

Pacific Grove High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Pacific Grove High School
Street	615 Sunset Dr.
City, State, Zip	Pacific Grove, CA 93950-4827
Phone Number	831.646.6590
Principal	Lito M. Garcia
Email Address	lgarcia@pgusd.org
School Website	https://pghigh.pgusd.org/
County-District-School (CDS) Code	27-66134-2733657

2023-24 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831.646.6553
Superintendent	Dr. Linda Adamson
Email Address	ladamson@pgusd.org
District Website	www.pgusd.org

2023-24 School Description and Mission Statement

Pacific Grove High School (PGHS), the home of The Breakers, has been providing an intellectually challenging learning community that fosters diversity, choice, and voice among students, staff, and families since 1895. The PGHS staff seeks to support all students through an educational experience that is rewarding, relevant, productive, and enjoyable. The PGHS staff are here to assist in academic pursuits, school activities, and athletic endeavors. At Pacific Grove Unified School District (PGUSD) the mission is, "Pacific Grove Unified School District, in partnership with the community and with a focus on equity,

2023-24 School Description and Mission Statement

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 vision at PGHS 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, and active students who are eager learners, conscientious digital citizens, environmental stewards, and effective communicators.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	133
Grade 10	159
Grade 11	117
Grade 12	138
Total Enrollment	547

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.1%
American Indian or Alaska Native	1.1%
Asian	8.2%
Black or African American	2.2%
Filipino	2.9%
Hispanic or Latino	18.1%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	2.6%
White	60.9%
English Learners	2.6%
Homeless	0.2%
Socioeconomically Disadvantaged	15.7%
Students with Disabilities	14.8%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	81.28	91.50	84.29	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	4.88	5.30	4.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.40	1.36	12115.80	4.41
Unknown	4.90	13.85	10.20	9.43	18854.30	6.86
Total Teaching Positions	35.80	100.00	108.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.40	89.50	96.40	87.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	4.86	4.00	3.69	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.10	1.70	1.57	11953.10	4.28
Unknown	1.60	4.50	7.80	7.09	15831.90	5.67
Total Teaching Positions	36.20	100.00	110.10	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.70	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.70	1.70

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.40
Total Out-of-Field Teachers	0.00	0.40

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	7.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Everything's an Argument: Bedford/St. Martins 2013 Elements of Style: Longman 2000 ELD-English 3D Issues: Scholastic 2011	Yes	0

	ELD-English 3D Language and Writing Portfolio: Scholastic 2011		
Mathematics	AP Statistics The Practice of Statistics: Bedford, Freeman, & Worth 2012 Stats and Probability with Applications: BFW Publishers 2022 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 Precalculus-College Algebra & Trigonometry: Pearson 2021	Yes	0
Science	Anatomy & Physiology: Pearson 2012 Essentials of Human Anatomy & Physiology: Pearson 2012 AP Environmental Science: Bedford, Freeman, & Worth 2019 Strive for a Five: Preparing for the AP Environmental Science Examination: Bedford Freeman & Worth 2019 Environmental Science: Biozone 2013 Biology: Living Earth: Houghton Mifflin Harcourt 2020 Marine Science: McGraw Hill 2019 Marine Science Life on An Ocean Planet: Current Publishing Co. 2006 Earth Science: Holt, Rinehart, Winston 2007 Conceptual Physics: Pearson, 2021 AP Physics Fundamentals of Physics: Wiley 2014 Chemistry in the Earth System: Houghton Mifflin Harcourt 2020 Honors Chemistry Intro to Chemistry: Pearson-Prentice Hall, 2011	Yes	0
History-Social Science	AP Human Geography: The Cultural Landscape - An Intro to Human Geography: Pearson, 2015 World History: The Modern Era Prentice Hall 2009 AP World History Ways of the World: Bedford, Freeman & Worth 2023 US History 1877 to the Present; America Through the Lens: National Geographic Learning 2019 AP History: The American Pageant Houghton Mifflin 2012 Government: Pearson 2011 Economics: EMC Publishing 2011 AP Government; United States Government and Politics: AMSCO School Publications 2019	Yes	0
Foreign Language	French and Spanish: Vista Higher Learning 2011	Yes	0
Health	Health: A Guide to Wellness: Glencoe/McGraw 2001	Yes	0
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements

A new Bond measure was passed in March 2020 which provides funding for repairing and renovating some of the older buildings throughout the school and District.

Year and month of the most recent FIT report

12/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		E-Wing: Needs Exterior painting, gutters and roofs. F-Wing: Needs Exterior painting, gutters and roofs. H-Wing: Needs Exterior painting, gutters and roofs. I-Wing: Needs Exterior painting, gutters and roofs. Modular O1: N-Wing: O-Wing:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	79	80	74	70	47	46
Mathematics (grades 3-8 and 11)	59	50	57	56	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	99	90.83	9.17	79.80
Female	53	49	92.45	7.55	77.55
Male	55	49	89.09	10.91	83.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	57.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	72	64	88.89	11.11	84.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	15	93.75	6.25	80.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	21.43

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	98	89.91	10.09	50.00
Female	53	49	92.45	7.55	42.86
Male	55	48	87.27	12.73	58.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	23.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	72	63	87.50	12.50	58.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00	0.00	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	55.75	57.01	58.33	55.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	235	216	91.91	8.09	56.48
Female	99	90	90.91	9.09	55.56
Male	135	125	92.59	7.41	57.60
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	53.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45	4.55	35.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	147	131	89.12	10.88	63.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.06	2.94	42.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	29	90.63	9.37	13.79

