

Peninsula High School Fall 2022-2023

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Peninsula High School Fall 2022-2023
Street	860 Hinckley Road
City, State, Zip	Burlingame, CA 94010
Phone Number	650-558-2400
Principal	Ron Campana
Email Address	rcampana@smuhsd.org
School Website	https://www.smuhsd.org/peninsulahigh
County-District-School (CDS) Code	41-69047-0135814

2022-23 District Contact Information

District Name	San Mateo Union High School District
Phone Number	650-558-2201
Superintendent	Randall Booker
Email Address	rbooker@smuhsd.org
District Website Address	www.smuhsd.org

2022-23 School Overview

Starting February 2021, Peninsula High School (PHS), located in the suburban community of Burlingame, 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. SMUHS is home to over 8,500 students who attend six traditional comprehensive high schools, a middle college high school, and Adult school. PHS can serve up to 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. In 2019, PHS received a full six-year clear accreditation and mid-term report required from Western Association of Schools and Colleges and again in 21-22 school year will be submitting its mid-term report for WASC. We look forward to continue to make strategic changes to our curriculum and student engagement by working with students and parents respectively with student leadership and parent meetings such as Coffee with the Principal. This is the highest score a school can achieve and rarely achieved by an alternative school. The school serves predominately students who are 15 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 5%) are involuntary transfers and approximately an equal percentage of students are transferred because of disciplinary problems in county programs. At any given time, there are approximately 12 to 15 students on probation. PHS has experienced lower enrollment recently due to the impact of AB 104 allowing many students to fulfill graduation requirements with less credits thus less students are academically behind. 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 PHS because they feel supported, safe, and respected by those around them. Our students range from first semester sophomores to a few fifth year seniors. Half of the school's population is transported to the Peninsula campus by district school buses while others take public transportation, carpool, or drive. While this number was expected to increase when it relocated to Burlingame, CA starting in Spring 2021, in Fall 2022 more students have found a variety of ways to access transportation dropping our bus ridership by 50%.

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-

2022-23 School Overview

middle class communities of Hillsborough and Foster City, while others receive free or reduced lunches or AFDC support (about 54%). At any given time, between 2-5 (1%+) students are teen parents. Because of our alternative/continuation 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 six-period 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 three major 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 which is roughly four weeks. This has been challenging during the impact of Covid19 and learning returning to campuses in Fall 2021 and continuing to help students adjust in the 22-23 school year. We are applying Constructive Meaning to address reading skills and teaching practices and Social Emotional Learning (SEL) in our sixth period guided studies classes. 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. PHS 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 202 credits for graduation. We recently added two additional credits for students to fulfill work experience or community service prior to graduation. In addition, we anticipate over 75% of our senior class participating in two dual enrollment courses being offered on our campus by the local community college. Student field experience and application of skills is important prior to graduation. Visual Performing Arts and Physical Education have been removed as a requirement. If a student wishes to go into the military, accommodations may be made so 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

PHS is committed to equity by welcoming students in a nurturing and inclusive culture where student voices and needs are centered.

Vision Statement

Empowered to demonstrate their knowledge and social-emotional growth post-high school, PHS students will become contributing members of a global community.

SPSA/WASC goals:

1. Action Plan I: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.

Outcomes:

Increase staff diversity such that it reflects the diversity of the communities we serve
Ensure every student has at least one strong relationship with an adult on campus
Ensure that there are multiple opportunities for family engagement and effective communication

2. Action Plan II: Strengthen school, family and community engagement to support social emotional growth.

Outcomes:

- Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools

2022-23 School Overview

- Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our schools
- Create school communities (both virtual and in-person) that are culturally responsive and inclusive that foster a culture of upstanding

3. Action Plan III: Preparing all students to be self directed and persistent learners through the use of a culturally responsive curriculum.

Outcomes:

- Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.
- Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.
- Improve students' access to coursework aligned to their interests and post-secondary career and academic goals

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	56
Grade 12	115
Total Enrollment	173

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.9
Male	60.1
American Indian or Alaska Native	0.0
Asian	2.3
Black or African American	0.6
Filipino	2.3
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	6.4
Two or More Races	6.4
White	6.4
English Learners	40.5
Foster Youth	0.6
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	70.5
Students with Disabilities	12.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	69.94	391.50	82.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.10	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.85	12.10	2.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	28.85	10.20	2.17	12115.80	4.41
Unknown	0.00	0.35	58.50	12.37	18854.30	6.86
Total Teaching Positions	14.10	100.00	472.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	78.40	387.40	79.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	2.40	4.80	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	2.40	13.30	2.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	10.24	5.20	1.06	11953.10	4.28
Unknown	0.80	6.48	78.60	16.07	15831.90	5.67
Total Teaching Positions	12.50	100.00	489.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.30

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.00	1.20
Total Out-of-Field Teachers	4.00	1.20

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	3.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected 12/20

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	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

This report was based on our San Bruno location which we no longer occupy. The school site was safe and relatively well maintained. PHS was an aging facility and improvements have not kept pace because a brand new school in Burlingame was being completed. Due to the diligent efforts of our district leadership and school board, we have a modern, accessible school in top condition to support our students educational needs. PHS 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.

