Pacific Grove 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 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/
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 (School Year 2017-18)

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. Updated Vision Statement (August 2017): Pacific Grove High School is a community of learners committed to providing students with opportunities to steer their lives toward academic, career, and personal success. Through collaboration, a commitment to evidence-based decision-making and a spirit of inclusion, PGHS aims to cultivate culturally aware, employable, healthy, active students who are eager learners, conscientious digital citizens, environmental stewards, and effective communicators.

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

Grade Level	Number of Students
Grade 9	170
Grade 10	148
Grade 11	138
Grade 12	142
Total Enrollment	598

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	10.7
Filipino	2.2
Hispanic or Latino	16.4
Native Hawaiian or Pacific Islander	0.8
White	60.5
Two or More Races	5
Socioeconomically Disadvantaged	17.7
English Learners	2.3
Students with Disabilities	8
Foster Youth	0

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	37	37	34	121
Without Full Credential	0	0	2	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: January 2018

Subject	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 Writing & Grammar Prentice Hall 2008 Everything's and Argument Bedford/St. Martins 2013 Elements of Style Longman 2000 ELD - English 3D Issues Scholastic 2011 ELD - English 3D Language ans Writing Portfolio 2011	Yes	0
Mathematics	Pre-Calculus Pearson/Prentice Hall 2007/2008 AP Statistics - The Practice of Statistics; Bedford, Freeman, & Worth 2012 Calculus Key Curriculum Press 2005 Big Ideas Math Integrated I Big ideas Learning 2016 Big Ideas Math Integrated II Big ideas Learning 2016 Big Ideas Math Integrated III Big ideas Learning 2016	Yes	0
Science	Anatomy & Physiology Pearson 2012 Essentials of Human Anatomy & Phisiology Pearson 2012	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	AP Enviro Sci: Bedford, Freeman, & Worth 2010/2011 Biology, Glencoe, McGraw Hill 2012 Marine Science Life on An Ocean Planet Current Publishing Co. 2006 Earth and Space Earth Science Holt, Rinehart, Winston 2007 Conceptual Physics, Pearson , 2015 AP Physics Fundamentals of Physics, 2014 Chemistry in the Community, W H Freeman, 2006 Honors Chemistry Intro to Chemistry, Pearson-Prentice Hall, 2011		
History-Social Science	World Geography Prentace Hall 2009 AP Human Geography: The Cultural Landscape - An Intro to Human Geography. Pearson, 2015 World History: The Modern Era Prentice Hall 2009 AP Worlkd History Ways of the Wolrd Bedford/St. Martins 2011 US History American Vision Glencoe & McGraw Hill 2010 AP History: The American Pageant Houghton Mifflin 2012 Government: Pearson 2010/2011 AP Government The Challenge of Democracy Houghton Mifflin 2008 AP Government Readings & Cases Longman 2002 Economics EMC Pub. 2010/2011	Yes	0
Foreign Language	French and Spanish Vista Higher Learning 2012/2013	Yes	0
Health	Health: A Guide to Wellness Glencoe/McGraw 2001	Yes	0
Visual and Performing Arts	Music Tech Tools Focal Press 2010	Yes	0
Science Laboratory Equipment (grades 9-12)	All science rooms have classroom instruction and lab areas with adequate equipment. Science department is provided yearly site funds to re-stock inventory for lessons. Specific equipment includes, but is not limited to weights and measurements, scales, dissecting microscopes, beakers, measuring cylinders, erlenmeyer flasks, test tube holders, grinder bowls & sticks, petri dishes, vials, dropper bottles, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.	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 have been completed with accolades from the entire community: renovation of Breakers Stadium, small gym, dance room, new pool/tennis courts and the installation of security cameras . 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 used exclusively for the update, repair, and future technological needs of the district.

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

<table>
<tr><th colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: January 2018</th></tr>
<tr><th rowspan="2">System Inspected</th><th colspan="3">Repair Status</th><th rowspan="2">Repair Needed and
Action Taken or Planned</th></tr>
<tr><th>Good</th><th>Fair</th><th>Poor</th></tr>
<tr><td>**Systems:** Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Interior:** Interior Surfaces</td><td></td><td>X</td><td></td><td>Minor ceiling staining from previous roof leaks.</td></tr>
<tr><td>**Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Electrical:** Electrical</td><td></td><td>X</td><td></td><td>Lens covers need to be repaired. Some outlets not working. Prop 39 lighting replacement project Spring 2018</td></tr>
<tr><td>**Restrooms/Fountains:** Restrooms, Sinks/ Fountains</td><td></td><td>X</td><td></td><td></td></tr>
<tr><td>**Safety:** Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Structural:** Structural Damage, Roofs</td><td></td><td></td><td>X</td><td>Some roofs and gutters are nearing replacement.</td></tr>
<tr><td>**External:** Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><th colspan="5">Year and month of the most recent FIT report: January 2018</th></tr>
<tr><th rowspan="2">Overall Rating</th><th>Exemplary</th><th>Good</th><th>Fair</th><th>Poor</th></tr>
<tr><td></td><td></td><td>X</td><td></td></tr>
</table>