2022-23 Career Technical Education Programs

PGHS supports students earning Career Technical Education (CTE) certifications and internships through CTE Pathways regardless if students plan to attend a 2-year college or 4-year university or state college. Most PGHS CTE courses have articulated with Monterey Peninsula College (MPC); once 6 units are taken after enrollment at MPC, students may claim college credit for their articulated PGHS CTE course. In addition, PGHS and MPC have worked to create a College and Career Access Pathway (CCAP) agreement, and we are currently providing 11 dual-enrolled courses at PGHS. Students are recognized for completing a pathway during graduation with a cord or with a stole if they graduate with honors from their CTE Pathway. The following pathways are offered at PGHS: Design and Media (Art and Photography), Food Service and Hospitality, Software and Systems Development, and Engineering and Design. CTE Coordinator - Dr. Lawrence Haggquist; CTE Site Financial Officer - Felicia Afifi; College and Career Coordinator - Janet Light; Senior Sales Engineer at Flatfile - Robert Hyde; Senior Project Manager at Microsoft - Tom Hall; Owner of Spectra Mat - John Paff.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	327
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.72
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	71.74

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98%	100%	99%	99%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Family involvement is critical to the success of Pacific Grove High School. To that end, the staff at PGHS takes all necessary steps to keep parents/guardians informed about their students' academic progress, attendance, and school updates which include, but are not limited to student activities, meetings, procedures, policies, etc. Families have access to this information through a variety of online platforms: student database (PGHS and PGUSD maintained), Google Classroom (PGHS teacher maintained), school website (PGHS and PGUSD maintained), communication platform to disseminate email, text, and phone calls (PGHS maintained).

Parents/Guardians are allowed to participate in the following: Site Council, District English Language Advisory Committee, Parent Teacher Association, Career Technical Education Advisory Board, Breakers Club (Sports Boosters), district LCAP Parent Advisory Committee, and Alumni Association as well as numerous opportunities to provide volunteer support for a variety of student activities.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.5	5.5	8.8	2.1	5.2	9.7	9.4	7.8	8.2
Graduation Rate	93.9	93.8	87.1	93	94.2	85.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	147	128	87.1
Female	61	49	80.3
Male	86	79	91.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	13	11	84.6
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	27	23	85.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	86	75	87.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	34	28	82.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	20	12	60.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	562	555	90	16.2
Female	257	253	35	13.8
Male	303	300	54	18.0
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	6	6	3	50.0
Asian	47	46	4	8.7
Black or African American	13	12	3	25.0
Filipino	16	16	2	12.5
Hispanic or Latino	102	102	22	21.6
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	15	15	4	26.7
White	341	336	47	14.0
English Learners	18	16	4	25.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	98	96	22	22.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	88	24	27.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.18	1.96	0.05	1.24	1.45	0.20	3.17	3.60
Expulsions	0.00	0.17	0.00	0.00	0.05	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.96	0
Female	0	0
Male	3.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.69	0
Filipino	0	0
Hispanic or Latino	2.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.76	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.68	0

2023-24 School Safety Plan

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are conducted every month. The Site Council approved the 2024-2025 Safety Plan in January 2024. Key elements of our safety plan include emergency procedure protocols, risk assessment and response, communication protocols, training and education, collaboration, and partnership with outside agencies.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	14	
Mathematics	21	13	12	
Science	25	5	14	
Social Science	23	12	15	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	11	
Mathematics	20	15	11	
Science	22	8	12	
Social Science	24	10	15	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	13	0
Mathematics	18	20	7	0
Science	23	9	9	0
Social Science	26	6	14	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	195.36

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,226.34	\$4,254.32	\$10,9772.02	\$113,243.81
District	N/A	N/A	\$11,930.00	\$113,861
Percent Difference - School Site and District	N/A	N/A	160.8	3.6
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	177.3	35.4

Fiscal Year 2022-23 Types of Services Funded

PGHS certificated staff provides the following academic supports to students: Math Tutoring (outside of the instructional day for all students as needed), Math Support Class (targeted support for students grade 9-11 enrolled in Math 1, and Independent Productive Study (academic support class open to all students grades 9-12). The English Language Learner teacher provides targeted group and individual support to students identified as English Learners. The counseling department provides one-to-one academic planning meetings, Student Success Team meetings, the development of 504 accommodations for students who qualify, an outreach counselor, and a licensed mental health professional. The Special Education Department provides academic, social-emotional, and therapeutic support to all students with an Individualized Education Plan.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,672	\$50,875
Mid-Range Teacher Salary	\$105,512	\$79,761
Highest Teacher Salary	\$135,622	\$103,045
Average Principal Salary (Elementary)	\$181,130	\$128,154
Average Principal Salary (Middle)	\$180,780	\$131,774
Average Principal Salary (High)	\$190,200	\$142,676
Superintendent Salary	\$260,882	\$211,462
Percent of Budget for Teacher Salaries	36.92%	30.11%
Percent of Budget for Administrative Salaries	6.66%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	37
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	3
Science	1
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

For the 2023-24 school year professional development for teachers is focused on the following: Professional Learning Communities, grading, diversity and equity curriculum and WASC.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5
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