Pacific Grove Community High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, 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 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).

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 (School Year 2017-18)

School Contact Information	
School Name	Pacific Grove Community High School
Street	1004 David Avenue, Building A
City, State, Zip	Pacific Grove, CA, 93950
Phone Number	(831) 646-6535
Principal	Matthew Bell
E-mail Address	mbell@pgusd.org
Web Site	http://pgchs.pgusd.org/
CDS Code	27661342731115

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831 646-6510
Superintendent	Dr. Ralph Gomez-Porras
E-mail Address	rporras@pgusd.org
Web Site	www.pgusd.org

School Description and Mission Statement (School Year 2017-18)

Pacific Grove Community High School vision
Pacific Grove Community High School provides a small, non-traditional learning environment in which students can pursue an alternative pathway to college and career success.
We seek to:
- Provide a challenging project-based curriculum that emphasizes student strengths and is individualized to meet the learning needs of each student
- Create a holistic environment in which students' diverse emotional, social, and cultural needs are recognized and celebrated
- Maximize opportunities for students to become responsible citizens who participate actively in their communities, both today and into the future

Pacific Grove School-wide Learning Outcomes:
Community High School's graduates will be:

EDUCATED INDIVIDUALS WHO:
- Demonstrate competence in reading, writing, mathematics, science, social studies, and technology
- Build on our strengths and interests, and recognize myriad opportunities for learning in our everyday lives
- Earn a high school diploma and have a plan for post-graduation success

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:
- Think through and solve problems by using relevant evidence and information
- Are informed consumers who make educated decisions
- Consider the consequences of their actions

INDEPENDENT AND COLLABORATIVE WORKERS WHO:
- Set goals, organize time and tasks to meet deadlines
- Participate cooperatively in group projects
- Produce independent and group work that reflects academic content standards

RESPONSIBLE CITIZENS WHO:
- Are employable and able to successfully participate in a college environment
- Understand and appreciate diverse cultures and points of view
- Understand and participate in the duties, rights, and privileges of citizens in a democracy

HEALTHY INDIVIDUALS WHO:
- Have a strong sense of self-worth, and take care of themselves mentally and physically
- Resolve conflicts through positive actions
- Demonstrate tolerance and respect for diversity, recognizing how their actions impact others

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	4
Grade 11	12
Grade 12	7
Total Enrollment	23

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	4.3
Filipino	0
Hispanic or Latino	30.4
Native Hawaiian or Pacific Islander	0
White	60.9
Two or More Races	4.3
Socioeconomically Disadvantaged	47.8
English Learners	0
Students with Disabilities	8.7
Foster Youth	8.7

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	2	2	121
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2016

Students at Community High School are provided the same textbooks at the district's comprehensive high school (Pacific Grove High School). Curriculum at Community High School is aligned with the Common Core standards. Ancillary materials, including online credit recovery and instruction, are purchased for each core area to support the curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2006 McDougal Littell Language of Literature American Literature	Yes	0
Mathematics	2014 McGraw Hill ALEKS	Yes	0
Science	2007 Holt, Rinehart & Winston California Biology Holt, Rinehart & Winston California Earth Science	Yes	0
History-Social Science	2006 Holt, Rinehart, & Winston Civics in Practice Holt Rinehart & Winston American Anthem Holt Rinehart & Winston Human Legacy Modern Era	Yes	0
Health	2015 McGraw Hill Glencoe Health	Yes	0
Visual and Performing Arts	2013 Pearson Prentice Hall Learning Microsoft Office Deluxe Edition	Yes	0
Science Laboratory Equipment (grades 9-12)	Equipment includes, but is not limited to scales, microscopes, beakers, measuring cylinders, erlenmeyer flasks, test tube holders, grinder bowls & sticks, petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The entire facility underwent upgrades in 2003 and 2008.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: January 2018				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Lighting will be replaced using Prop 39 funds this year
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	The roof will need replacement in the next few years as it is 20 years old.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Year and month of the most recent FIT report: January 2018				
Overall Rating		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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	--	--	71	73	48	48
Mathematics (grades 3-8 and 11)	--	--	57	62	36	37

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	82	73	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Community High School provides a wide variety of classes and assignments that focus on career exploration. Students at CHS also are given opportunities to enroll in CTE classes at the district comprehensive high school.

Career Technical Education Participation (School Year 2016-17)

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

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 areas of physical education.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Pacific Grove Unified School District has extraordinary parental and community involvement. At all levels, parents are encouraged to participate in the educational community and Community High School is no exception. Parents are encouraged to join the site council, to volunteer in the school and be on committees as needed. Parents have been involved in the School Site Committee. Parents also volunteer in the garden and at special events such as Mock Interview day. In addition, every parent must meet with the staff as their student is enrolled at Community High School and encouraged to attend the progress meeting at the end of each grading cycle. Nonetheless, we seek to increase parent participation in all areas of the school and have set goals through our WASC process to widen our communication methods and increase opportunities for parent participation.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	6.7	0	14.3	2	2.1	6.4	11.5	10.7	9.7
Graduation Rate	93.33	100	71.43	98.03	96.58	91.67	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	62.5	96.67	87.11
Black or African American	0	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	87.5	94.42
Filipino	0	100	93.76
Hispanic or Latino	0	95.24	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	97.98	90.99
Two or More Races	0	77.78	90.59
Socioeconomically Disadvantaged	50	90.91	85.45
English Learners	0	50	55.44
Students with Disabilities	66.67	77.78	63.9
Foster Youth	0	0	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	17.9	7.7	11.8	1.3	1.1	2.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The safe school plan has been updated since 09/02/2016. Key elements that have been reviewed and updated have been lock-down procedures, radio review and protocol, and active shooter protocol. The plan was presented to the Site Council in the fall of 2017 and sent to the School Board for approval along with the District Plan and other site plans. Professional development is ongoing to keep staff current with safety protocols.

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.

Federal Intervention Program (School Year 2017-18)

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

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	.1	N/A
Other	0	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 2015-16)

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	$90,144
Percent Difference: School Site and District	N/A	N/A	0.0	14.2
State	N/A	N/A	$6,574	$69,649
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 2016-17)

Community High School students have access to Monterey County Behavioral Health services on an as needed basis. Special Education services are accessed as indicated in student Individual Education Plans. On rare occasions, students who have negative contact with law enforcement are assigned a Probation Officer that monitor student behavior and attendance. Additionally, Special Education students have access, as determined in their IEP, to specialized therapeutic counseling and access to a psychiatrist.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,178	$44,144
Mid-Range Teacher Salary	$86,468	$69,119
Highest Teacher Salary	$113,392	$86,005
Average Principal Salary (Elementary)	$148,898	$106,785
Average Principal Salary (Middle)	$133,988	$111,569
Average Principal Salary (High)	$171,370	$121,395
Superintendent Salary	$219,475	$178,104
Percent of Budget for Teacher Salaries	40%	34%
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/.

Professional Development (Most Recent Three Years)

Priorities for staff development for the 2013-2016 school years have been focused on the national Common Core State Standards - primarily English Language Arts. The primary focus for the 2016-17 school year has been on the implementation of the Professional Learning Communities framework and the subsequent cycle of planning, data collection, analysis, and implementation. The development has been done on school release days as well as during after-school presentations by District and county experts. Staff development funds have been set aside to release teachers for workshops and meetings on the development of the materials and curriculum. Further staff development for 2018 and the 2018-19 school year will focus on utilizing data and our transition to a new data and grading software suite.