

# Peninsula High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Peninsula High School
<b>Street</b>	300 Piedmont Ave.
<b>City, State, Zip</b>	San Bruno, CA 94066
<b>Phone Number</b>	650-558-2400
<b>Principal</b>	Ron Campana
<b>E-mail Address</b>	rcampana@smuhsd.org
<b>Web Site</b>	www.smuhsd.org/peninsulahigh
<b>CDS Code</b>	41-69047-0135814

District Contact Information	
District Name	San Mateo Union High School District
Phone Number	650-558-2299
Superintendent	Kevin Skelly
E-mail Address	kskelly@smuhsd.org
Web Site	www.smuhsd.org

### School Description and Mission Statement (School Year 2017-18)

Peninsula High School (PHS), located in the suburban community of San Bruno, California, is the only continuation high school serving the San Mateo Union High School District. The San Mateo Union High School District is centrally located between San Francisco (to the north) and Santa Clara and Silicon Valley (to the south). Students transfer to PHS from the six comprehensive high schools in the district serving the cities of San Bruno, Millbrae, Burlingame, San Mateo, Foster City and Hillsborough. SMUHSD is home to over 8,500 students who attend six traditional comprehensive high schools, a middle college high school, and Adult school. PHS serves approximately 185 students who benefit from individualized and direct instruction, flexible scheduling, and the opportunity to earn accelerated credits in a small school setting. In 2013, PAHS received a full six-year clear accreditation from the Western Association of Schools and Colleges and in Spring 2016 successfully submitted its Mid-Term WASC Report. The school serves predominately students who are 16 to 18 years of age and have completed at least two semesters of high school (first semester sophomores or older) and who transfer to the school voluntarily. Most of our students are at least 30 credits behind and many have had difficulties attending their home school regularly. A small number of students (less than 2%) are involuntary transfers (Therapeutic Day School/TDS) and approximately an equal percentage of students are transferred because of disciplinary problems in these county programs. At any given time, there are approximately 12 to 15 students on probation. Many of our students come to PHS because they do not fit the paradigm of a large comprehensive school. Most of our students find a home at PAHS because they feel supported, safe, and respected by those around them. Our students range from first semester sophomores to a few fifth year seniors. Most of the school population (75%-80%) is transported to the Peninsula campus by district school buses.

Although most of our students' primary or home language is English, the languages spoken by the students at PHS vary widely and include Spanish, Tongan, Hindi, Arabic, Filipino, Samoan, Turkish, and Russian. We are very proud of our diverse student population. There is also a wide range of socio-economic levels at Peninsula. Some of our students come from the upper-middle class communities of Hillsborough and Foster City, while others receive free or reduced lunches or AFDC support (about 47%). At any given time, between 12-15 (5%+) students are teen parents. Because of our alternative school status students can participate in athletics at the comprehensive site they previously attended while here if they meet the grade point average requirements. It is important to also note that each year we have a handful of students who are either homeless or face homelessness. In addition to diversity in ethnicity, PHS students also demonstrate diversity in terms of the skills and abilities that they bring to our campus and in this regard we have added Restorative Justice Practices (RJP) and guided studies to better serve their needs. Our students have reading and math skill levels that range from second grade to post-twelfth grade. We have made it a goal to better assess our students through consistency in our Unit Design and Assessments that are taught in every class. Teachers are expected to have daily formative assessments and one summative assessment and essential question for each unit. Constructive Meaning and addressing reading skills with new instructional support materials and teaching practices. Our students are provided their education in a trimester system as opposed to semesters at the comprehensive sites. This system gives students the opportunity to get back on track towards graduation and in some cases accelerate towards graduation and college and career. Our goal is to meet our students' needs and to get them back on track for graduation. We concentrate on academics and literacy while emphasizing skill development. Furthermore, students are supported with a career focused elective program. PAHS is held to the same standards-based curriculum that is aligned with District, State, and Federal standards as the comprehensive high schools. In the Fall 2017, Peninsula High School converted back to a continuation school to allow us more flexibility in student scheduling to meet their needs while holding students to high standard. PHS students must also complete 200 credits for graduation. Visual Performing Arts and Physical Education have been removed as a requirement. If a student wishes to go into the military they may take the additional courses to become eligible.

