--	--	--	--
Asian	11		10	6.9	--	--	--	--
Filipino	11		5	3.4	--	--	--	--
Hispanic or Latino	11		19	13.1	42	26	26	5
Native Hawaiian or Pacific Islander	11		3	2.1	--	--	--	--
White	11		90	62.1	22	19	34	24
Two or More Races	11		5	3.4	--	--	--	--
Socioeconomically Disadvantaged	11		23	15.9	43	13	30	13
English Learners	11		2	1.4	--	--	--	--
Students with Disabilities	11		6	4.1	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	73	78	83	81	81	82	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	82
All Students at the School	83
Male	86
Female	80
Black or African American	--
Asian	86
Filipino	--
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	--
White	88
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	47
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

PGHS provides a variety of courses related to technical education: Computers/digital Imaging, Photography, Catering and Hospitality, Sports Medicine and Graphic Design. Our CTE department collaborates with the local community colleges to align coursework for post secondary education.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	589
% of pupils completing a CTE program and earning a high school diploma	99
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.16
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	52.59

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	79	83	83	77	82	82	57	56	58
Mathematics	79	83	84	78	81	83	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	18	22	60	17	45	38
All Students at the School	17	22	61	16	46	38
Male	19	28	53	17	50	33
Female	15	15	71	13	40	47
Hispanic or Latino	32	23	45	32	50	18
White	13	20	66	13	43	45
Two or More Races	24	19	57	19	57	24
Socioeconomically Disadvantaged	53	21	26	32	58	11

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.10	10.30	69.20

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Community and parent support for Pacific Grove high School is strong. In many ways the high school is the source of community pride. Parents, alumni, and community members are involved in numerous organizations, which supports projects to improve student achievement, allow participation in extra-curricular activities, and improve school facilities. This includes PTA, Breakers Club (parent sports boosters), Music Boosters, Alumni Association, Sober Grad Night, and P.G. Pride (parent and community fund raisers for district programs). Many businesses donate their products and facilities for fund raising activities. In addition, many school events are civic events. The Butterfly parade, Pacific Grove athletic competitions, drama productions, and Good Old Days are examples of events in which the entire community participates.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.30	4.10	1.50	3.60	5.30	2.00	13.10	11.40	11.50
Graduation Rate	96.12	94.31	98.54	95.00	93.23	98.03	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	100	99.33	84.6
Black or African American	100	100	76
American Indian or Alaska Native	100	50	78.07
Asian	100	100	92.62
Filipino			96.49
Hispanic or Latino	106.25	100	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	98.86	100	89.93
Two or More Races	100	100	82.8
Socioeconomically Disadvantaged	100	100	61.28
English Learners	20	20	50.76
Students with Disabilities	105.88	100	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.83	2.23	2.70	4.35	2.95	1.31	5.07	4.36	3.80
Expulsions	0.00	0.16	0.32	0.09	0.05	0.09	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly. The site emergency plan is revised annually. The school's comprehensive safety plan is updated annually by the Safety Committee. The site designed a disaster plan with help from local emergency agencies. Two Campus Supervisors have been hired to patrol the campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	7	17	1	23	8	17	1	21	10	7	1
Mathematics	26	5	15	1	22	12	12		21	12	8	
Science	28	4	10	3	25	2	17		27	3	8	
Social Science	25	9	14	4	25	7	20		23	14	13	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	278
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	.8	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$13,065	\$467	\$12,598	\$86,114
District	N/A	N/A	\$12,598	\$79,702
Percent Difference: School Site and District	N/A	N/A	0.0	14.2
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	130.9	36.9

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

Types of Services Funded (Fiscal Year 2014-15)

PGHS provides students tutoring in math after school on each weekday.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,225	\$40,379
Mid-Range Teacher Salary	\$74,704	\$62,323
Highest Teacher Salary	\$100,327	\$81,127
Average Principal Salary (Elementary)	\$135,324	\$99,192
Average Principal Salary (Middle)	\$127,537	\$91,287
Average Principal Salary (High)	\$163,500	\$112,088
Superintendent Salary	\$208,617	\$159,821
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	7	N/A
All courses	16	.9

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

PGHS is currently providing staff development in building Professional Learning Communities as well as in Common Core. In January 2013, several teachers attended a training with Rick and Rebecca DuFour and presented the information to our staff when they returned. Collaboration days have been built into the bell schedule so that teachers can analyze student data and adjust instruction so that students can attain mastery of the subject matter. The schedule allows teachers to meet for approximately 45 minutes each Wednesday morning. Plans for the 2014-15 school year include development of the Instructional leadership team (ILT) to lead school-wide professional development for the alignment of the CA Common Core State Standards. The instructional leadership team works with a professional consultant in key instructional shifts in English language arts, literacy in content areas and math. A PGHS math instructor was provided a .4 FTE to develop and implement the Integrated Math I, II, and III courses for 2013-14, 14-15, and 15-16.