# Pacific Grove High School
## School Accountability Report Card
## Reported Using Data from the 2013-14 School Year
### Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/.

• View this SARC online at the school and/or LEA Web sites.

• 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 and community members should contact the school principal or the district office.

## About This School

**Contact Information (Most Recent Year)**

| 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** | www.pghs.org |
| **CDS Code** | 27661340000000 |

| 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 (Most Recent Year)**

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.

**Student Enrollment by Grade Level (School Year 2013-14)**

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 154 |
| Grade 10 | 169 |
| Grade 11 | 144 |
| Grade 12 | 135 |
| Total Enrollment | 602 |

**Student Enrollment by Group (School Year 2013-14)**

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 2.3 |
| American Indian or Alaska Native | 0.5 |
| Asian | 9.8 |
| Filipino | 1.0 |
| Hispanic or Latino | 13.5 |
| Native Hawaiian or Pacific Islander | 1.3 |
| White | 64.6 |
| Two or More Races | 4.0 |
| Socioeconomically Disadvantaged | 13.8 |
| English Learners | 3.3 |
| Students with Disabilities | 7.3 |

# A. Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 30 | 33 | 0 | 129 |
| Without Full Credential | 1 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| 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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 100.00 | 0.00 |
| **All Schools in District** | 100.00 | 0.00 |
| **High-Poverty Schools in District** | 0.00 | 0.00 |
| **Low-Poverty Schools in District** | 100.00 | 0.00 |

Note: 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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** January 2015

| 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 II, Holt McDougal 2010/2011 AP Statistics; Bedford, Freeman, & Worth 2010/2011 Integrated Math I, II, Math Visions Project, Creative Commons License, 2014 | Yes | 0 |
| **Science** | Anatomy & Physiology Pearson 2010/2011 AP Enviro Sci: Bedford, Freeman, & Worth 2010/2011 Biology, Glencoe, McGraw Hill 2014 Physics, Pearson Addison-Wesley, 2006 Chemistry, W H Freeman, 2006 Honors Chemistry, Pearson-Prentice Hall, 2011 | Yes | 0 |
| **History-Social Science** | US History McGraw Hill 2009/2010 Government: Pearson 2010/2011 Economics: Wilson & Clark 2010/2011 AP History: Holt 2012-2013 | Yes | 0 |
| **Foreign Language** | French and Spanish Vista Higher Learning 2012/2013 | 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 are already underway. the renovation of Breakers Stadium, small gym, dance room, new pool/tennis courts 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. 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 to used exclusively for the update, repair, and future technological needs of the district.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: May 2013 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and<br>Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | [X] | [ ] | [ ] | |
| **Interior:**<br>Interior Surfaces | [X] | [ ] | [ ] | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | [X] | [ ] | [ ] | |
| **Electrical:**<br>Electrical | [X] | [ ] | [ ] | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | [X] | [ ] | [ ] | |
| **Safety:**<br>Fire Safety, Hazardous Materials | [X] | [ ] | [ ] | |
| **Structural:**<br>Structural Damage, Roofs | [X] | [ ] | [ ] | |
| **External:**<br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | [X] | [ ] | [ ] | |

**Overall Facility Rating (Most Recent Year)**

| Overall Rating | Exemplary | Good | Fair | Poor |
|---|---|---|---|---|
| | [ ] | [X] | [ ] | [ ] |

# B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 69 | 74 | 79 | 79 | 82 | 81 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 81 |
| All Student at the School | 79 |
| Male | 81 |
| Female | 76 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 67 |
| Native Hawaiian or Pacific Islander | |
| White | 78 |
| Two or More Races | 100 |
| Socioeconomically Disadvantaged | 83 |
| English Learners | |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 73 | 78 | 74 | 76 | 79 | 76 | 54 | 56 | 55 |
| Mathematics | 39 | 45 | 36 | 65 | 65 | 66 | 49 | 50 | 50 |
| History-Social Science | 74 | 69 | 70 | 75 | 72 | 72 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Statewide | 9 | 9 | 9 |
| Similar Schools | 5 | 6 | 2 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

| Group | Actual API Change | | |
|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | -5 | 17 | -23 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | -5 | 12 | -18 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | 28 | -43 |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "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.

