

**Pacific Grove High School
Accountability Report Card
Reported for School Year 2002-2003
Published During Fall 2003**

School Information		District Information	
School Name	Pacific Grove High School	District Name	Pacific Grove Unified School District
Principal	Nina Russo	Superintendent	Patrick Perry
Street	615 Sunset Avenue	Street	555 Sinex Avenue
City, State, Zip	Pacific Grove, CA 93950	City, State, Zip	Pacific Grove, CA 93950
Phone Number	(831) 646-6590	Phone Number	(831) 646-6510
Fax Number	(831) 646-6660	Fax Number	(831) 646-6500
Web Site	www.pghs.org	Web Site	www.pgusd.org
E-mail Address	Nrusso@pgusd.org	E-mail Address	Pperry @pgusd.org
CDS Code	27 66134 2733657	SARC Contact	Patrick Perry, Supt.

School Description and Mission Statement

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.

The Expected School-wide Learning Results are the educational outcomes that all Pacific Grove students will demonstrate by graduation. Pacific Grove High School graduates will be:

Effective communicators who:

- demonstrate skills in speaking, listening, writing, observing, and interpreting
- work collaboratively and independently to solve problems

Well-rounded individuals who:

- demonstrate appreciation and/or aptitude for the fine arts
- demonstrate knowledge of the importance of good physical health

Life-long, self-directed learners who:

- maintain curiosity for learning
- develop wide areas of interests
- continue to grow as individuals

Educated individuals who:

- demonstrate competence in reading, writing, mathematics, and technology

Responsible citizens who:

- participate in the democratic process
- are enjoyable
- exhibit self-discipline
- prioritize and use time effectively
- establish long and short term goals
- demonstrate leadership qualities
- appreciate diverse cultures and points of view
- demonstrate consideration for other members of society
- contribute time, energy, and talents to improve the quality of life

Opportunities for Parental Involvement

Contact Person Name	<ol style="list-style-type: none"> 1. <i>Nina Russo, School Principal</i> 2. <i>Michelle Maloney, PTA</i> 3. <i>Deborah Marchese, Breakers Club</i> 4. <i>Valerie Tingley, Sober Grad</i> 5. <i>Pat O'Donnell, Safety Comm</i> 6. <i>April Pearman, Site Council</i> 7. <i>April Wooden, Music Boosters</i> 	Contact Person Phone Number	<ol style="list-style-type: none"> 1. nrusso@pgusd.org / 646-6590 2. 649-8498 / wrk 646-3767 3. 375-0592 / rovmom0305@yahoo.com 4. 655-3658 / wrk 648-5393 5. podonnell@pgusd.org / 646-6590 6. 915-2189 7. 915-2189
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Each of the above groups meets monthly. Generally, scheduled meetings are as follows:

PTA: 1st Wednesday of the month; 7:00pm

Breakers Club: 2nd Tuesday of the month; 7:00pm

Sober Grad Night: Arranged through PTA

Safety Committee: 3:00pm; 1) Nov 4, 2003, 2) Dec 9, 2003 & 3) Mar 9, 2004

Music Boosters: 1st Tuesday of the month; 6:30pm

Site Council: 2nd Wednesday of the month; 3:30pm

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

		Grade Level	Enrollment
		Grade 9	187
		Grade 10	155
		Grade 11	192
		Grade 12	145
		Ungraded	7
			Total 687
		Total Enrollment	687

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	10		Hispanic or Latino	64	
American Indian or Alaska Native	4		Pacific Islander	6	
Asian	39		White (Not Hispanic)	555	
Filipino	9		Multiple or No Response	0	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	<i>February 10, 2004</i>	Date Last Discussed with Staff	<i>December 1, 2003</i>
<p>Pacific Grove High School provides a safe environment for learning. Safety is a priority. Emergency / Safety drills are implemented regularly. Some drills link the high school with the district office via walkie-talkie and the district office with the county office via radio. The site emergency plan is revised annually. The school's comprehensive safety plan is updated annually by the Safety Committee which meets five (5) times per year. The site is currently aligning the crisis plan with other schools within the district.</p>			

School Programs and Practices that Promote a Positive Learning Environment

The following programs and practices are in place to promote a positive learning environment:

