



Peninsula High School Revised School Wide Action Plan

Based on additional findings and recommendations from 2018-2019 Visiting Committee

School Wide Action Plan

LCAP 1: Access

SMUHSD will provide high quality teaching and learning environments to all students by:

- Providing 21st Century facilities & learning tools (digital and analog) to all students
- Ensuring access to the highest quality staff - educators, support staff and leaders who receive effective and differentiated professional development
- Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills.

SPSA Goal 1:

Provide and prepare all students with rigorous, culturally responsive and relevant aligned curriculum to CA standards allowing them to be self-directed and persistent learners. Provide educators, support staff, and leaders with effective and differentiated professional development to support this work. Improve the calibration of the assignment of credits and grades to ensure consistency and quality learning tools school-wide are being used most effectively so that all students can achieve the PUMAS.

In response to LCAP/SPSA Goal 1, PHS will focus on the following goals as they relate to the CAN(s) developed in Chapter IV.

<p>CAN #1.: Peninsula teachers need to increase curriculum alignment to state standards and the consistency of school wide allocation of credits and grades in order to improve academic success.</p>			
<p>Metrics:</p> <ul style="list-style-type: none"> • Decrease overall D/F rates • 100% of teaching staff is using standards based teaching as measured by administrative and peer to peer observations • Increase graduation rates • Decrease rates of absenteeism and chronic absenteeism 			
<p>Objectives:</p>	<p>Strategies:</p>	<p>Timeline:</p>	<p>Team(s):</p>
<p>Teachers use backward mapping to more intentionally align curriculum to state standards.</p>	<p>PHS will develop a schoolwide backwards design protocol to use while planning curriculum for a 12 week period which will be visible in the curriculum binders per class.</p> <p>Collaboration Cohorts will meet monthly to support peers in developing standards based curriculum that meets the PHS universal planning protocol.</p> <p>Peer to Peer and administrative observations will occur per trimester to assess and provide feedback on standards based teaching.</p> <p>Department Chairs will attend district curriculum councils monthly to ensure alignment with district-wide curriculum.</p> <p>Regular PD will occur throughout the year to further support teachers in backwards design, curriculum mapping, and standards based teaching.</p>	<p>Winter 2018-ongoing</p>	<p>Teachers Administration Curriculum Councils District PD Coordinator ILT Department Chairs Collaboration Cohorts</p>
<p>Teachers are using frequent formative assessments that inform instruction and lead to consistent</p>	<p>The universal design template will require teachers to administer 3 assessments per trimester. Collaboration cohorts will analyze student performance on state standards based on assessment data.</p>	<p>Winter 2018-ongoing</p>	<p>Teachers Administration ILT Collaboration Cohorts</p>

grading practices.	To ensure grading policies are consistent, and students are meeting standards, each student must pass 2 out of the 3 assessment to earn five credits in any given course.		
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CAN #4: Peninsula High School needs to provide school-wide language supports for teachers to increase the academic growth and success of our increasing EL population.

- Metrics:**
- CM Strategies utilized in all content areas
 - Increased Culturally Responsive Curriculum
 - Decreased D/F Rates

Objectives:	Strategies:	Timeline:	Team(s):
<p>Teachers will use CM strategies to increase language supports across all content areas.</p> <p>Peninsula will offer more culturally responsive content within its courses of study.</p>	<p>Peninsula will increase professional development in CM strategies to ensure that teachers across all content areas are equipped with strategies to support EL learners.</p> <p>Peer to Peer and administrative observations will focus on CM strategies and language supports embedded within classroom instruction.</p> <p>An EL focus group will be formed to analyze the progress of EL students each trimester and adjust accommodations and strategies based on their needs.</p> <p>PD coordinator will work with outside sources to provide PHS staff relevant professional development on culturally responsive teaching texts, strategies and implementation.</p>	<p>Fall 2019-ongoing</p> <p>Winter 2018-ongoing</p> <p>Fall 2019-ongoing</p> <p>Fall 2019-ongoing</p>	<p>Teachers PD coordinator District professional development ILT and SLT Team EL Focus Group Administration</p> <p>PD coordinator Teachers Administration</p>

LCAP 2: Achievement and Equity

The SMUHSD will increase academic expectations and performance to create college-and career- ready students and measure and develop our work in this regard, especially as relates to our Achievement Gaps.

SPSA Goal 2:

Provide academic rigor for all students to increase post-secondary success in college and/or career. In addition, continue to expand Career Technical Education pathways.

In response to LCAP/SPSA Goal 2, PHS will focus on the following goals as they relate to the CAN(s) developed in Chapter IV.

