

Pacific Grove High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 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

2021-22 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831.646.6553
Superintendent	Dr. Ralph Gomez Porras
Email Address	rporras@pgusd.org
District Website Address	www.pgusd.org

2021-22 School Overview

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	136
Grade 10	157
Grade 11	153
Grade 12	136
Total Enrollment	582

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.4
Asian	8.1
Black or African American	2.7
Filipino	3.3
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	0.9
Two or More Races	1
White	59.5
English Learners	2.7
Foster Youth	0.3
Homeless	0.2
Socioeconomically Disadvantaged	21
Students with Disabilities	13.1

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2020
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Anthology English McDougal Littell 2007/2008 Prentice Hall Grammar 2008/2009 Writing & Grammar Prentice Hall 2008 Everything's and Argument Bedford/St. Martins 2013 Elements of Style Longman 2000 ELD - English 3D Issues Scholastic 2011 ELD - English 3D Language and Writing Portfolio 2011	Yes	0
Mathematics	Pre-Calculus Pearson/Prentice Hall 2007/2008 AP Statistics - The Practice of Statistics; Bedford, Freeman, & Worth 2012 Calculus Key Curriculum Press 2005 Big Ideas Math Integrated I Big ideas Learning 2016 Big Ideas Math Integrated II Big ideas Learning 2016 Big Ideas Math Integrated III Big ideas Learning 2016	Yes	0
Science	Anatomy & Physiology Pearson 2012 Essentials of Human Anatomy & Physiology Pearson 2012 AP Enviro Sci: Bedford, Freeman, & Worth 2010/2011 Biology, Glencoe, McGraw Hill 2012 Marine Science Life on An Ocean Planet Current Publishing Co. 2006 Earth and Space Earth Science Holt, Rinehart, Winston 2007 Conceptual Physics, Pearson , 2015 AP Physics Fundamentals of Physics, 2014 Chemistry in the Community, W H Freeman, 2006 Honors Chemistry Intro to Chemistry, Pearson-Prentice Hall, 2011	Yes	0
History-Social Science	World Geography Prentice Hall 2009 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/St. Martins 2011 US History American Vision Glencoe & McGraw Hill 2010 AP History: The American Pageant Houghton Mifflin 2012 Government: Pearson 2010/2011 AP Government The Challenge of Democracy Houghton Mifflin 2008 AP Government Readings & Cases Longman 2002 Economics EMC Pub. 2010/2011	Yes	0
Foreign Language	French and Spanish Vista Higher Learning 2012/2013	Yes	0
Health	Health: A Guide to Wellness Glencoe/McGraw 2001	Yes	0
Visual and Performing Arts	Music Tech Tools Focal Press 2010	Yes	0
Science Laboratory Equipment (grades 9-12)	All science rooms have classroom instruction and lab areas with adequate equipment. The science department is provided yearly site funds to re-stock inventory for lessons. Specific equipment includes, but is not limited to weights and measurements, scales, dissecting microscopes, beakers, measuring cylinders, Erlenmeyer flasks, test tube holders, grinder bowls & sticks, Petri dishes, vials, dropper bottles,	Yes	0

glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.

School Facility Conditions and Planned Improvements

In 2006 voters passed Measure D, a school improvement bond that is bringing significant changes to PGHS. Major construction and renovation projects have been completed with accolades from the entire community: renovation of Breakers Stadium, small gym, dance room, new pool/tennis courts and the installation of security cameras. Phase II was concluded in early 2011 and included totally renovated science classrooms and media and art rooms along with a remodel of our multipurpose room (Student Union) and administration building and minor improvements to heating in classrooms and water runoff around the campus. The back parking lot has been repaved and received a better design for drop-off and pick up for the students attending feeder schools. The final major project was the completion of the swimming pool renovation in early 2014. Since then, a technology bond, Measure A, was passed in November, 2014. This bond is used exclusively for the update, repair, and future technological needs of the district. A new Bond measure will appear on the March 2020 ballot aimed at repairing and renovating some of the older buildings throughout the school and District.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Various classrooms need new flooring - Future Measure D project
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Prop 39 lighting project was recently completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Paint is chipping and needs to be repainted - Future Measure D project
Structural: Structural Damage, Roofs			X	Some roofs and gutters are nearing replacement - Future Measure D project
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	NT	NT	NT	NT
Female	70	NT	NT	NT	NT
Male	70	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	78	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	NT	NT	NT	NT
Female	70	NT	NT	NT	NT
Male	70	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	78	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA: Growth: Language 2-12 CA 2010 Student Groups	NWEA: Growth: Language 2-12 CA 2010 Total Enrollment	NWEA: Growth: Language 2-12 CA 2010 Number Tested	NWEA: Growth: Language 2-12 CA 2010 Percent Tested	NWEA: Growth: Language 2-12 CA 2010 Percent Not Tested	NWEA: Growth: Language 2-12 CA 2010 Percent At or Above Grade Level
All Students	138	116	84	16	82
Female	68	48	71	29	87
Male	70	61	87	13	77