All courses are aligned to the state content standards. PHS provides access to various electives through concurrent enrollment in community colleges, adult school, work experience, community service, and volunteering. In addition, PHS utilizes an array of online courses. Students use the online courses to work in-class and at-home, and the expectation is that students use online courses to recover credits rapidly.

### Mission Statement

- To provide a safe, nurturing and collaborative learning environment infused with rigorous curricula, appropriate intervention and support, to foster ongoing intellectual, civic, and personal success in a 21st century world.

Vision Statement

- To prepare students for post-high school life so they can become engaged and productive members of society.

PAHS WASC MID-TERM GOALS:

Action Plan I: Provide academic rigor for all students to increase post-secondary success in college and/or career.

Action Plan II: Increase the number of extra and co-curricular activities offered all students at Peninsula Alternative High School. Continue to expand Career Technical Education pathways.

Action Plan III: Improve the calibration of the assignment of credits and grades to ensure consistency and maintenance of high standards school-wide so that all students achieve student outcomes or the PUMAS.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	2
Grade 10	17
Grade 11	61
Grade 12	98
<b>Total Enrollment</b>	<b>178</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.1
Asian	1.7
Filipino	1.7
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	6.2
White	12.4
Two or More Races	7.9
Socioeconomically Disadvantaged	52.8
English Learners	30.3
Students with Disabilities	23.6
Foster Youth	0.6

## 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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	13	15	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0		0
Total Teacher Misassignments *	1		0
Vacant Teacher Positions	2		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 2017-18)

Year and month in which data were collected: 9/2017

Our school district uses materials that are approved by our school board and meet the local and state standards. My site receives access to the same books that the comprehensive sites use for instruction to ensure consistency in instruction. Currently, in Fall 2016, our district has adjusted and been changing the textbooks used and adopted to teach district-wide mathematics courses.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meet State and Local Standards/2015	Yes	0
Mathematics	Current and meet State and Local Standards: Springboard Math Program/2017	Yes	0
Science	Current and meet State and Local Standards	Yes	0
History-Social Science	Current and meet State and Local Standards	Yes	0
Foreign Language	Current and meet State and Local Standards	Yes	0
Health	Current and meet State and Local Standards/2016	Yes	0
Visual and Performing Arts	Current and meet State and Local Standards	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and meet State and Local Standards	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school site is safe and relatively well maintained. However, PAHS is an aging facility and improvements have not kept pace with the deterioration. PAHS maintenance and custodial staff endeavor to make repairs in a timely manner to keep the school clean and in working condition. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The custodial staff works closely with the site Plant Manager/Lead Boiler person to develop cleaning schedules for school grounds, buildings, and restrooms.

PAHS is composed of 16 classrooms, faculty lounge, restroom facilities, main office, a small library, four computer labs, and a gym. Classroom halls open onto one of two outdoor spaces, a center courtyard to the west or an atrium to the north. This design allows easy supervision of students during lunch time and between classes. The courtyard and restrooms are kept clean and free of garbage and graffiti. In September 2015, the courtyard was renovated in collaboration with local business and community members. Broken cement planters were patched, painted and landscaped in the Fall 2015 and are annually updated and maintained beyond basic day to day maintenance. New basketball nets were installed and recently updated equipment was donated and added to our weight room that met health and safety regulations. The atrium still requires clean-up work and painting/patching.

Visitors or non-students are easily visible and are not allowed to loiter in the parking lot or on campus. Internal security cameras have been updated in the two of the three hallways in Fall 2016 and provisions include a building alarm system which is set nightly to prevent thefts or break-ins. In the Fall 2017, additional security cameras were added outside of both student restrooms in the courtyard and we are currently working on installing cameras in our culinary/kitchen classroom as its outside doors are accessible to our on-site renters.

### 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: 9/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Due to weather conditions this season and not having AC, temperatures were very warm and uncomfortable.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Paint peeling off "I" beams
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/15/2017				
Overall Rating	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, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	10	15	79	77	48	48
Mathematics (grades 3-8 and 11)	2	4	57	56	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	60	73.17	15.25
Male	51	37	72.55	18.92
Female	31	23	74.19	9.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	43	81.13	16.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	9	64.29	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	32	76.19	12.9
English Learners	27	22	81.48	0
Students with Disabilities	17	12	70.59	27.27

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	82	55	67.07	3.7
Male	51	34	66.67	5.88
Female	31	21	67.74	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	40	75.47	5.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	8	57.14	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	29	69.05	3.57
English Learners	27	20	74.07	5
Students with Disabilities	15	9	60	11.11

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	14	11	62	63	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

PHS offers career education through CTE courses in Tourism and Hospitality and Journalism. In addition, we have implemented and continue to expand a career pathway through our Law & Society classes. These career courses are a part of distinct career pathways that will give students skills to be successful in post-secondary life. Career courses were chosen through a series of surveys and data research based upon the demands in San Mateo County. Our hope is for 25+ students to annually complete each of our 2-year career pathways prior to graduation. Our pathways will include articulation with Community Colleges, job internships, job shadowing, possible employment, certifications, and field trips.