<p>CAN #1: Peninsula teachers need to increase curriculum alignment to state standards and the consistency of school wide allocation of credits and grades in order to improve academic success.</p>			
<p>Metrics:</p> <ul style="list-style-type: none"> • 100% of student population takes SRI/SMI assessment at PHS • Increase percentage of students meeting or exceeding CAASPP assessment in math and reading • Increase the number of students passing 2 out of 3 assessments required in each class to earn 5 credits • Decrease the overall D/F rate • Increase graduation rates 			
Objectives:	Strategies:	Timeline:	Team(s):
<p>Peninsula will create structured cross curriculum cohorts to routinely analyze assessments and student work at the end of each unit.</p> <p>Peninsula will incorporate student work samples within development of content curriculum binders.</p>	<p>Maximize the role of the PD coordinator to be more intentional about how we utilize student data to inform instruction. Additionally, the PD coordinator role should be planning structures to allow teachers to analyze student performance in collaboration cohorts.</p> <p>Based on student work protocols, teachers will incorporate student work samples aligned with unit designs outlined in curriculum binders.</p>	<p>Fall 2019-ongoing</p> <p>Fall 2019-ongoing</p>	<p>District TOSA staff PD Coordinator Collaboration Cohorts Counseling Team</p> <p>PD Coordinator Collaboration Cohorts</p>
<p>Peninsula staff will utilize SRI and SMI data to better drive fourth period intervention placement.</p>	<p>Administer SRI and SMI assessment at the end of each trimester with mandatory makeup days built in school wide. Using the results from the SRI and SMI assessment, counseling staff will identify student need and program accordingly for proper placement of intervention courses.</p>	<p>Winter 2018-ongoing</p>	<p>Student Data Analyst</p>
<p>Peninsula will filter Student Performance Data by demographic to identify our most at-risk populations.</p> <p>Peninsula will create a centralized location to store data to allow for easy access for all staff members.</p>	<p>Student data analyst will collaborate with school counselor to differentiate by targeted student group and address learning gaps.</p> <p>Peninsula will create a shared and common online space to store data on incoming and current students.</p>	<p>Fall 2019-ongoing</p> <p>Fall 2019-ongoing</p>	<p>Administration Teachers Wellness Coordinator Guidance Counselor Technology Coordinator</p>
<p>Peninsula will use differentiated instructional strategies</p>	<p>Peer to Peer and administrative walkthroughs will be utilized to provide</p>	<p>Fall 2019-ongoing</p>	

to meet the varying social emotional and academic needs of PHS students.	feedback on how differentiated instruction is being implemented in all content areas. Wellness and counseling departments will provide specific details outlining the academic and social emotional needs to key stakeholders for our most at-risk students.		
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CAN #3: Continue to expand pathways to increase postsecondary success in college and/or career.

- Metrics:**
- Increase number of students enrolled in CTE courses
 - Increase number of student receiving college credit for CTE courses
 - Increase number of students in dual enrollment with Peninsula and Community Colleges
 - Increase number of students in work experience
 - Graduating seniors will have participated in Guided Studies and College and Career Readiness series

Objectives:	Strategies:	Timeline:	Team(s):
Peninsula will strengthen partnerships with local community colleges to enrich CTE courses.	Peninsula will continue to use data to select appropriate CTE pathways based on student career interest and job trends. Peninsula will administer Career Interest Inventories on a routine basis.	Fall 2019-ongoing	Skyline College CSM College CTE teachers Counseling Department Guided Studies teacher Work Experience teacher Career Coordinator College and Career Advisor Student Data Analyst
Peninsula will collaborate with community colleges to ensure CTE content is aligned with the college curriculum.	Improve the structure of each of the CTE classes, so the academic calendar of both Peninsula and the community colleges are aligned.	Spring 2019-ongoing	
Peninsula will establish a system to follow-up with alumni to gauge postsecondary success.	Students will complete post graduation surveys either in person upon request for transcripts or by mail and email within one year after graduation.	Fall 2019-ongoing	
Peninsula students will move through four part Guided Studies series prior to graduation.	Pending the timing of when students are enrolled, students at Peninsula will be required to take all four, trimester long, Guided Studies courses. Guided Studies teachers will collaborate to ensure alignment and appropriate progression of the series.	Spring 2019-ongoing	
Peninsula will increase the number of students in the work experience program to provide working minors with appropriate supports.	Peninsula students with jobs will be enrolled in the work experience program, where the work experience teacher and/or career coordinator will make monthly visits to the job site in order to increase supports. Through this program Peninsula students, specifically working minors, will gain more access to workplace rights and knowledge.	Winter 2018-ongoing	

CAN #4: Peninsula High School needs to provide school-wide language supports for teachers to increase the academic growth and success of our increasing EL population.

