Pacific Grove High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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	Matthew J. Bell
Email Address	mbell@pgusd.org
Website	http://pghigh.pgusd.org/
County-District-School (CDS) Code	27-66134-2733657

Entity	Contact Information
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Dr. Ralph Gomez Porras
Email Address	rporras@pgusd.org
Website	www.pgusd.org

School Description and Mission Statement (School Year 2019-20)

Pacific Grove High School is a comprehensive 9-12 high school, which has served students since the late 1800's. Our District mission is, "Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment.
The District will meet the diverse needs of all students by ensuring exceptional learning opportunities to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life."
The Pacific Grove High School vision statement (August 2017)is, "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 2018-19)

Grade Level	Number of Students
Grade 9	184
Grade 10	150
Grade 11	149
Grade 12	138
Total Enrollment	621

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	1.3
Asian	11.8
Filipino	2.1
Hispanic or Latino	19.3
Native Hawaiian or Pacific Islander	0.8
White	61
Socioeconomically Disadvantaged	20.6
English Learners	2.1
Students with Disabilities	10.3
Homeless	0.2

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	37	36	124
Without Full Credential	2	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 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	Yes	0
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 was 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.
A new Bond measure will appear on the March 2020 ballot aimed at repairing and renovating some of the older buildings throughout the school and 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

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Prop 39 lighting project was recently completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Paint is chipping and needs to be repainted. Maintenance Bond project.
Structural: Structural Damage, Roofs	Poor	Some roofs and gutters are nearing replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	85	82	77	78	50	50
Mathematics (grades 3-8 and 11)	65	66	66	65	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	145	97.97	2.03	81.94
Male	82	81	98.78	1.22	76.25
Female	66	64	96.97	3.03	89.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	15	14	93.33	6.67	92.86
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	92.86
Native Hawaiian or Pacific Islander					
White	94	93	98.94	1.06	76.34
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	82.35
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	146	98.65	1.35	66.44
Male	82	81	98.78	1.22	65.43
Female	66	65	98.48	1.52	67.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	86.67
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	94	93	98.94	1.06	72.04
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	42.86
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 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 and followed up with Culinary Arts III in 2018-19 and photography in 2019-20 with plans to add additional MPC courses to the pathway by 2020-21; 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.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	312
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	95.7

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.55
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	64.75

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	10.2	14.8	73.9

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are informed about school activities through newsletters, emails, and text messages via BrightArrow messaging service. 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, events such as Coffee with the Principals and PTA meetings as well as the District Parent Engagement Committee. Some parents engage by providing 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 such as 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	5.4	3.4	0.8	6.4	3.2	0.7	9.7	9.1	9.6
Graduation Rate	93.2	91.9	96.1	91.7	92.3	95.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.3	3.8	2.6	2.6	2.7	1.8	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 Fentanyl and vaping. 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. The 2019-20 Safety Plan was approved by the Site Council on November 25, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	7	16		23	10	17		21	15	15	
Mathematics	22	11	8		20	15	13		23	11	16	
Science	23	5	11		24	6	16		24	6	16	1
Social Science	22	13	11		23	12	17		25	7	20	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1035.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		$97,069.00
Percent Difference - School Site and District	N/A	N/A		

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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, a newly designed class, was established to support students in Integrated Math I who were targeted by their 8th grade math teachers. For 2019-20, one section focused on supporting students struggling in Integrated Math 1. Two courses in AVID college readiness is provided to students 9-12 who apply or are recommended by staff or through SST process. Additionally, a course of Academic Intervention for sophomores was added in the 2019-20 school year for students who had performed poorly in their freshmen year, scored low in the CAASPP assessments, and were not supported by any other program. IEP and 504 plans provide accommodations/modifications as well as Study Support classes to students who qualify.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,895	$46,208
Mid-Range Teacher Salary	$92,626	$72,218
Highest Teacher Salary	$119,059	$92,742
Average Principal Salary (Elementary)	$153,110	$134,864
Average Principal Salary (Middle)	$151,143	$118,220
Average Principal Salary (High)	$171,706	$127,356
Superintendent Salary	$228,679	$186,823
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	3	N/A
Social Science	9	N/A
All courses	21	39.4

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

PGHS is currently providing staff development in equity intervention strategies in the classroom. 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. Data analysis is done with an eye toward barriers preventing access for struggling groups of students - particularly low socioeconomic students, Hispanic students, and Special Education students. The schedule allows teachers to meet for approximately 45 minutes each week for collaboration. Faculty has received and will receive additional professional development in 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.