School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08
Pacific Grove High School

Address:	615 Sunset Dr. , Pacific Grove CA 93950-4827	Phone:	831-646-6590
Principal:	Matt Bell	Grade Span:	9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Pacific Grove High School is a comprehensive 9-12 high school, which has served students since the late 1800's. The vision is to provide a safe, supportive, and intellectually challenging learning community that fosters diversity, choice and voice among staff, students, and parents and promotes active learning, creative problem-solving and integration of skills and knowledge for application within and beyond the classroom.

Student Enrollment

Group	Percent
African American	2.6 %
American Indian or Alaska Native	.5 %
Asian	9.6 %
Filipino	1.9 %
Hispanic or Latino	9.4 %
Pacific Islander	.9 %
White (not Hispanic)	72.7 %
Socioeconomically Disadvantaged	1%
English Learners	2 %
Students with Disabilities	7 %
Multiple or no response	2.6%
Total Number of students	586

Teachers

Indicator	Teachers
Teachers with full credential	31
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

No major deficiencies exist. All areas of evaluation were noted as in 'good' condition except for 'school grounds' that was rated as 'fair'. Non – critical deficiencies noted in area of 'grounds' conditions where deterioration of parking lot, driveways, walkways and landscaped areas.

Repairs Needed

Back parking lot, driveways, walkways in various locations and landscaped areas throughout campus all require repair. Various other facility improvements to address heating balancing and modifications to meet changing program needs have also been identified.

Corrective Actions Taken or Planned

Major campus improvements to above noted areas are planned to be implemented with funding from local Measure D bonds over next 2-3 years. More minor items will be addressed through routine maintenance program.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
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 Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$5,357
District	$2,183
State	$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests

English-Language Arts

Grade 9	78%
Grade 10	70%
Grade 11	67%

Mathematics

	Algebra 1	Geometry	Algebra II	General Math	Summative Math
Grade 9	78%	60%	33%	13%	92%
Grade 10	70%	22%	9%		57%
Grade 11	67%	31%	26%		66%

Science

	Life Science	Biology	Chemistry	Earth Science
Grade 9		75%		56%
Grade 10	64%	57%	58%	
Grade 11		67%	33%	60%

History-Social Science

	World History	US History
Grade 10	68%	
Grade 11		71%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	831
Statewide Rank (from 2007 Base API Report)	10
2008-09 Program Improvement Status (PI Year)	

School Completion

Indicator	Result
Graduation Rate	97.6%

Postsecondary Preparation

Measures	Percent of Graduates		
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	%		

Graduates Who Completed All Courses Required for University of California or California State University Admission		# Graduates	Grads with UC /CSU Requirements
	Female	59	4 (6.8%)
	Male	65	3 (4.6%)
	Total	124	7(5.6%)

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the SARC Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Pacific Grove High	District Name	Pacific Grove Unified
Street	615 Sunset Dr.	Phone Number	831-646-6520
City, State, Zip	Pacific Grove , CA 93950-4827	Web Site	www.pgusd.org
Phone Number	831-646-6590	Superintendent	Ralph Porras
Principal	Matt Bell	E-mail Address	rporras@pgusd.org
E-mail Address	mbell@pgusd.org	CDS Code	27-66134-2733657

School Description and Mission Statement (School Year 2007-08)

The vision of Pacific Grove High School is to promote active learning, creative problem solving, and integration of skills and knowledge for application within and beyond the classroom by providing a safe, supporting, and intellectually challenging learning community that fosters diversity, choice, and voice among staff, students, and parents.
The mission of Pacific Grove High School is to inspire students to pursue excellence intellectually, physically, emotionally, and socially.

Opportunities for Parental Involvement (School Year 2007-08)

The Pacific Grove High School academic, music, and sports programs are supported by parent run groups as the Breakers Club, PTA, Sober Grad Night, Site Council, Music Boosters, and Safety Committee. Parents are also welcome as volunteers at the school. Opportunities also exist for parents to assist in coaching the sports teams. The parents can check on their students' grades, homework, and attendance using the online database PowerSchool.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	148
Grade 10	147
Grade 11	159
Grade 12	132
Ungraded Secondary	0
Total Enrollment	586

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.56 %
American Indian or Alaska Native	0.51 %
Asian	9.56 %
Filipino	1.88 %
Hispanic or Latino	9.39 %
Pacific Islander	0.85 %
White (not Hispanic)	72.7 %
Multiple or No Response	2.56 %
Socioeconomically Disadvantaged	1 %
English Learners	2 %
Students with Disabilities	7 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	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	24.5	10	14		22.6	11	16		24.0	9	15	
Mathematics	25.4	6	16		24.5	7	11	3	22.5	12	11	
Science	26.3	4	14		24.8	6	13		24.3	5	13	
Social Science	26.0	7	18	1	25.1	7	19	1	24.3	10	17	

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly. The site emergency plan is revised annually. The school's comprehensive safety plan is updated annually by the Safety Committee which meets fives times per year. The site is designing a disaster plan with help from local emergency agencies. Two Campus Supervisors have been hired to patrol the campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	4.0	9.4	2.4	5.6	6.1	10.0
Expulsions	0.0	0.2	0.0	0.0	0.1	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Meetings for the expenditure of the Measure D funds have resulted in plans for the following improvements on campus: The science classrooms will be remodeled and enlarged to allow for separate lecture and lab areas. This should provide for more hands-on experiences. The art room, photography lab and the media room will each receive a facelift to allow for more efficient use of space. The physical education facilities will get major improvements including new boys and girls locker rooms, a new fitness center, a new dance studio, an indoor physical education instruction area and a new gym lobby. The parking lot next to the gym will be repaved. A new digital music lab will be completed that will allow for a new music course to be taught. The computer lab will be completely updated. The administrative offices will be remodeled to allow for better use of space and a new teacher work room. The computer lab will be completely updated. The multi purpose room and cafeteria will undergo major renovation. A student union area and food court will be created to allow for a healthier dining environment for students.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			

