

Pacific Grove High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

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	Matt Bell
E-mail Address	mbell@pgusd.org
Web Site	http://pghigh.pgusd.org/
CDS Code	27-66134-2733657

District Contact Information	
District Name	Pacific Grove Unified School District
Phone Number	831.646.6520
Superintendent	Ralph Porras
E-mail Address	rporras@pgusd.org
Web Site	www.pgusd.org

School Description and Mission Statement (School Year 2018-19)

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.

Vision Statement (August 2017): Pacific Grove High School 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	167
Grade 10	166
Grade 11	144
Grade 12	135
Ungraded Secondary	7
Total Enrollment	619

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	9.5
Filipino	1.8
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.8
White	58.6
Socioeconomically Disadvantaged	22.8
English Learners	3.1
Students with Disabilities	1.8
Foster Youth	0.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	37	34	37	122
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2018

Subject	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 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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 Worlkd History Ways of the Wolrd 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. 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, glass canisters, funnels, water jugs, mason jars, squirt bottles, and various chemicals.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 has been 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Minor ceiling staining from previous roof leaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Lens covers need to be repaired. Some outlets not working. Prop 39 lighting replacement project Spring 2018
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Some roofs and gutters are nearing replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Fair

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	80.0	85.0	73.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	58.0	65.0	62.0	66.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	134	94.37	85.07
Male	81	78	96.30	78.21
Female	61	56	91.80	94.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	100.00
Filipino	--	--	--	--
Hispanic or Latino	22	21	95.45	76.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	82	95.35	86.59
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	41	93.18	75.61
English Learners	--	--	--	--
Students with Disabilities	12	12	100.00	25.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	139	97.89	65.47
Male	81	81	100	66.67
Female	61	58	95.08	63.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	92.31
Filipino	--	--	--	--
Hispanic or Latino	22	22	100	40.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	85	98.84	67.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	42	95.45	52.38
English Learners	--	--	--	--
Students with Disabilities	12	12	100	16.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Five pathways were re-designed by the PGHS CTE department staff to include two-tiered foundation and concentrator courses that lead to certification along with an optional third-year Capstone course that will include an internship/mentorship: Visual Arts, Networking, Software & Systems Design, Patient Care, and Culinary/Hospitality. Stipends were created for curriculum building and articulation efforts with Monterey Peninsula College (MPC); all courses will be UC a-g approved in 2017 and align with CTE standards for each pathway. CTE courses are available to all students with the Culinary/hospitality pathway providing key training for SPED students that work with peer mentors and have support of an adult aide. MPC Dual Enrollment courses began for the Networking Pathway in 2017-18 and followed up with Culinary Arts III in 2018-19 with plans to add additional MPC courses to the pathway by 2019-20; this will provide students up to 14 college units that will transfer to a UC or CSU. Current measures provided by Perkins Federal Grant E1/E2 data collection provide Advisory Board with concentrator level student participation (two years). Subsequent years will provide information regarding certification completion and internship/mentorship participation. PGHS CTE Advisory members: Erik Cushman, Monterey County Workforce Dev. Board; Steve Podell, CTE Board Member; Julia Keller, CTE Board Member; Erik McKay, Community Hospital of the Monterey Peninsula (CHOMP); Eric Lomonico, CHOMP; Melanie Gilman, CHOMP; Sean Keller, PGHS Assistant Principal; Michelle Cadigan, PGHS Outreach Counselor

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	382
% of pupils completing a CTE program and earning a high school diploma	34
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	65

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	73.7

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.0	27.9	55.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents are informed about school activities via newsletters, emails, and text messages via BrightArrow messaging service. In addition, parents are able to participate on the school Site Council to create the School-wide Plan for Student Achievement (SPSA), district English Language Advisory Committee (ELAC), or the Career Technical Education (CTE) Advisory Board. Many parents provided time for guest speaking, job shadowing, and mock interviewing as well.

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 support 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, 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 such as the Butterfly parade, Pacific Grove athletic competitions, drama productions, and Good Old Days are examples of events in which the entire community participates.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	2.3	5.4	3.4	2.1	6.4	3.2	10.7	9.7	9.1
Graduation Rate	96.2	93.2	91.9	96.6	91.7	92.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	96.5	96.6	88.7
Black or African American	80.0	80.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	90.5	90.9	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	95.0	95.5	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	100.0	98.8	92.1
Two or More Races	87.5	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	60.0	63.6	67.1
Foster Youth	0.0	0.0	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.9	4.3	3.8	1.1	2.6	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Pacific Grove High School strives to provide a safe environment for learning. Emergency/safety drills are implemented regularly, 3-4 times per year along with safety assemblies; this year's focus is on safe driving and a movie night for anti-bullying. The site emergency plan is updated annually by the Safety Committee and approved by the Site team. Updates made include re-organizing evacuation line ups by room/building number as opposed to teacher last name to provide consistency and addition of a student release drill that occurs at the stadium. The 2018-19 Safety Plan was approved by the Site Council on October 30, 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	23.0	9	11	1	22.0	7	16		23.0	10	17	
Mathematics	25.0	3	15		22.0	11	8		20.0	15	13	
Science	29.0	1	9		23.0	5	11		24.0	6	16	
Social Science	25.0	6	17		22.0	13	11		23.0	12	17	

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.8	220
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	.8	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,065	\$467	\$12,598	\$86,114
District	N/A	N/A	\$12,598	\$93,558
Percent Difference: School Site and District	N/A	N/A	0.0	14.2
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	130.9	36.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

PGHS provides students tutoring in math after school Monday-Thursday, which is funded as 1.0 FTE section and supported with a classified math tutor and adjunct hours from the math dept. instructors. Additionally, a newly designed class, was established to support students in Integrated Math I who were targeted by their 8th grade math teachers. For 2017-18, one section focused on seniors needing to pass integrated math 2 to meet graduation requirements. Two courses in AVID college readiness is provided to students 9-12 who apply or are recommended by staff or through SST process. IEP and 504 plans provide accommodations/modifications as well as Study Support classes to students who qualify.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,005	\$45,681
Mid-Range Teacher Salary	\$89,494	\$70,601
Highest Teacher Salary	\$117,882	\$89,337
Average Principal Salary (Elementary)	\$153,110	\$110,053
Average Principal Salary (Middle)	\$142,810	\$115,224
Average Principal Salary (High)	\$165,896	\$124,876
Superintendent Salary	\$220,947	\$182,466
Percent of Budget for Teacher Salaries	40.0	33.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	11	N/A
All courses	24	40.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

PGHS is currently providing staff development in building Professional Learning Communities as well as in data collection through a new student information system, Illuminate. Collaboration days have been built into the bell schedule so that teachers can analyze student data and adjust instruction so that students can attain mastery of the subject matter. The schedule allows teachers to meet for approximately 45 minutes each Monday morning for collaboration. The instructional leadership team worked with a professional consultant from 2014-2016 in key instructional shifts in English language arts, literacy in content areas and math. 2017-19 has and will focus on implementing Illuminate as the district's student data and grading system. Faculty has received and will receive additional professional development in collecting formative and summative data to improve collaborative efforts toward student academic improvement. Administration and counseling will collect student performance, attendance, and discipline information to guide decisions for proper academic and social-emotional interventions.