Metrics:

- Increase ELPAC Written Scores into expanding and bridging levels
- Decrease D/F rates
- Decrease enrollment of EL students in online credit recovery courses

Objectives:	Strategies:	Timeline:	Team(s):
<p>Peninsula teachers will use CM strategies to ensure EL learners are receiving consistent language supports in all contents.</p>	<p>Peninsula will increase professional development in CM strategies to ensure that teachers across all content areas are equipped with strategies to support EL learners.</p>	<p>Spring 2019-ongoing</p>	<p>PD Coordinator Teachers</p>
<p>School counselors will be more intentional in the enrollment of EL students in credit recovery courses.</p>	<p>EL students that fall in the Level 1 and 2 Written Language scores will be placed in blended online courses that ensure additional instructional language supports.</p>	<p>Fall 2019-ongoing</p>	<p>School Counselor</p>
<p>An EL task force will be created to monitor EL achievement and identify recommendations to improve EL accommodations and services at PHS.</p>	<p>Key stakeholders will be selected to oversee the the needs of the growing EL population on our campus and collaborate with PD coordinator to provide more EL training opportunities.</p>	<p>Fall 2019-ongoing</p>	<p>TBD</p>

LCAP 3: Wellness

The SMUSD will continue to enhance and improve the social-emotional health of its students by:

- Providing high quality mental health supports
- Provide Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

SPSA Goal 3:

Strengthen School, Family and Community Engagement thru effective communication and engagement activities. Increase the number of co-curricular activities offered to all students at Peninsula High School to lower student stress and improve school connectedness. Provide high quality mental health supports and resources.

In response to LCAP/SPSA Goal 3, PHS will focus on the following goals as they relate to the CAN(s) developed in Chapter IV.

<p>CAN #2: Increase the number of co-curricular activities offered by providing more opportunities for equitable participation.</p>			
<p>Metrics:</p> <ul style="list-style-type: none"> • Increase the number of student participants in on campus clubs and activities offered during the school day. • Increase the number of “moderate” to “high” responses in the categories of Meaningful Participation and School Connectedness on the Healthy Kids Survey. 			
Objectives:	Strategies:	Timeline:	Team(s):
Peninsula will increase the number of school clubs offered to students attending PHS.	Peninsula will create a student interest survey administered each trimester to assess which co-curricular opportunities students would like represented on campus.	Spring 2019-ongoing	Teachers, Staff, Administration
Develop and redesign student Leadership program to increase student voice and ownership.	Peninsula will revise the teacher co-curricular point system to incentivize teachers and staff to create more club opportunities for students. Peninsula will create a Leadership club that consistently meets and focuses on student voice and participation in creating positive school culture. Provide opportunities for PHS Student Leadership to collaborate with other comprehensive sites leadership teams. Recruit outside agencies/organizations such as “Boy’s and Girl’s” Club to provide opportunities to develop student leadership skills.	Fall 2018-ongoing	Teachers, Staff, Administration
Continue to build upon school recognition events (such as Pruddy Pride Days) to ensure consistent opportunities for community building and communication aligned with PHS’s mission and vision.	PHS will host school wide community events once a month that are consistently aligned with PHS Mission and Vision and aim to build community and investment in school goals.	Fall 2018-ongoing	Teachers, Staff, Administration

CAN #5: The counseling and wellness departments will increase mental health services and resources for students and families to improve student behavior and academic success.

Metrics:

- Increase the number of parent and family participants in the Healthy Kids Survey to determine students academic, socioemotional, and post high school planning needs.
- More consistently utilize Aeries protocol in regards to streamlining wellness notes, interventions, and referral data.
- Increase student participation in the “Welcome to Peninsula Survey” for more accurate, current wellness information. Re-assess returning students to determine their current needs.
- Provide support groups based on majority student needs.
- Increase availability of counselors to meet with students individually to address socioemotional needs.
- Build partnerships with community based organizations to provide counseling resources and services to students and families in their communities.

