

Peninsula High School 2025-2026

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Peninsula High School 2025-2026
Street	650 N. Delaware Street, San Mateo, CA 94401
City, State, Zip	San Mateo, CA 94401
Phone Number	650-558-2400
Principal	JeNora Lewis
Email Address	jlewis@smuhsd.org
School Website	https://www.smuhsd.org/peninsulahigh
Grade Span	9-12
County-District-School (CDS) Code	41-69047-0135814

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Starting in 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. SMUHSD 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 145 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

2025-26 School Description and Mission Statement

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 the Western Association of Schools and Colleges, and again, in the 21-22 school year will be submitting a mid-term report for WASC.

We look forward to continuing 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 is 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 need help attending their home school regularly. A small number of students (less than 2%) are involuntary transfers and approximately an equal percentage of students are transferred because of disciplinary problems in county programs. At any given time, approximately 10 to 12 students are on probation. PHS has experienced lower enrollment recently due to our comprehensive schools creating more academic MTSS Tier 1 and 2 interventions. 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 2023, more students have found a variety of ways to access transportation, dropping our bus ridership by 50% with an increase in the 23-24 school year by about 15%. A lot depends on the needs of families from year to year in regards to accessing transportation.

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 on the 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 58%). 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 also to 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 ranging from second 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 continuing to help students adjust in the 23-24 school year. We apply reading skills and teaching practices and Social social-emotional learning (SEL) in our guided studies (Self and Social Empowerment) classes. Our students are provided their education in a trimester system as opposed to semesters at the comprehensive sites. This system gives students opportunity to get back on track toward graduation and, in some cases, accelerate towards graduation and college and career. 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 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. In 2020, we 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 online courses to work in class and at home, and the expectation is that students use online courses to recover credits rapidly.

Mission Statement

Peninsula High School empowers students through a supportive, inclusive environment that promotes respect, responsibility, and equity, offering personalized learning and community support to foster academic, social, and emotional growth for future success.

Vision Statement

2025-26 School Description and Mission Statement

At Peninsula High School, we empower students to thrive as compassionate, resilient leaders. Through an inclusive, student-centered environment, we foster the skills and empathy needed for success, ensuring they excel in their personal and professional lives while making meaningful contributions to society.

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
- 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	3
Grade 11	54
Grade 12	66
Total Enrollment	123

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39
Male	61
Asian	2.4
Black or African American	0.8
Filipino	3.3
Hispanic or Latino	75.6
Native Hawaiian or Pacific Islander	8.1
Two or More Races	4.1
White	5.7
English Learners	34.1
Homeless	0.8
Socioeconomically Disadvantaged	55.3
Students with Disabilities	18.7

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.

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)	9.8	78.4	387.4	79.14	234405.2	84
Intern Credential Holders Properly Assigned	0.3	2.4	4.8	1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	2.4	13.3	2.72	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	10.24	5.2	1.06	11953.1	4.28
Unknown/Incomplete/NA	0.8	6.48	78.6	16.07	15831.9	5.67
Total Teaching Positions	12.5	100	489.5	100	279044.8	100

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.

2022-23 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)	11.7	80.19	382.9	80.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0.4	3.21	2	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.4	2.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	9.84	5.8	1.23	11746.9	4.23
Unknown/Incomplete/NA	0.9	6.69	73	15.34	14303.8	5.15
Total Teaching Positions	14.6	100	476.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	10.4	83.6	382.3	79.45	230039.4	100
Intern Credential Holders Properly Assigned	1	8	5.9	1.24	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	15	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	2.56	3	0.62	12112.8	4.34
Unknown/Incomplete/NA	0.7	5.76	74.8	15.56	13705.8	4.91
Total Teaching Positions	12.5	100	481.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.30	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.30	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.20	1.4	0.3
Total Out-of-Field Teachers	1.20	1.4	0.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.1	0	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our school district uses materials approved by our school board and meets local and state standards. My site receives access to the same books the comprehensive sites use to ensure instruction consistency. We try to use more digital books and have technology as a more significant part of the learning process.

Year and month in which the data were collected

12/20

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

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

School Facility Conditions and Planned Improvements

The school site was safe and relatively well-maintained. PHS was formerly 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 student's educational needs that began in Spring 2021. PHS maintenance and custodial staff endeavor to make repairs promptly 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.