**Career Technical Education Programs (School Year 2013-14)**

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 2013-14)**

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 589 |
| % of pupils completing a CTE program and earning a high school diploma | 99 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

**Courses for University of California and/or California State University Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| **2013-14 Students Enrolled in Courses Required for UC/CSU Admission** | 76.00 |
| **2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission** | 28.21 |

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| **English-Language Arts** | 79 | 79 | 83 | 77 | 77 | 82 | 56 | 57 | 56 |
| **Mathematics** | 81 | 79 | 83 | 80 | 78 | 81 | 58 | 60 | 62 |

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| **All Students in the LEA** | 18 | 20 | 62 | 19 | 45 | 36 |
| **All Students at the School** | 17 | 20 | 63 | 17 | 47 | 36 |
| **Male** | 18 | 26 | 56 | 20 | 44 | 36 |
| **Female** | 15 | 13 | 72 | 13 | 49 | 37 |
| **Black or African American** | | | | | | |
| **American Indian or Alaska Native** | | | | | | |
| **Asian** | | | | | | |
| **Filipino** | | | | | | |
| **Hispanic or Latino** | 20 | 35 | 45 | 26 | 53 | 21 |
| **Native Hawaiian or Pacific Islander** | | | | | | |
| **White** | 19 | 16 | 65 | 16 | 44 | 39 |
| **Two or More Races** | | 33 | 67 | 8 | 67 | 25 |
| **Socioeconomically Disadvantaged** | 17 | 26 | 57 | 30 | 39 | 30 |
| **English Learners** | | | | | | |
| **Students with Disabilities** | | | | | | |
| **Students Receiving Migrant Education Services** | | | | | | |

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.

**California Physical Fitness Test Results (School Year 2013-14)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **9** | 8.8 | 17.6 | 70.3 |

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 Parental Involvement State Priority (Priority 3):

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

**Opportunities for Parental Involvement (Most Recent Year)**

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, 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 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 Pupil Engagement State Priority (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| **Dropout Rate** | 3.6 | 2.3 | 4.1 | 4.8 | 3.6 | 5.3 | 14.7 | 13.1 | 11.4 |
| **Graduation Rate** | 91.97 | 96.12 | 94.31 | 91.10 | 95.00 | 93.23 | 77.14 | 78.87 | 80.44 |

**Completion of High School Graduation Requirements (Graduating Class of 2013)**

| Group | Graduating Class of 2013 | | |
|---|---|---|---|
| | School | District | State |
| **All Students** | 99.15 | 100.81 | 84.56 |
| **Black or African American** | 100.00 | 100.00 | 75.90 |
| **American Indian or Alaska Native** | 100.00 | 100.00 | 77.82 |
| **Asian** | 100.00 | 100.00 | 92.94 |
| **Filipino** | 0.00 | 0.00 | 92.20 |
| **Hispanic or Latino** | 100.00 | 100.00 | 80.83 |
| **Native Hawaiian/Pacific Islander** | 0.00 | 100.00 | 84.06 |
| **White** | 98.82 | 101.15 | 90.15 |
| **Two or More Races** | 0.00 | 0.00 | 89.03 |
| **Socioeconomically Disadvantaged** | 100.00 | 104.55 | 82.58 |
| **English Learners** | 0.00 | 0.00 | 53.68 |
| **Students with Disabilities** | 100.00 | 100.00 | 60.31 |

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| **Suspensions** | 2.9 | 3.8 | 2.2 | 2.5 | 4.4 | 3.0 | 5.7 | 5.1 | 4.4 |
| **Expulsions** | 0.0 | 0.0 | 0.2 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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. The site designed a disaster plan with help from local emergency agencies. Two Campus Supervisors have been hired to patrol the campus.

