

**Peninsula High School Fall 2020-21  
School Accountability Report Card  
Reported Using Data from the 2019-2020 School Year  
Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Peninsula High School Fall 2020-21
Street	860 Hinckley Road
City, State, Zip	Burlingame, CA 94010
Phone Number	650-558-2400
Principal	Ron Campana
Email Address	rcampana@smuhsd.org
Website	<a href="http://www.smuhsd.org/peninsulahigh">www.smuhsd.org/peninsulahigh</a>
County-District-School (CDS) Code	41-69047-0135814

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	San Mateo Union High School District
Phone Number	650-558-2201
Superintendent	Dr. Kevin Skelly
Email Address	<a href="mailto:kskelly@smuhsd.org">kskelly@smuhsd.org</a>
Website	<a href="http://www.smuhsd.org">www.smuhsd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

Starting January 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 serves approximately 185 students who benefit from individualized and direct instruction, flexible scheduling, and the opportunity to earn accelerated credits in a small school setting. In 2013, PAHS received a full six-year clear accreditation from the Western Association of Schools and Colleges and in Spring 2016 successfully submitted its Mid-Term WASC Report. In 2019, PHS received a full six-year clear accreditation and mid-term report required from Western Association of Schools and Colleges. 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 2%) 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. 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. Most of the school population (75%-80%) is transported to the Peninsula campus by district school buses. This number is expected to increase when it relocates to Burlingame, CA starting in Spring 2021.

Although most of our students' primary or home language is English, the languages spoken by the students at PHS vary widely and include Spanish, Tongan, Hindi, Arabic, Filipino, Samoan, Turkish, and Russian. We are very proud of our diverse student population. There is also a wide range of socio-economic levels at Peninsula. Some of our students come from the upper-middle class communities of Hillsborough and Foster City, while others receive free or reduced lunches or AFDC support (about 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 distance learning. We are applying Constructive Meaning to address reading skills and teaching practices. Our students are provided their education in a trimester system as opposed to semesters at the comprehensive sites. This system gives students the opportunity to get back on track towards graduation and in some cases accelerate towards graduation and college and career. Our goal is to meet our students' needs and to get them back on track for graduation. We concentrate on academics and literacy while emphasizing skill development. Furthermore, students are supported with a career focused elective program. 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. 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

Understanding that PHS students have diverse needs and being committed to equity, we will prepare students for college and career readiness and post-secondary success by creating a nurturing environment for students to grow as individuals and as a community, leveraging access to technology in their daily lives, and delivering culturally responsive curriculum.

#### Vision Statement

PHS will provide opportunities for social-emotional growth to empower our students to demonstrate their knowledge of academic, professional, and technological skills in becoming informed and socially conscious members of a global community.

#### SPSA/WASC goals:

1. Action Plan I: Provide academic rigor for all students to increase postsecondary success in college and/or career.
2. Action Plan II: Increase the number of extra and co-curricular activities offered all students at Peninsula High School. Continue to expand Career Technical Education pathways.

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

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 10	9
Grade 11	79
Grade 12	124
<b>Total Enrollment</b>	<b>212</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	0.9
Filipino	0.5
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	3.3
White	7.66
Two or More Races	2.8
Socioeconomically Disadvantaged	69.8
English Learners	42
Students with Disabilities	7.1
Foster Youth	0.5
Homeless	1.4

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	15	13	541
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

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

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.

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

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

## 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.

**School Facility Good Repair Status**

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

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

**Year and month of the most recent FIT report: 9/23/2020**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	16	N/A	70	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	50	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	0	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

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. These career courses are a part of distinct career pathways that will give students skills to be successful in post-secondary life. Career courses were chosen through a series of surveys and data research based upon the demands in San Mateo County. Our hope is for 25+ students to annually complete each of our 2-year career pathways prior to graduation. Our pathways will include articulation with Community Colleges, job internships, job shadowing, possible employment, certifications, and field trips.

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 Spring 2021, our career coordinator In 2020, 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 2019-20 school year to achieve three different levels of restaurant/hotel industry certifications. In the Spring 2018, we started offering a new CTE pathway through our science program on conservation energy using clean energy concepts, policies, and industries and the program is flourishing in 2020.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	108
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	45.5

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	69.9
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	1.2

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

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. 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. The purpose of the intake interview is to review the student’s transcript/credits, school rules and expectations, and to discuss each student’s plan for graduation. School Site Council and Title I meetings occur monthly, and meeting agendas are posted on our website and via 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/Distance Learning, we have hosted bi-monthly meetings for parents to ask questions and receive updates. Our program is titled "Coffee with the Principal." We have found that while the live turnout on Zoom is low many parents/guardians access the recordings found on our website.

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)
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.

**State Priority: Pupil Engagement**

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Dropout Rate</b>		21.6	16.9	5.3	3.4	4	9.1	9.6	9
<b>Graduation Rate</b>		58.8	69.4	90	91.1	92.8	82.7	83	84.5

**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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	14.5	15.3	3.7	3.4	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	19.5122	2.3108	2.5
<b>Expulsions</b>	0.4878	0.0756	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 been postponed until spring or upon our return to onsite instruction. All teachers are supplied with a red binder which contains updated evacuation routes, emergency drill protocol and procedures. Each classroom is supplied with an updated red emergency bag. A district-wide emergency preparedness survey was taken by all faculty and staff and is being assessed at the district office. Procedures for emergency response cover a wide range of events that could impact our school. Protocols are established that address each scenario. Roughly once a month, we conduct on separate dates fire drills, lockdown drills, and earthquake 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.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	14	12	2		21	5	8		18	12		3
Mathematics	21	3	3		24	2	5		18	5	3	
Science	15	5			8	6			13	6		
Social Science	15	8			17	8	1		18	8	1	

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	192.7

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	32,503.39	6,310.70	26,192.69	100,013.30
District	N/A	N/A	15,385.63	\$110,144
Percent Difference - School Site and District	N/A	N/A	52.0	-9.6
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	108.7	10.2

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

### Types of Services Funded (Fiscal Year 2019-2020)

Peninsula High School receives Title I, Title I ARRA, and EIA funds. In addition, PHS gets support from the general fund of San Mateo Union High School District. Planning and use of categorical funds are listed in the Single Plan for Student Achievement (SPSA) and are approved by the School Site Council by the end of November 2020 with Board Approval in December 2020. All funds are used to meet the achievement demands of each sub-group (ELs, SpEd, and socio-economically disadvantaged).

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$67,054	\$52,670
Mid-Range Teacher Salary	\$108,166	\$89,660
Highest Teacher Salary	\$127,400	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$193,326	\$158,074
Superintendent Salary	\$310,000	\$250,285
Percent of Budget for Teacher Salaries	29.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A

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

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

PHS is dedicated to developing a professional learning community in which there is teacher collaborative time, a culture of life long learning and school improvement. Wednesdays mornings from 8:00-9:00 am are for faculty meetings 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 2021 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, and vocabulary across the curriculum. We provide in every class test taking skills for English Learners, at-risk students, special needs students and strategies for differentiated instruction in mainstream and co-taught classes. Teachers implement Department Common Assessments and use these formative assessments to better monitor student learning and inform instruction. Reflection on student learning is on-going and is used to measure their own teacher effectiveness and student areas in need of growth. In trimester #1, our school focused on Engagement Strategies on Zoom, particularly software and activities used in the chat space. In Trimester #2, we have focused on improved classroom management techniques and strategies around effective conversation with students and peers. Trimester #3 we will be adjusting based on student results but elements of Puma Care will be applied.