Roofs	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	x			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	31	33	31	107
Without Full Credential	2	0	0	1
Teaching Outside Subject Area of Competence			0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District		
Low-Poverty Schools in District	99.2	0.8

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	293
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page and teacher salaries can be found on the Certificated Salaries and Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	N/A	N/A		$73299
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$5300	$59271
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The AVID, Leadership, CAHSEE Tutorials, Accelerated Math, IMPACT, Community Human Services programs are funded through categorical or other sources.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38605	$37916
Mid-Range Teacher Salary	$68300	$58151
Highest Teacher Salary	$91918	$75396
Average Principal Salary (Elementary)	$119387	$91086
Average Principal Salary (Middle)	$137575	$95220
Average Principal Salary (High)	$131201	$101661
Superintendent Salary	$183598	$136091
Percent of Budget for Teacher Salaries	43.3 %	38.5 %
Percent of Budget for Administrative Salaries	5.6 %	5.8 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School 2005-06	School 2006-07	School 2007-08	District 2005-06	District 2006-07	District 2007-08	State 2005-06	State 2006-07	State 2007-08
English-Language Arts	66	66	72	69	68	73	42	43	46
Mathematics	34	39	38	58	60	65	40	40	43
Science	53	49	64	55	62	77	35	38	46
History-Social Science	65	63	70	63	67	70	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced — English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	79	64	85	81
Filipino	*	*	*	*
Hispanic or Latino	54	33	52	55
Pacific Islander	*	*	*	*
White (not Hispanic)	74	37	64	73
Male	66	41	60	72
Female	78	35	68	68
Economically Disadvantaged	58	25	*	*
English Learners	*	*	*	*
Students with Disabilities	17	8	*	17
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School 2005-06	School 2006-07	School 2007-08	District 2005-06	District 2006-07	District 2007-08	State 2005-06	State 2006-07	State 2007-08

| Mathematics | 76.2 | 80.5 | 75.2 | 75.3 | 79.5 | 74.8 | 46.8 | 49.9 | 51.3 |

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

	English			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	20.6	48.5	30.9	24.8	41.6	33.6
Male	22.1	51.9	26.0	24.7	41.6	33.8
Female	18.6	44.1	37.3	25.0	41.7	33.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	14.3	50.0	35.7	0.0	35.7	64.3
Filipino	*	*	*	*	*	*
Hispanic or Latino	28.6	57.1	14.3	42.9	42.9	14.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	19.1	47.2	33.7	24.4	40.0	35.6
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	69.2	30.8	0.0	92.3	7.7	0.0

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	0
9	64.6

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school

compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9	9	10
Similar Schools	2	3	6

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 2733657

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	0	14	5	831
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	5	15	7	835
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
Percent proficient on the state's standards-based assessments in ELA and mathematics

API as an additional indicator
Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page.

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	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed

information about dropout rates and graduation rates can be found on the DataQuest Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.5	2.3		0.5	2.9	0.8	3.1	3.5	4.4
Graduation Rate	99.2	95.2	97.2	99.2	93.3	93.5	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	124		N/A
African American	3		N/A
American Indian or Alaska Native			N/A
Asian	13		N/A
Filipino	4		N/A
Hispanic or Latino	8		N/A
Pacific Islander			N/A
White (not Hispanic)	93		N/A
Socioeconomically Disadvantaged			N/A
English Learners	0		N/A
Students with Disabilities			N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative LEA Provided

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	78.6
Graduates Who Completed All Courses Required for UC/CSU Admission	35.5

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	4	N/A
All courses	9	8.4

XII. Instructional Planning and Scheduling

Pacific Grove High School provides a quality instructional program for all its students. There are courses available for both those who wish to pursue a college degree and for those who wish to 21 enter a vocational profession directly after high school. Courses are aligned with state standards. Teachers review their students' performance on state standards testing regularly to determine students' mastery of standards. Department instructional leaders also facilitate review of student finals and other project work to help department members assess student progress toward standards with benchmark assessments. When areas of student weakness are identified, departments request staff development opportunities (both on campus and through conferences) to remediate deficiencies. Departments are encouraged to attend state subject matter conferences on a regular basis. There are three primary instructional leadership teams on campus: the site cabinet, leadership, and instructional leaders (department chairs). Site cabinet review instructional policies, school board policies, current calendaring of major events, reviews of justifiable absences, and any other schoolwide policy that require review. Instructional leaders address instructional practices and policies as they affect their departments, WASC guideline implementation, testing schedules, technology/library services and other direct support services to the classroom. To assure that all students are progressing toward achieving the core curriculum, counselors meet with students up to at least four times a year toassess progress and provide additional remedial or study skill support.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development activities, essential for maintaining and improving equality education, emphasize the following areas:

- SB395 (English Language Learners)
- An integrated, literature-based language arts program, which includes reading, writing, listening and speaking
- A problem-solving, manipulative-based mathematics and science program
- Integration of all subject areas
- Higher-level thinking skills
- Cooperative learning and peer coaching
- Technology integration
- Addressing the needs of students with special needs
- Data driven learning activities and assessments
- Standards alignment
- Differentiated instruction