Pacific Grove Community High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Pacific Grove Community High School
Street	1004 David Avenue
City, State, Zip	Pacific Grove, CA, 93950
Phone Number	(831) 646-6535
Principal	Barbara Martinez
E-mail Address	bmartinez@pgusd.org
Web Site	
CDS Code	27661342731115

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

School Description and Mission Statement (Most Recent Year)

Pacific Grove Community High School will:

Provide students with the opportunity for high school graduation and pursuit of vocational goals and post high school education;
Ensure competency in academic, critical thinking and problem solving skills;
Maximize opportunities for students to develop the positive values of self-reliance, initiative, kindness, resourcefulness, creativity and responsibility;
Maintain a learning situation which encourages the student to follow his or her own interests and pace. Recognize that the best learning takes place when the student, in partnership with staff, cultivates his or her own desire to learn and recognizes personal responsibility for the education process.

Expected Student Learning Results (ESLRs)

Community High School's graduates will be:

EDUCATED INDIVIDUALS WHO:
Demonstrate competence in reading, writing, math, science, social studies and technology.

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:
Think problems through by using relevant evidence or information to come to logical conclusions.

INDEPENDENT AND COLLABORATIVE WORKERS WHO:
Set goals, organize time and tasks to meet deadlines, participate in group projects, and produce independent work that meets academic content standards.

RESPONSIBLE CITIZENS WHO:
Are employable.
Understand and appreciate diverse cultures and points of view.
Understand and participate in the duties, rights and privileges of citizens in a democracy.
Understand the relationships between man and his environment.

HEALTHY INDIVIDUALS WHO:
Have a strong sense of self-worth.
Practice respect for others.
Resolve conflicts through positive action.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 11	8
Grade 12	15
Total Enrollment	23

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	4.3
Asian	8.7
Filipino	0.0
Hispanic or Latino	30.4
Native Hawaiian or Pacific Islander	4.3
White	39.1
Two or More Races	8.7
Socioeconomically Disadvantaged	52.2
English Learners	0.0
Students with Disabilities	17.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	2	3	0	129
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 2015

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts			0
Mathematics			0
Science			0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

The entire facility underwent upgrades in 2003 and 2008.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Recent work includes replacing some gas lines and sewer lines.
Interior: Interior Surfaces	[ ]	[X]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	The number of electrical outlets does not fit current needs

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	The roof will need replacement in the next few years as it is 20 years old.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

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

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)				79	82	81	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	17	31	21	76	79	76	54	56	55
Mathematics				65	65	66	49	50	50
History-Social Science				75	72	72	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

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

Career Technical Education Participation (School Year 2013-14)

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

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				77	77	82	56	57	56
Mathematics				80	78	81	58	60	62

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	18	20	62	19	45	36
All Students at the School	0	0	0	0		0
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2013-14)

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

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Pacific Grove Unified School District has extraordinary parental and community involvement. At all levels, parents are encouraged to participate in the educational community and Community High School is no exception. Parents are encouraged to join the site council, to volunteer in the school and be on committees as needed. Parents have been involved in the School Site Committee as well as the WASC leadership committee. Parents also volunteer in the garden and at special events such as Mock Interview day. In addition, every parent must meet with the staff as their student is enrolled at Community High School and encouraged to attend the progress meeting at the end of each grading cycle.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	4.8	3.6	5.3	4.8	3.6	5.3	14.7	13.1	11.4
Graduation Rate	91.10	95.00	93.23	91.10	95.00	93.23	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	133.33	100.81	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	0.00	100.00	77.82
Asian	0.00	100.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	100.00	100.00	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	200.00	101.15	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	133.33	104.55	82.58
English Learners	0.00	0.00	53.68
Students with Disabilities	100.00	100.00	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.1	21.9	22.5	2.5	4.4	3.0	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The safe school plan has been updated since 09/03/2014. . Key elements that have been reviewed and updated have been lock-down procedures, radio review and protocol, and active shooter protocol. The plan was presented to the Site Council and sent to the School Board for approval along with the District Plan and other site plans. Professional development is ongoing to keep staff current with safety protocols.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

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	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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												
Mathematics												
Science												
Social Science												

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 2013-14)

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

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$13,065	$467	$12,598	$86,114
District	---	---	$12,598	$78,457
Percent Difference: School Site and District	---	---	0.0	14.2
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---	130.9	36.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,300	$38,920
Mid-Range Teacher Salary	$73,060	$59,803
Highest Teacher Salary	$98,168	$78,096
Average Principal Salary (Elementary)	$132,129	$95,836
Average Principal Salary (Middle)	$123,822	$99,849
Average Principal Salary (High)	$158,646	$107,599
Superintendent Salary	$203,528	$151,912
Percent of Budget for Teacher Salaries	41	37
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 Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

Priorities for staff development for the 214-2015 school year has been focused on the national Common Core State Standards. The primary focus has been on English/Language Arts and math.

The development has been done on school release days presented by District and county experts. Staff development funds have been set aside to release teachers for workshops and meetings on the development of the materials and curriculum.