American Indian or Alaska Native	3	3	100	0	100
Asian	21	19	90	10	89
Black or African American	1	1	100	0	100
Filipino	0	0	0	0	0
Hispanic or Latino	34	30	88	12	77
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	4	1	25	75	100
White	77	61	79	21	82
English Learners	4	3	75	25	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	7	7	100	0	100
Socioeconomically Disadvantaged	26	19	73	27	58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	13	7	38

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA: Growth: Language 2-12 CA 2010 Student Groups	NWEA: Growth: Language 2-12 CA 2010 Total Enrollment	NWEA: Growth: Language 2-12 CA 2010 Number Tested	NWEA: Growth: Language 2-12 CA 2010 Percent Tested	NWEA: Growth: Language 2-12 CA 2010 Percent Not Tested	NWEA: Growth: Language 2-12 CA 2010 Percent At or Above Grade Level
All Students	138	98	71	29	74
Female	68	47	69	31	81
Male	70	51	73	27	67
American Indian or Alaska Native	3	3	100	0	67
Asian	21	16	76	24	81
Black or African American	1	1	100	0	100
Filipino	0	0	0	0	0
Hispanic or Latino	34	26	77	23	58
Native Hawaiian or Pacific Islander	1	1	100	0	100
Two or More Races	4	1	25	75	100
White	77	51	66	34	80
English Learners	4	2	50	50	0
Foster Youth	0	0	0	0	0

Homeless	0	0	0	0	0
Military	7	7	100	0	71
Socioeconomically Disadvantaged	26	16	62	38	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	86	14	33

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	NT	NT	NT	NT
Female	67	NT	NT		
Male	65	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	26	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	80	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

2020-21 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 after high school. Most PGHS CTE courses have articulated units with Monterey Peninsula College (MPC); once 6 units are taken after enrollment at MPC, students may claim college credit for their articulated PGHS CTE courses. In addition, PGHS, MPC, and Hartnell College are in negotiations to expand our Dual Enrollment courses. More dual enrollment courses will be offered, pending approval. All students completing a two-year sequence of CTE courses will have the opportunity to earn industry certification and be recognized at graduation with a special cord. Those students continuing onto a third-year Capstone course will earn an internship with a local industry partner and will be recognized with graduation stole. The following pathways/courses are conducted by PGUSD: Design and Media (Art and Photography), Food Service and Hospitality, Patient Care, and Software and Systems Development. PGUSD/PGHS Representative Assistant Principal Shane Steinback. Felicia Afifi CTE Site Financial Officer. Janet Light as the College and Career Coordinator. Robert Hyde - Senior Sales Engineer at Flatfile. Tom Hall - Senior Project Manager at Microsoft.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	260
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	94.1

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	58.82

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Family involvement is critical to the success of Pacific Grove High School. To that, the staff at PGHS takes all the necessary steps to keep parents/guardians informed about their student's academic progress, attendance, and school updates which included but are not limited to student activities, meetings, procedures, policies, etc. Families have access to this information

2021-22 Opportunities for Parental Involvement

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 afforded the opportunity to participate in the following: Site Council, District English Language Advisory Committee, Parent Teacher Association, Career Technical Education Advisory Board, Breakers Club (Sports Boosters), 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.3	2.8	1.5	5.2	3.4	2.1	9.0	8.9	9.4
Graduation Rate	92.8	95.1	93.9	91.5	94.6	93.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	131	123	93.9
Female	66	63	95.5
Male	65	60	92.3
American Indian or Alaska Native	--	--	--
Asian	11	11	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	26	24	92.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	79	75	94.9
English Learners	12	11	91.7
Foster Youth	--	--	--