PHS is composed of 10 classrooms, faculty lounge, restroom facilities, main office, cafeteria, quad, and outdoor basketball court. Classroom halls open our outdoor spaces, a center courtyard in the middle of the school. 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.

Visitors or non-students are easily visible and are not allowed to loiter in the parking lot or on campus. Internal security cameras are brand new along with our building alarm system. Additional security cameras were added outside of both student restrooms in the courtyard.

Year and month of the most recent FIT report

11/7/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	16	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	50	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	92	38	41.30	58.70	15.79
Female	39	20	51.28	48.72	15.00
Male	53	18	33.96	66.04	16.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	72	29	40.28	59.72	6.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	8	19.05	80.95	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	25	40.32	59.68	16.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	92	45	48.91	51.09	0.00
Female	39	24	61.54	38.46	0.00
Male	53	21	39.62	60.38	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	72	33	45.83	54.17	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	9	21.43	78.57	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	31	50.00	50.00	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	3.23	NT	50.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	31	24.6	75.4	3.23
Female	43	9	20.93	79.07	--
Male	83	22	26.51	73.49	4.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	17	17.71	82.29	0
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	7	50	50	--
English Learners	57	4	7.02	92.98	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	19	22.09	77.91	5.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	4	28.57	71.43	--

2021-22 Career Technical Education Programs

PHS offers career education through CTE courses in Tourism and Hospitality and Digital Photography/Journalism. In addition, we support our CTE classwork with every student required to complete work experience or community service to support coursework and ensured proper preparation and access to post-high school college and career. Students must complete 24 hours of community service or over 72 hours of work experience along with reflection assignments. In addition we will be offering dual enrollment courses on our campus in Spring 2023 connecting our CTE pathways to these college level courses including a counseling course offered at PHS through College of San Mateo and built into our school day for our seniors to participate. 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. Due to us receiving many students into our school at various grade levels and times, our goal is to help the students we receive at the beginning of their junior year or prior of 15+ 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.

PHS 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. In Fall 2022, under the supervision of our career coordinator, students are exposed to resumé writing, interest inventories, and interview techniques. PHS career path and vocational programs include: Work Experience, Naviance, and Monthly Counseling Presentations/Check-Ins in Guided Studies classes. Mr. Hockaday, our career coordinator, organizes Career Fairs and speakers including mock interviews and job shadowing 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 2022-23 school year to achieve a restaurant/hotel industry certifications.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	74
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	91.23
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 PHS. Three times a year we conduct ELAC meetings with our ELD students and families. Since returning to in-person instruction in Fall 2022, we are considering having more meetings but trying to balance having too many with also getting parents to participate. 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 assistant principal as the first step in the admission process. We also take this process seriously when identifying special education students for consideration at PHS. Many times we are a smaller school with less resources than their comprehensive schools they are coming from and making sure we can provide proper supports is key. 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 at-least monthly and in early fall sometimes bi-monthly, and meeting agendas are posted on our website and via Canvas or Google. Parents are encouraged to participate in School Site Council, and we have at least two parent volunteers on the council as well as a regular student representative. 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. During Covid19 and return of in-person Learning in the last year and half, we have hosted monthly meetings for parents to ask questions and receive updates as well as utilized Aeries Communications. Our program is titled "Coffee with the Principal." We have found that we try to offer a mix of in-person and occasional Zoom meetings to ensure many parents/guardians can attend. The advantage of Zoom is we can record the meeting and post it on our website for families to access the recordings at a later date.

Every family participates in new student orientation where they receive an overview of the PHS program. Parents are now offered parent training classes through the district program Parent Connect. Students are given the opportunity to participate in the FLY (Fresh Lifelines for Youth) program, and drug and alcohol counseling through Dan Michalske, a licensed drug and alcohol therapist. The evening meetings vary in location and are usually either held at the school site in Burlingame or at the district main office in San Mateo to provide more parent/guardian access. Our Parent Outreach Coordinator along with our Mental Health Therapist, Lara Montoya 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)