- The AVID class meets daily to support college preparatory learners in areas of subject matter tutoring, learning of academic skills, and college entrance strategies.
- Tutoring is available in mathematics before and after school.
- Project based technology is a cornerstone to most all classes.
- Senior Project is used as a culminating learning event and career exploration in 12th Grade English.
- Rigorous Honors and AP classes are offered 9-12 grades
- Athletic Teams work closely with Athletic Director and administration to ensure high standards of conduct for over 50% of our student population, who participate in sports.
- Counselors (1:343 ratio) work closely with students and parents to support classroom success and prepare students for college entrance and the world of work.
- Highly inclusive and active activities program provides social class and club opportunities to students.
- Departments work together on a regular basis to ensure standard based curriculum and assessment are provided throughout the school.
- The IMPACT program on campus provides drug free life style leadership training, parent information panels, and social activities throughout the school year.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001-02	2002-03	2003-04	2001	2002	2003
Number of Suspensions	80	117				
Rate of Suspensions	1%	2%				
Number of Expulsions	0	1				
Rate of Expulsions	N/A	N/A				

School Facilities

Pacific Grove High School completed most phases of the Measure A renovation project from 2000-03. To date, all major electrical, heating, communication, sewer, alarm and water systems have been updated and hooked up to classroom buildings. Recently, a new phone / bell / paging system has been installed and is currently being implemented. New bleachers will be installed in the gym during the summer of 2004. The school continues to work with the district to prioritize needs district wide.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at

the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards) and percent not tested.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced			64						
English 9			53						
English 10			38						
English 11									
Not Tested			3%						
Mathematics									
Proficient or Advanced			64						
General Mathematics									
Algebra I									
Grade 9.....			13						
Grade 10									
Grade 11			4						
Geometry									
Grade 9			83						
Grade 10			31						
Grade 11			5						
Algebra II			39						
Not Tested									
Science									
Proficient or Advanced									
Biology/Life Science									
Grade 9			48						
Grade 10			68						
Grade 11			57						
Chemistry									
Grade 10			80						
Grade 11			62						
Earth Science									
Grade 9			74						
Grade 11			32						
Physics			# too small						
Not Tested									
History/Social Science									
Proficient or Advanced									
World History			55						
U.S. History			57						
Not Tested			3%						

CST - Racial/Ethnic Groups (Student numbers too small for statistics)

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards) and percent not tested.

CST – Subgroups (Student numbers too small for statistics)

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards) and percent not tested.

Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition in 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading									
Grade 9			78						
Grade 10			83						
Grade 11			71						
Mathematics									
Grade 9			77						
Grade 10			75						
Grade 11			61						

NRT- Racial/Ethnic Groups (Student numbers too small for statistics)

Data reported are the percent of students scoring at or above the 50th percentile.

NRT- Subgroups (Student numbers too small for statistics)

Data reported are the percent of students scoring at or above the 50th percentile.

Local Assessment (Not available at this time)

Data reported are the percent of students meeting or exceeding the district standard.

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									
9	N/A	N/A	N/A						

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

	API Base Data			API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	97	Percent Tested	100	100	97
API Base Score	794	772	740	API Growth Score	778	773	748
Growth Target	1	1	3	Actual Growth	-16	4	8
Statewide Rank	N/A	10	9				
Similar Schools Rank	N/A	6	2				

API Subgroups – Racial/Ethnic Groups (Student Numbers are too small for statistics)

API Subgroups – Socioeconomically Disadvantaged (Student Numbers too small for statistics)

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0	0	0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	No	No				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	-Yes		---	---	
African American	---	-N/A		---	---	
American Indian or Alaska Native	---	-N/A		---	---	
Asian	---	-N/A		---	---	
Filipino	---	-N/A		---	---	

Hispanic or Latino		-N/A				
Pacific Islander	---	N/A		---	---	
White (not Hispanic)	---	Yes		---	---	
Socioeconomically Disadvantaged	---	N/A		---	---	
English Learners	---	-N/A		---	---	
Students with Disabilities	---	-N/A		---	---	

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000-01	2001-02	2002-03	2000	2001	2002	2000-01	2001-02	2002-03
Enrollment (9-12)	729	671	686						
Number of Dropouts	0	0	N/A						
Dropout Rate (1-year)	0%	0%	N/A						
Graduation Rate	100	100	N/A				86.7	86.9	

V. Class Size

Average Class Size and Class Size Distribution (Not available)

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level as reported by CBEDS.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2002/2003			
	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										12	15	
Mathematics										7	12	
Science										8	11	
Social Science										15	13	

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	38	38	38
Teachers with Full Credential (full credential and teaching in subject area)	36	36	37
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	2	2	1
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Teachers are assigned to departments based on their California State teaching credentials. Administrators and counselors, with departmental input, build the master schedule. All 38 teachers are fully credentialed. Every attempt is made to keep the maximum number of teacher preparations to three.