School Facility Conditions and Planned Improvements

PHS comprises nine classrooms, a wellness center, a faculty lounge, restroom facilities, a central office, a cafeteria, a quad, and an outdoor volleyball and basketball court. This design allows easy supervision of students during lunchtime and between classes. The courtyard and restrooms are kept clean and free of garbage and graffiti.

Visitors or non-students are easily visible and cannot loiter in the parking lot or on campus. Internal security cameras and our building alarm system are brand new. Additional security cameras were added outside of both student restrooms in the courtyard and front of the school. We have made substantial improvements in our landscaping and exercise facilities (Basketball, badminton, Pickleball, Volleyball)

Year and month of the most recent FIT report

January 9, 2026

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

Overall Facility Rate

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	5	11	71	74	47	48
Mathematics (grades 3-8 and 11)	0	6	47	51	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	71	35	49.30	50.70	11.43
Female	26	13	50.00	50.00	23.08
Male	45	22	48.89	51.11	4.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	23	48.94	51.06	13.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	14	56.00	44.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	26	54.17	45.83	11.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	2	12.50	87.50	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	71	34	47.89	52.11	5.88
Female	26	11	42.31	57.69	0.00
Male	45	23	51.11	48.89	8.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	20	42.55	57.45	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	14	56.00	44.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	23	47.92	52.08	4.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	4	25.00	75.00	--

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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	9.09	49.35	48.61	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	33	48.53	51.47	9.09
Female	32	15	46.88	53.12	6.67
Male	36	18	50.00	50.00	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	52	24	46.15	53.85	8.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	5	31.25	68.75	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	14	50.00	50.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

PHS offers career education through CTE courses in Personal Finance, Tourism and Hospitality, Art, 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 ensure proper preparation and access to post-high school college and career. Students must complete 24 hours of community service, over 72 hours of work experience, and reflection assignments. In addition, we will offer dual enrollment courses on our campus in Fall 2024 and Spring 2025, connecting our CTE pathways to these college-level courses, including a counseling course offered at PHS through the College of San Mateo and built into our school day for our seniors to participate. These career courses are 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 on 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 students to complete career pathways courses before graduation annually. 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, provide guest speakers on careers in fields of interest, and facilitate the selection of a career path based on individual interests, goals, strengths, and abilities. In Fall 2017, through a district grant, our site hired a part-time Career Coordinator to find long-term career positions utilizing the skills taught in our Career Technical Education (CTE) courses. In Fall 2024, under the supervision

2024-25 Career Technical Education Programs

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. Zografos, our new career coordinator, organizes career fairs and speakers, including mock interviews and job shadowing from the community. These are made available for the students to heighten their awareness of education, training, and employment options beyond high school. Students taking CTE Tourism and Hospitality classes will have the opportunity in the 2024-25 school year to achieve a restaurant/hotel industry certification.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	93.5
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2025-26 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. We conduct ELAC meetings with our ELD students and families three times a year. Since returning to in-person instruction in Fall 2024, we are considering having more meetings but trying to balance having too many and getting parents to participate. Parent involvement and participation are an integral component of the school. Parents/Guardians must attend an Intake Interview with the counselor, social worker, 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 and have a separate referral process for special education students to ensure we can meet their academic needs. We are often a smaller school with fewer resources than the comprehensive schools they are coming from, and ensuring we can provide proper support is critical. The intake interview aims 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 the School Site Council, and we have at least two parent volunteers on the council and a regular student representative. We recently hosted a community parent night by our counseling department, which covered topics of concern with families, such as stress and opportunities to support student growth. Since COVID-19, we have hosted monthly meetings for parents to ask questions and receive updates. We have also utilized Aeries Communications, notably Parent Connect. One of our programs, "Coffee with the Principal," is in-person, allowing families to ask questions and learn about the school. We have found that we try to offer a mix of in-person and occasional Google Meets meetings to ensure many parents/guardians can attend. The advantage of Google Meets is that we can record the meeting and post it on our website so families can access the recordings later. In addition, in the 23-24 school year, we have added monthly guardian/student activities in the evenings with (Resource Nights/College Nights/Cooking Nights/Bowling Nights/Movie Nights)