2022-23 Opportunities for Parental Involvement

3. RTS (Rape Trauma Services)
4. CORA (Community Overcoming Relationship Abuse)
5. Parent Connect
6. Pride Center
7. Men's Group
8. Girl's Group
9. Drug and Alcohol Counseling
10. YEA! Program/Workshop on the relationship of abuse and education surrounding ways to get out and ways to be more aware.
11. Social Emotional Learning (SEL) Curriculum designed and implemented by our 6th period Guided Studies Teachers.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		22.3	25.9		3.9	3.9		8.9	7.8
Graduation Rate		55.4	60		91	92.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	135	81	60.0
Female	44	30	68.2
Male	91	51	56.0
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	103	52	50.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	14	100.0
English Learners	71	22	31.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	115	67	58.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	13	12	92.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	276	254	169	66.5
Female	108	98	68	69.4
Male	168	156	101	64.7
American Indian or Alaska Native	0	0	0	0.0
Asian	7	6	5	83.3
Black or African American	1	1	1	100.0
Filipino	5	5	3	60.0
Hispanic or Latino	211	198	125	63.1
Native Hawaiian or Pacific Islander	16	12	9	75.0
Two or More Races	16	13	10	76.9
White	20	19	16	84.2
English Learners	137	127	67	52.8
Foster Youth	1	1	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	199	186	126	67.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	24	19	79.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	14.18	2.49	2.45
Expulsions	0.00	0.05	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	15.22	0.22	6.06	0.20	3.17
Expulsions	0.00	1.09	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.22	1.09
Female	6.48	0.00
Male	20.83	1.79
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.85	0.95
Native Hawaiian or Pacific Islander	43.75	6.25
Two or More Races	43.75	0.00
White	10.00	0.00
English Learners	7.30	0.73
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	14.57	1.01
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	37.50	4.17

2022-23 School Safety Plan

The School Safety Plan was updated and is discussed with faculty and staff each October, prior to our district wide disaster drill which usually takes place around mid-October. Because of distance learning and Covid19 protocols, this event has looked different in Fall 2022 upon our return to onsite instruction and a full school year currently with no mask required has run smoothly. 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. Once a month, we conduct on separate dates fire drills, lockdown drills, and earthquake drill

The PHS 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. Assistant Principal Fred Wolfgramm oversees the communication and implementation of these plans and practices. 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 and further discussed by Mr. Wolfgramm with staff.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	12		3
Mathematics	18	5	3	
Science	13	6		
Social Science	18	8	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	10	1	1
Mathematics	20	6	1	1
Science	11	7		
Social Science	19	7	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	7	4	1
Mathematics	22	5	1	1
Science	11	7		
Social Science	18	8	3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	173

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	26,285.48	3,733.08	22,552.39	122,933.81
District	N/A	N/A	14,225.97	\$117,180.81
Percent Difference - School Site and District	N/A	N/A	45.3	4.8
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	109.5	26.5

2021-22 Types of Services Funded

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 December 2022 with Board Approval in January 2023. All funds are used to meet the achievement demands of each sub-group (ELs, SpEd, and socio-economically disadvantaged).

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$71,432	\$55,947
Mid-Range Teacher Salary	\$115,228	\$90,080
Highest Teacher Salary	\$135,718	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$193,088	\$164,633
Superintendent Salary	\$322,400	\$261,984
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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. The first Wednesday mornings of each month from 8:00-9:15 am are for faculty meetings. We conduct a rotation of professional development and collaboration cohorts (PLCs) meeting Wednesday mornings from 8-9 am in which staff meets to review, analyze, and discuss, develop, and implement school-wide Unit Design and Assessments, PUMA Projects, PUMA Care, 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 PHS to better serve our students at our site. In the Fall 2018, PHS started implementing and structuring school-wide 4th Period Interventions based on student academic and social-emotional supports needed. 6th period Academic interventions in Fall 2022 are school-wide guided studies courses. They cover topics such as reading and writing development and study skills college preparation. Our social-emotional supports are spread throughout the week and school periods. (Drug and Alcohol) (3 groups), FLY (Fresh Lifelines for Youth) (Mentoring and learn about law and careers in law), RTS (Rape Trauma Services), CORA (Community Overcoming Relationship Abuse), 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 Staff Development calendar is designed to focus on improving ways to implement formative and summative assessments, utilizing essential questions, coordinate reading, writing, vocabulary across the curriculum while being attentive to a social justice background built on equity and critical thinking. 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. In trimester #1, our school focused on Engagement Strategies and deescalation strategies for many challenging behaviors we are seeing in the classroom. In Trimester #2, we have focused on improved classroom management techniques and strategies around effective conversation with students and peers as well as incorporating this into our MTSS Tier #1 and #2 work. Trimester #3 we will be adjusting based on student results but working on implementing SEL curriculum with our regular curriculum in every classroom.

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

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4
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