Teacher Evaluations

Pacific Grove High School teachers are evaluated on a regular basis by qualified evaluators in accordance with state-mandated criteria. The district requires three annual evaluations for probationary teachers, and evaluations for permanent teachers occur once every two years. Several factors, including a number of formal and informal observations, are included in the final evaluation.

Substitute Teachers

All substitute teachers at Pacific Grove High School have college degrees and have passed the qualifying examination administered by the State of California.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.0
Librarian	.8
Psychologist	.2
Social Worker	-
Nurse	.01
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2	1:343

VII. Curriculum and Instruction

School Instruction and Leadership

Pacific Grove High School provides a quality instructional program for all its students. Courses are available for both those who wish to pursue a college degree and for those who wish to 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 requires 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.

PGHS does not receive Title I or bilingual funding. However, in fall of 2002 we began a program to identify second language learners and students who are academically at risk. January 2004 the school has proposed a plan to offer reading recovery services, second language classroom support and for math support tutorials during period 1.

To assure that all students are progressing toward achieving the core curriculum, counselors meet with students up to at least four times a year to assess progress and provide additional remedial or study skill support.

Professional Development

To ensure continued development of professional skills, staff development days in 2001-2002 were devoted to learning and strengthening instructional strategies. The staff attended workshops, which focused on technology, course subject areas, and differentiated instruction. Each teacher is eligible for up to six staff development/conference days per year, and this has been the average for the past three years. Thirty-seven staff development trainings were published fall of 2002 and additional sessions have been offered since that time.

Quality and Currency of Textbooks and Other Instructional Materials

In the spring, each department submits textbook requests for the upcoming school year to the administration. The district business office reviews these, along with all budgetary requests, and determines the amount to be allocated for textbooks. Allocated money is adequate to meet basic needs, with SIP and other categorical funds used to supplement the instructional budget beyond the basic level. Every student receives textbooks for assigned classes, which are aligned to state standards in core academic areas.

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Total Number of Minimum Days

There are approximately 11 minimum school days during the school year. Minimum days are used for final exam schedules, staff development, and holiday (travel) breaks.

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/ International Baccalaureate Courses Offered (2002-2003)

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English	1	1	31
Foreign Language			
Mathematics	1	1	3
Science	2	2	38
Social Science	3	4	88

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (2002-2003)

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
687	678	99%

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission (2002-2003)

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
143	82	57%

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	145	157	NA						
Percent of Grade 12 Enrollment Taking Test	51%	60%	58%						
Average Verbal Score	558	531	527						
Average Math Score	554	526	528						

College Admission Test Preparation Course Program

School runs a 4-week SAT prep class for math and verbal, which is open to all students.

Degree to Which Students Are Prepared to Enter Workforce

Pacific Grove High School offers a challenging curriculum geared to respond to diverse student need and interest. To graduate, students must complete a program of study that exposes them to four years of English language arts, along with mathematics, physical/life science, social studies, physical education, visual/performing arts or foreign language and a vocational education class.

Counselors discuss and assist students in career planning during students' four-year plan meetings starting freshman year. In addition, students participate in skill/interest assessments in the required computer class. Based on the assessment results students choose a career to research and, using power point, present to the class. Senior year students participate in additional interest/value assessments as part of their senior project.

Regional Occupational classes are offered to students 16 years or older. A work experience class is available for students to earn credit for working.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Number of Concentrators	Number of Completes	Completion Rate	Number of Completes	Number Earning Diploma	Graduation Rate
Total Course Enrollment				0		

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	32016	33904
Mid-Range Teacher Salary	56643	51643
Highest Teacher Salary	67281	66015
Average Principal Salary (Elementary)	88580	81560
Average Principal Salary (Middle)	91467	
Average Principal Salary (High)	98764	
Superintendent Salary	129595	110173
Percent of Budget for Teachers' Salaries	48.50	41.08
Percent of Budget for Administrative Salaries	4.99	5.88

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
\$15389054	\$7760	\$6770	\$6719

Types of Services Funded

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