Every family participates in new student orientation, during which they receive an overview of the PHS program. Parents are now offered parent training classes through the district program Parent Connect. Students are allowed to participate in the FLY (Fresh Lifelines for Youth) program and drug and alcohol counseling through Hilda Villanueva and Lara Montoya, licensed drug and alcohol therapists. The evening meetings vary in location and are usually either held at the school site in Burlingame or at the district central office in San Mateo to provide more parent/guardian access. Our Parent Outreach Coordinator and mental Health Therapists, Hilda Villanueva and Lara Montoya, help 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 three 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. Parent Connect
 6. SAGA
 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 in our Self and Social Empowerment classes.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	37.2	36.9	15.7	6.7	5.3	4.6	8.2	8.9	8
Graduation Rate	58.4	59.2	81.9	91.5	92.5	93.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	83	68	81.9
Female	37	31	83.8
Male	46	37	80.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	64	50	78.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	35	25	71.4
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	63	50	79.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	9	81.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	179	176	138	78.4
Female	73	72	58	80.6
Male	106	104	80	76.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	133	131	101	77.1
Native Hawaiian or Pacific Islander	15	15	14	93.3
Two or More Races	--	--	--	--
White	11	--	--	--
English Learners	65	62	55	88.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	115	113	96	85.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	26	22	84.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.83	12.14	15.64	3.52	3.35	2.96	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.38	0	1.12	0.02	0.05	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.64	1.12
Female	2.74	0.00
Male	24.53	1.89
Non-Binary	0.00	0.00
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	15.79	0.75
Native Hawaiian or Pacific Islander	6.67	6.67
Two or More Races	0.00	0.00
White	18.18	0.00
English Learners	13.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	15.65	0.87
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	34.62	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan was updated and is discussed with faculty and staff in November and December of 2024, after our district-wide disaster drill, which usually takes place around mid-October. Since COVID-19, this event has looked different in Fall 2024. All teachers have a red binder containing updated evacuation routes, emergency drill protocols, and procedures. Each classroom is supplied with an updated red emergency bag. All faculty and staff took a district-wide emergency preparedness survey, which 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 fire drills, lockdown drills, and earthquake drills on separate dates.

The PHS Safety Plan is a comprehensive overview of school safety procedures, student demographic information, physical site assessment, programs, and interventions to create a safe student climate. 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 and further discussed by AP Wolfgramm with staff.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	16	0	0
Mathematics	15	8	1	0
Science	12	7	0	0
Social Science	12	13	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	11	2	
Mathematics	20	5	2	
Science	16	6	1	
Social Science	21	8	5	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	11		
Mathematics	13	7		
Science	12	5		
Social Science	16	11		

2024-25 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	186

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	31,154.79	4,539.47	26,615.32	107,804.01
District	N/A	N/A	19,167.22	\$133,238
Percent Difference - School Site and District	N/A	N/A	32.5	-21.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 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 2024, with Board Approval in January 2024. All funds are used to meet the achievement demands of each sub-group (ELs, SpEd, and socio-economically disadvantaged).

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$79,574	\$67,238
Mid-Range Teacher Salary	\$128,361	\$106,841
Highest Teacher Salary	\$151,187	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$237,089	\$193,950
Superintendent Salary	\$307,000	\$314,304
Percent of Budget for Teacher Salaries	27.52%	29.51%
Percent of Budget for Administrative Salaries	5.08%	4.87%

2024-25 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 with teacher collaborative time, a culture of lifelong learning, and school improvement. The first Wednesday mornings of each month from 8:00-9:10 am are for faculty meetings with a rotation of Professional Development, Whole Child Forum, and Collaboration Cohort. We conduct a rotation of professional development and collaboration cohorts (PLCs) meeting on 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 serve our students at our site better. In the Fall of 2018, PHS started implementing and structuring school-wide 4th Period Interventions based on student academic and social-emotional support needed. 4th-period Academic interventions in Fall 2024 (Restorative Period) 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, and coordinating reading, writing, and vocabulary across the curriculum while being attentive to a social justice background built on equity and critical thinking. In every class, we provide test-taking skills for English learners, at-risk students, and 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 monitor student learning better and inform instruction. Reflection on student learning is ongoing and used to measure their own teacher effectiveness and student areas needing growth. In trimester #1, our school focused on Engagement Strategies and de-escalation 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, incorporating this into our MTSS Tier #1 and #2 work. In trimester #3, we will adjust based on student results but work on implementing the 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	2023-24	2024-25	2025-26
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Professional Development

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