PAHS students receive counseling from our College and Career Adviser regarding career paths and courses of study. The Career Adviser and the Work Experience Coordinator also present students with a broad array of career opportunities, provides guest speakers on careers in fields of interest, and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. In Fall 2017, through a district grant, our site was able to hire a part-time Career Coordinator with their focus on finding long-term career positions utilizing the skills taught in our Career Technical Education (CTE) courses. Students are exposed to resumé writing, interest inventories, and interview techniques. PAHS career path and vocational programs include: Work Experience, Naviance, and Monthly Counseling Presentations/Check-Ins in Guided Studies classes. Career Fairs and speakers from the community are made available for the students to heighten their awareness of options for education, training, and employment beyond high school. Students taking CTE Tourism and Hospitality classes will have the opportunity in the 2016-17 school year to achieve three different levels of restaurant/hotel industry certifications. In the Spring 2018, we are offering a new CTE pathway through our science program on conservation energy using clean energy concepts, policies, and industries.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	43
% of pupils completing a CTE program and earning a high school diploma	17.86
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66.67%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	86.52
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 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.



## 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Back to School Night, Open House, Community Night, ELAC/DELAC meetings, Student Recognition/Awards Night, Community Nights, School Site Council meetings, and graduation planning committee are all ways for parents/guardians to be involved at PAHS. Three times a year we conduct ELAC meetings with our ELD students and families. Parent involvement and participation are an integral component of the school. Parents/Guardians are required to attend an Intake Interview with the counselor, and sometimes the principal or dean of students as the first step in the admission process. The purpose of the intake interview is to review the student's transcript/credits, school rules and expectations, and to discuss each student's plan for graduation. School Site Council and Title I meetings occur monthly, and meeting agendas are posted on our website and via SchoolLoop. Parents are encouraged to participate in School Site Council, and we have at least two parent volunteers on the council. We recently hosted a community parent night by our counseling department covering topics of concern with families such as stress and opportunities to support student growth.

Every family participates in new student orientation where they receive an overview of the PAHS program. Parents are offered parent training classes through the Peninsula Conflict Resolution Center as well as students the opportunity to participate in the FLY (Fresh Lifelines for Youth) program, and drug and alcohol counseling through Insights. The evening meetings vary in location and are usually either held at the school site in San Bruno or at the Smart Center Adult School in San Mateo to provide more parent/guardian access. Our Parent Outreach Coordinator along with our Mental Health Therapist, Jamieko Gruenloh helps to facilitate the parent meetings.

- Students have Access to Eight therapeutic/ Social emotional support groups (7 of 8 are outside resources):
  1. Insights (Drug and Alcohol) (2 groups now and 3 groups total soon)
  2. FLY (Fresh Lifelines for Youth) (Mentoring and learn about law and careers in law)
  3. RTS (Rape Trauma Services)
  4. CORA (Community Overcoming Relationship Abuse)
  5. PCRC (Peninsula Conflict Resolution Center in Guided Studies classes)
  6. Pride Center
  7. Men's Group
  8. YEA! Program/Workshop on the relationship of abuse and education surrounding ways to get out and ways to be more aware.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	7.4	42.9	40.2	3.4	6.6	6.8	11.5	10.7	9.7
Graduation Rate	82.11	42.86	50	94.71	91.64	90.86	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	68.42	91.14	87.11
Black or African American	0	59.09	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	96.7	94.42
Filipino	66.67	92.97	93.76
Hispanic or Latino	63.33	83.99	84.58
Native Hawaiian/Pacific Islander	66.67	87.5	86.57
White	92.86	93.79	90.99
Two or More Races	62.5	94.05	90.59
Socioeconomically Disadvantaged	78.38	71.13	63.9
English Learners	42.86	38.5	55.44
Students with Disabilities	60.47	86.2	85.45
Foster Youth	50	40	68.19

