

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Pacific Grove High School	District Name	Pacific Grove Unified School District
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	27661340000000

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Pacific Grove High School is a comprehensive 9-12 high school, which has served students since the late 1800's. Our mission, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, and stimulating environment, with a clear commitment to the worth of every individual.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Community and parent support for Pacific Grove high School is strong. In many ways the high school is the source of community pride. Parents, alumni, and community members are involved in numerous organizations, which supports projects to improve student achievement, allow participation in extra-curricular activities, and improve school facilities. This includes PTA, Breakers Club (parent sports boosters), Music Boosters, Alumni Association, P.G. Athletic foundation, Sober Grad Night, and P.G. Pride (parent and community fund raisers for district programs). Many businesses donate their products and facilities for fund raising activities. In addition, many school events are civic events. The Homecoming parade, Pacific Grove athletic competitions, and drama productions are examples of events in which the entire community participates.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	39
Grade 10	55
Grade 11	142
Grade 12	148
Total Enrollment	384

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.1	White	64.1
American Indian or Alaska Native	0.8	Two or More Races	1.3
Asian	9.9	Socioeconomically Disadvantaged	10.9
Filipino	1	English Learners	3.6
Hispanic or Latino	13	Students with Disabilities	8.6
Native Hawaiian/Pacific Islander	1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	24.9	9	10	3				22.7	9	14	0	
Mathematics	20	14	8	0				22.5	8	11	0	
Science	24.3	5	11	0				23.1	7	8	0	
Social Science	23.8	7	13	0				21.8	8	13	0	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 five 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.76	55.2	34.38	8.16	26.39	17.56
Expulsions	0	0.21	0	0	0.11	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: May 2011

In 2006 voters passed Measure D, a school improvement bond that is bringing significant changes to PGHS. Major construction and renovation projects are already underway. the renovation of Breakers Stadium and the installation of security cameras have been completed with accolades from the entire community. 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. other future improvements include two new physical education facilities, pathways, tennis court improvements, and more minor renovations. It is hoped that Phase III will begin in the spring of 2011.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	36	33	33	112
Without Full Credential	1	0	0	5
Teaching Outside Subject Area of Competence	0	0	4	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/st/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	278
Counselor (Social/Behavioral or Career Development)	.8	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	.5	---
Psychologist	.5	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)		---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Anthology English McDougal Littell 2007/2008 Prentice Hall Grammar 2008/2009	Yes	0
Mathematics	Pre-Calculus Pearson/Prentice Hall 2007/2008 Algebra I, Algebra II, Geometry Holt McDougal 2010/2011 AP Statistics; Bedford, Freeman, & Worth 2010/2011	Yes	0
Science	AP Biology Campbell Reece 2007/2008 Anatomy & Physiology Pearson 2010/2011 AP Enviro Sci: Bedford, Freeman, & Worth 2010/2011	Yes	0
History-Social Science	US History McGraw Hill 2009/2010 Government: Pearson 2010/2011 Economics: Wilson & Clark 2010/2011	Yes	0
Foreign Language	French and Spanish Vista Higher Learning 2009/2010	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$13,065	\$467	\$12,598	\$86,114
District	---	---	\$12,598	\$76,111
Percent Difference: School Site and District	---	---	0.0%	13.1%
State	---	---	\$5,455	\$60,994
Percent Difference: School Site and State	---	---	130.9%	41.2%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,205	\$39,074
Mid-Range Teacher Salary	\$71,130	\$60,172
Highest Teacher Salary	\$95,634	\$78,468
Average Principal Salary (Elementary)	\$127,549	\$95,926
Average Principal Salary (Middle)	\$122,311	\$99,356
Average Principal Salary (High)	\$153,148	\$107,041
Superintendent Salary	\$186,880	\$148,555
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	71	71	73	74	76	76	49	52	54
Mathematics	31	36	39	58	64	65	46	48	50
Science	70	73	70	73	79	80	50	54	57
History-Social Science	70	73	74	70	73	75	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	76	65	80	75
All Student at the School	73	39	70	74
Male	67	37	75	73
Female	80	42	66	76
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	81	68	92	93
Filipino	0	0	0	0
Hispanic or Latino	55	24	69	64
Native Hawaiian/Pacific Islander	0	0	0	0
White	76	37	69	74
Two or More Races	82	50	0	0
Socioeconomically Disadvantaged	43	21	0	0
English Learners	0	0	0	0
Students with Disabilities	19	25	0	25
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	83	83	83	82	80	83	52	54	59
Mathematics	78	81	76	78	79	76	53	54	56

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	17	25	59	24	42	33
All Students at the School	17	25	58	24	42	34
Male	19	30	51	22	39	39
Female	14	19	68	26	47	28
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	26	37	37	37	47	16
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	12	25	63	20	47	33
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	62	31	8	77	23	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

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

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.9	17	68.7

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	10	9	9
Similar Schools	4	3	5

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	0	19	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	2	16	-5
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	390	848	1,304	877	4,682,045	779
Black or African American	7		24	812	318,776	696
American Indian or Alaska Native	4		6		33,743	733
Asian	49	890	131	932	399,005	898
Filipino	1		12	895	123,217	860
Hispanic or Latino	50	795	194	814	2,410,191	729
Native Hawaiian/Pacific Islander	3		11	869	26,949	764
White	262	853	835	882	1,259,004	845
Two or More Races	3		49	910	76,497	836
Socioeconomically Disadvantaged	64	793	230	803	2,757,404	726
English Learners	26	754	127	820	1,544,531	706
Students with Disabilities	32	645	139	684	522,262	595

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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 CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	0.5	1.5	0.3	1.3	1.7	4.9	5.7	4.6
Graduation Rate	97.6	97.92	96.85	96.3	96.10	94.93	80.21	78.59	80.53

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	126	124	N/D
Black or African American			N/D
American Indian or Alaska Native	1	1	N/D
Asian	16	2	N/D
Filipino	1	1	N/D
Hispanic or Latino	14	12	N/D
Native Hawaiian/Pacific Islander			N/D
White	90	87	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	14	14	N/D
English Learners			N/D
Students with Disabilities	7	7	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

PGHS provides a variety of courses related to technical education: Computers/digital Imaging, Photography, Catering and Hospitality, Sports Medicine and Graphic Design. Our CTE department collaborates with the local community colleges to align coursework for post-secondary education.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	524
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	2

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	76.8
Graduates Who Completed All Courses Required for UC/CSU Admission	47.2

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	3	---
Science	1	---
Social Science	7	---
All courses	14	8.7