Homeless	--	--	--
Socioeconomically Disadvantaged	40	36	90.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	18	12	66.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	592	19	3.2
Female	283	281	8	2.8
Male	315	311	11	3.5
American Indian or Alaska Native	8	8	0	0.0
Asian	47	47	0	0.0
Black or African American	16	16	1	6.3
Filipino	19	19	0	0.0
Hispanic or Latino	136	134	9	6.7
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	6	6	0	0.0
White	354	350	9	2.6
English Learners	16	16	1	6.3
Foster Youth	2	2	1	50.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	132	131	11	8.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	82	9	11.0

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.64	0.00	1.78	0.05	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.49	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly. The 2020-2021 Safety Plan was approved by the Site Council in February 2020. Key elements of the 2020-2021 Safe School plan were: To have an overall positive attendance rate of 97%. To decrease the number of suspensions from one school year to the next by implementing Restorative Practices. Create a culture at Pacific Grove High School that promotes positive values, an overall sense of safety and reduces reported drug and alcohol use by at least 2% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS) for 11th-grade students and 2% reduced numbers of students reporting chronic sad and hopeless feelings and suicidal thoughts on the CHKS as well as site student survey.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	15	15	
Mathematics	23	11	16	
Science	24	6	16	1
Social Science	25	7	20	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	20	16	16	
Mathematics	20	15	13	
Science	24	7	13	
Social Science	26	3	22	

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	

2020-21 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	727.5

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$109,879.51
Percent Difference - School Site and District	N/A	N/A	160.8	3.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	171.4	28.9

2020-21 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, 2, and 3), Fundamentals of Success (academic support class providing targeted support to identified students grades 9-12), 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, development of 504 accommodations for students who qualify, and an outreach counselor. The Special Education Department provides academic, social-emotional, and therapeutic support to all students who have an Individualized Education Plan.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$59,294	\$50,897
Mid-Range Teacher Salary	\$98,258	\$78,461
Highest Teacher Salary	\$126,297	\$104,322
Average Principal Salary (Elementary)	\$159,099	\$131,863
Average Principal Salary (Middle)	\$159,422	\$137,086
Average Principal Salary (High)	\$177,196	\$151,143
Superintendent Salary	\$235,997	\$297,037
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	7%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30.6
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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	2
Foreign Language	2
Mathematics	4
Science	2
Social Science	5
Total AP Courses Offered	17

Professional Development

For the 2021-2022 school year are professional development for teachers is focused on the following: Synergy, student social-emotional wellbeing, diversity and equity and curriculum.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	5	4

Pacific Grove Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Pacific Grove Unified School District
Phone Number	831.646.6553
Superintendent	Dr. Ralph Gomez Porras
Email Address	rporras@pgusd.org
District Website Address	www.pgusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1019	6	0.59	99.41	--
Female	517	2	0.39	99.61	--
Male	501	4	0.80	99.20	--
American Indian or Alaska Native	15	0	--	100.00	--
Asian	108	1	0.93	99.07	--
Black or African American	22	1	4.55	95.45	--
Filipino	22	0	0.00	100.00	--
Hispanic or Latino	214	2	0.93	99.07	--
Native Hawaiian or Pacific Islander	11	0	0.00	100.00	--
Two or More Races	39	0	0.00	100.00	--
White	588	2	0.34	99.66	--
English Learners	47	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	74	0	0.00	100.00	--
Socioeconomically Disadvantaged	224	3	1.34	98.66	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	143	6	4.20	95.80	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1019	5	0.49	99.51	--
Female	517	2	0.39	99.61	--
Male	501	3	0.60	99.40	--
American Indian or Alaska Native	15	0	--	100.00	--
Asian	108	1	0.93	99.07	--
Black or African American	22	1	4.55	95.45	--
Filipino	22	0	0.00	100.00	--
Hispanic or Latino	214	2	0.93	99.07	--
Native Hawaiian or Pacific Islander	11	0	0.00	100.00	--
Two or More Races	39	0	0.00	100.00	--
White	588	1	0.17		--
English Learners	47	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	74	0	0.00	100.00	--
Socioeconomically Disadvantaged	224	3	1.34	98.66	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	143	5	3.50	96.50	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.