### 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	15.3	25.0	24.8	3.3	3.2	3.8	3.8	3.7	3.6
Expulsions	1.0	0.7	0.0	0.1	0.2	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

The School Safety Plan was updated and is discussed with faculty and staff each October, prior to our district wide disaster drill which is Thursday October 19th, 2017 at 10:30 am. All teachers are supplied with a red binder which contains updated evacuation routes, emergency drill protocol and procedures. Each classroom is supplied with an updated red emergency bag. A district-wide emergency preparedness survey was taken by all faculty and staff and is being assessed at the district office. Procedures for emergency response cover a wide range of events that could impact our school. Protocols are established that address each scenario. Roughly once a month, we conduct on separate dates fire drills, lockdown drills, and earthquake drills.

The PAHS Safety Plan is a comprehensive overview of school safety procedures, student demographic information, physical site assessment, programs and interventions in place to create a safe climate for all students. Strategies for discipline, conferences, and behavioral expectations are published in this plan. Strategies in place that demonstrate support of legal tools such as probation officers, school support systems, district SRO, truancy letters and the SARB process are reviewed in the safety plan as well.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2015-2016	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Subject	2014-15				2015-16				2016-17			
	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	7	23	4		6	31	4		11	13	2	
Mathematics	7	24	2		3	24	1		14	4	3	
Science	8	14	2		8	14	2		12	7		
Social Science	7	30	3		4	27			13	11	2	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	185
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker		N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	27,131.74	10,836.92	16,294.82	72204.73
District	N/A	N/A	\$13,253.66	\$97,915
Percent Difference: School Site and District	N/A	N/A	22.9	-26.3
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	147.9	-12.8

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

**Types of Services Funded (Fiscal Year 2016-17)**

Peninsula High School receives Title I, Title I ARRA, and EIA funds. In addition, PHS gets support from the general fund of San Mateo Union High School District. Planning and use of categorical funds are listed in the Single Plan for Student Achievement (SPSA) and are approved by the School Site Council by the end of November 2017 with Board Approval in December 2017. All funds are used to meet the achievement demands of each sub-group (ELs, SpEd, and socio-economically disadvantaged).

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,396	\$50,221
Mid-Range Teacher Salary	\$95,814	\$83,072
Highest Teacher Salary	\$112,850	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$148,711	\$146,114
Superintendent Salary	\$275,000	\$226,121
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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)

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PHS is dedicated to developing a professional learning community in which there is teacher collaborative time, a culture of life long learning and school improvement. Wednesdays mornings are for faculty meetings in which staff meets to review, analyze, and discuss, develop, and implement school-wide Unit Design and Assessments, PUMA Projects, Curriculum Mapping, Reading strategies and assessment tools, and Mathematics assessment tools, and share samples of student work and demonstrate learning strategies that are effective with students. The San Mateo Union High School District is committed to professional development opportunities and supports PAHS to better serve our students at our site. In the Fall 2017, PHS started implementing and structuring school-wide 3rd Period Interventions based on student academic and social-emotional supports needed. 3rd period Academic interventions are (Developmental Reading/ELD, Developmental Reading, Algebra Support, Guided Studies 10/11-12, College Study Skills (Coun 101, Personal Finance), and College Study Skills (CTE and Dual Enrollment). Our third period social-emotional supports are Insights (Drug and Alcohol) (2 groups now and 3 groups total soon), FLY (Fresh Lifelines for Youth) (Mentoring and learn about law and careers in law), RTS (Rape Trauma Services), CORA (Community Overcoming Relationship Abuse), PCRC (Peninsula Conflict Resolution Center in Guided Studies classes, Pride Center, Men's Group, and YEA! Program/Workshop on the relationship of abuse and education surrounding ways to get out and ways to be more aware. The SMUHSD office help provide Peninsula Conflict Resolution Center (PCRC) to support our work. The Staff Development calendar is designed to focus on improving ways to implement formative and summative assessments, utilizing essential questions, coordinate reading, writing, and vocabulary across the curriculum. We provide in every class test taking skills for English Learners, at-risk students, special needs students and strategies for differentiated instruction in mainstream and co-taught classes. Teachers implement Department Common Assessments and use these formative assessments to better monitor student learning and inform instruction. Reflection on student learning is on-going and is used to measure their own teacher effectiveness and student areas in need of growth.