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)	88	80	71	73	48	48
Mathematics (grades 3-8 and 11)	70	58	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	130	123	94.62	80.49
Male	68	63	92.65	71.43
Female	62	60	96.77	90
Black or African American	--	--	--	--
Asian	16	16	100	75
Filipino	--	--	--	--
Hispanic or Latino	20	19	95	63.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	70	93.33	85.71
Two or More Races	11	11	100	81.82
Socioeconomically Disadvantaged	31	31	100	67.74
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	130	128	98.46	57.81
Male	68	67	98.53	58.21
Female	62	61	98.39	57.38
Black or African American	--	--	--	--
Asian	16	16	100	62.5
Filipino	--	--	--	--
Hispanic or Latino	20	19	95	31.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.67	66.22
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	31	31	100	32.26
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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)	83	69	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)

Five pathways were re-designed by the PGHS CTE department staff to include two-tiered foundation and concentrator courses that lead to certification along with an optional third-year Capstone course that will include an internship/mentorship: Visual Arts, Networking, Software & Systems Design, Patient Care, and Culinary/Hospitality. Stipends were created for curriculum building and articulation efforts with Monterey Peninsula College (MPC); all courses will be UC a-g approved in 2017 and align with CTE standards for each pathway. CTE courses are available to all students with the Culinary/hospitality pathway providing key training for SPED students that work with peer mentors and have support of an adult aide. MPC Dual Enrollment courses began for the Networking Pathway in 2017-18 with plans to add four more MPC courses to the pathway by 2018-19; this will provide students up to 14 college units that will transfer to a UC or CSU. Current measures provided by Perkins Federal Grant E1/E2 data collection provide Advisory Board with concentrator level student participation (two years). Subsequent years will provide information regarding certification completion and internship/mentorship participation. PGHS CTE Advisory members: Erik Cushman, Monterey County Workforce Dev. Board; Steve Podell, CTE Board Member; Julia Keller, CTE Board Member; Erik McKay, Community Hospital of the Monterey Peninsula (CHOMP); Eric Lomonico, CHOMP; Melanie Gilman, CHOMP; Sean Keller, PGHS Assistant Principal; Michelle Cadigan, PGHS Outreach Counselor

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	365
% of pupils completing a CTE program and earning a high school diploma	34
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	58

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.49
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	65.71

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.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	17.9	22.6	53

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 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)

Parents are informed about school activities via newsletters, emails via School Messenger, and texts messages from the Remind system if they choose to sign up. In addition, parents are able to participate on the school Site Council to create the School-wide Plan for Student Achievement (SPSA), district English Language Advisory Committee (ELAC), or the Career Technical Education (CTE) Advisory Board. Many parents provided time for guest speaking, job shadowing, and mock interviewing as well.

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 support 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 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	1.5	2.3	5.4	2	2.1	6.4	11.5	10.7	9.7
Graduation Rate	98.54	96.24	93.24	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	98.59	96.67	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	87.5	87.5	94.42
Filipino	100	100	93.76
Hispanic or Latino	100	95.24	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	97.87	97.98	90.99
Two or More Races	100	77.78	90.59
Socioeconomically Disadvantaged	95	90.91	85.45
English Learners	50	50	55.44
Students with Disabilities	83.33	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	2.7	2.9	4.3	1.3	1.1	2.6	3.8	3.7	3.6
Expulsions	0.3	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly, 3-4 times per year along with safety assemblies; this year's focus is on safe driving and a movie night for anti-bullying. The site emergency plan is updated annually by the Safety Committee and approved by the Site team. Updates made include re-organizing evacuation line ups by room/building number as opposed to teacher last name to provide consistency and addition of a student release drill that occurs at the stadium.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	21	10	7	1	23	9	11	1	22	7	16	
Mathematics	21	12	8		25	3	15		22	11	8	
Science	27	3	8		29	1	9		23	5	11	
Social Science	23	14	13		25	6	17		22	13	11	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.8	220
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 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)

PGHS provides students tutoring in math after school Monday-Thursday, which is funded as 1.0 FTE section and supported with a classified math tutor and adjunct hours from the math dept. instructors. Additionally, in Spring 2017, one section of math focused on credit recovery with the ALEKS online system to support students in Integrated Math I, II, and III who had previously failed one or more semesters. For 2017-18, one section focused on seniors needing to pass integrated math 2 to meet graduation requirements. AVID college readiness is provided to students 9-12 who apply or are recommended by staff or through SST process. Study Hall is provided to some students who drop courses or need support to finish homework. IEP and 504 plans provide accommodations/modifications as well as Study Support classes to students who qualify.

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/.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	11	30.3

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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 Monday morning for collaboration. The instructional leadership team worked with a professional consultant from 2014-2016 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. 2017-19 will focus on implementing Illuminate as the district's student data and grade system with the emphasis of instructors collecting formative and summative data to improve collaborative efforts toward student academic improvement. Administration and counseling will collect student performance, attendance, and discipline information to guide decisions for proper academic and social-emotional interventions.