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|---|---|---|
| **Made AYP Overall** | Yes | |
| **Met Participation Rate: English-Language Arts** | Yes | |
| **Met Participation Rate: Mathematics** | Yes | |
| **Met Percent Proficient: English-Language Arts** | Yes | |
| **Met Percent Proficient: Mathematics** | Yes | |
| **Met Graduation Rate (if applicable)** | Yes | |

### Federal Intervention Program (School Year 2014-15)

| 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** | --- | 1 |
| **Percent of Schools Currently in Program Improvement** | --- | 100.0 |

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2011-12 Avg. Class Size | 2011-12 Number of Classrooms 1-22 | 2011-12 Number of Classrooms 23-32 | 2011-12 Number of Classrooms 33+ | 2012-13 Avg. Class Size | 2012-13 Number of Classrooms 1-22 | 2012-13 Number of Classrooms 23-32 | 2012-13 Number of Classrooms 33+ | 2013-14 Avg. Class Size | 2013-14 Number of Classrooms 1-22 | 2013-14 Number of Classrooms 23-32 | 2013-14 Number of Classrooms 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **English** | 23.7 | 8 | 14 | 0 | 24 | 7 | 17 | 1 | 23 | 8 | 17 | 1 |
| **Mathematics** | 21.3 | 11 | 8 | 1 | 26 | 5 | 15 | 1 | 22 | 12 | 12 | |
| **Science** | 23.7 | 4 | 13 | 0 | 28 | 4 | 10 | 3 | 25 | 2 | 17 | |
| **Social Science** | 22.8 | 9 | 10 | 0 | 25 | 9 | 14 | 4 | 25 | 7 | 20 | |

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 2013-14)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 2 | 278 |
| **Counselor (Social/Behavioral or Career Development)** | .75 | --- |
| **Library Media Teacher (Librarian)** | .8 | --- |
| **Library Media Services Staff (Paraprofessional)** | .5 | --- |
| **Psychologist** | .5 | --- |
| **Social Worker** | 0 | --- |
| **Nurse** | 0 | --- |
| **Speech/Language/Hearing Specialist** | .5 | --- |
| **Resource Specialist** | | --- |
| **Other** | | --- |

Note: Cells with "---" 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 2012-13)**

| Level | Expenditures Per Pupil Total | 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 | $78,457 |
| **Percent Difference: School Site and District** | --- | --- | 0.0 | 14.2 |
| **State** | --- | --- | $4,690 | $63,037 |
| **Percent Difference: School Site and State** | --- | --- | 130.9 | 36.9 |

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

PGHS provides students tutoring in math after school on each weekday.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $42,300 | $38,920 |
| **Mid-Range Teacher Salary** | $73,060 | $59,803 |
| **Highest Teacher Salary** | $98,168 | $78,096 |
| **Average Principal Salary (Elementary)** | $132,129 | $95,836 |
| **Average Principal Salary (Middle)** | $123,822 | $99,849 |
| **Average Principal Salary (High)** | $158,646 | $107,599 |
| **Superintendent Salary** | $203,528 | $151,912 |
| **Percent of Budget for Teacher Salaries** | 41 | 37 |
| **Percent of Budget for Administrative Salaries** | 7 | 6 |

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

**Advanced Placement Courses (School Year 2013-14)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| **Computer Science** | | --- |
| **English** | 3 | --- |
| **Fine and Performing Arts** | | --- |
| **Foreign Language** | 1 | --- |
| **Mathematics** | 2 | --- |
| **Science** | 2 | --- |
| **Social Science** | 8 | --- |
| **All courses** | 16 | 1.1 |

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

**Professional Development**

PGHS is currently providing staff development in building Professional Learning Communities as well as in Common Core. In January 2013, several teachers attended a training with Rick and Rebecca DuFour and presented the information to our staff when they returned. 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 Wednesday morning. Plans for the 2014-15 school year include development of the Instructional leadership team (ILT) to lead school-wide professional development for the alignment of the CA Common Core State Standards. The instructional leadership team works with a professional consultant in key instructional shifts in English language arts, literacy in content areas and math. A PGHS math instructor was provided a .4 FTE to develop and implement the Integrated Math I, II, and III courses for 2013-14, 14-15, and 15-16.