Objectives:	Strategies:	Timeline:	Team(s):
<p>Peninsula will continue to increase professional development for all staff around social emotional wellness and trauma informed teaching.</p>	<p>Peninsula will collaborate with district wellness programs to increase training provided to staff in social emotional wellness and trauma informed teaching. Additionally, Peninsula will seek out outside resources to expand upon professional development for PHS staff in these areas.</p>	<p>Fall 2019-ongoing</p>	<p>Administration Counseling Team Teachers Staff</p>
<p>Peninsula will increase student and family participation in Healthy Kids Survey.</p>	<p>Peninsula will prepare and promote participation in Healthy Kids Survey using multiple platforms such as school website, auto-dialer, posters and school-wide announcement a week prior and leading up to day of survey.</p>	<p>Fall 2019</p>	<p>Counseling Team</p>
<p>More consistently utilize Aeries Information System to streamline wellness notes, interventions, and referral data to create transparency between all stakeholders involved with each of the students.</p>	<p>All staff will participate in Aeries trainings to learn how to utilize the full interface of the system to provide a comprehensive demographic page for each student.</p>	<p>Fall 2019</p>	<p>Administration Counseling Team Teachers Staff Students Parents</p>
<p>Increase number of students participating in the “Welcome to Peninsula Survey” for new students and “Welcome Back to Peninsula Survey” for returning students. Encourage students to provide accurate information.</p>	<p>Revise the surveys, so they are able to concisely collect data from students. The counseling department will protect the confidentiality of the survey, so students are encouraged to be truthful in their responses. At the end of the trimester, students will have an opportunity to do a post test to identify if students’ needs were met and if not, we could address them in the following trimester accordingly.</p>	<p>Spring 2019</p>	<p>Administration Counseling team Teachers Students</p>
<p>The anticipated frequency and accurate data collected from surveys will provide information to ensure PHS provides interventions, resources, and services, to meet students’ wellness needs.</p>	<p>Utilize community based organizations like Starvista, Community Overcoming Relationship Abuse, Stanford Health Van, and Rape Trauma Services, to provide individual and group counseling for students and families.</p>	<p>Spring 2019</p>	<p>Counseling and Administration</p>
<p>Interpret all data collected through multiple forms of</p>	<p>The data collected from Healthy Kids Survey, Student Needs Survey, and information collected in Aeries will</p>	<p>Fall 2019</p>	<p>Counseling and</p>

information gathered to determine if an additional counselor is necessary to address the individual academic, socioemotional, and post-high school needs.	for an additional wellness or certificated		Administration
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CAN #6: PHS needs to continue to establish parent involvement and engagement as part of Peninsula High School community.

Metrics:

- Increase parent groups and schoolwide events for families to contribute to the Peninsula High School community.
- Increase participation of parents and families in SSC and ELAC.
- Diversify community and school wide events to target a wider array of family involvement.

Objectives:	Strategies:	Timeline:	Team(s):
Peninsula will increase parent participation and connectedness.	Peninsula will host Community Night at least once a trimester to showcase student success and to provide parents with school updates and opportunities for involvement.	Fall 2018-ongoing	Counseling department, Parent Engagement Coordinator, Administration, Teachers, Parents
	Parents will be given the opportunity to partake in Healthy Kids Survey at the first Community Night in the first trimester.	Fall 2019-ongoing	
	Counseling Department will host Parent Information meetings at least once a trimester to afford parents the platform to express concerns and areas needed for support and opportunities for involvement.	Fall 2018-ongoing	
Peninsula will provide multiple opportunities for working families to be involved on campus.	Peninsula will increase the types of events for parents to attend by scheduling community events at different times during the day (morning, afternoon, and night) to accommodate schedules of families.	Fall 2018-ongoing	
Peninsula will successfully move to a more centralized location to better connect with our school's community.	Peninsula staff will be given ample time to create a welcoming school environment that is catered to our students needs. Additional outreach and community nights will be planned to smooth transition for parents and students to new location.	Fall 2020 (pending move date)-ongoing	All PHS Staff Teachers Students

Appendices:

A. [Local Control and Accountability Plan \(LCAP\)](#)

B. Results of student questionnaire/interviews

- See counseling department for follow-up. Counseling notes, intervention notes, and “Welcome to Peninsula” results are kept confidential.

C. Results of parent/community questionnaire/interviews

- Prior to the 2018 school year, the Healthy Kids Survey was not administered to parents. 2018 parent results are forthcoming.
- [Coffee with the Principal parent interview questions](#)
- The counseling department has collected parent information through the universal screener screener that’s done every year as part of the online registration process and individual parent meetings. See counseling department for follow-up as the information is kept confidential.

D. [The most recent California Healthy Kids Survey](#)

E. [Master schedule](#)

F. Approved AP course list

- Peninsula does not offer AP courses given the credit recovery focus, needs of our student population, and requirements of continuation diploma.

G. UC A-G approved course list

- All of Peninsula’s courses and programs meet their Academic Standards and College and Career readiness Standards. Each new course offered must provide a course of study that requires board approval. However, Peninsula’s courses are not UC A-G approved because students are not eligible for UC/CSU enrollment with the continuation diploma.

H. Additional details of school programs

- [OSCR](#)
- [CTE](#)
- [Work Experience](#)

I. [California School Dashboard Performance Indicators](#)

J. [School accountability report card \(SARC\)](#)

K. [CBEDS school information form](#)

L. [Graduation requirements](#)

M. Any pertinent additional data (or have on exhibit during the visit)

- [Peninsula Credits, Students On-Track](#)

N. [Budgetary information, including school budget \(Link for SPSA\)](#)

O. Glossary of terms unique to the school

- **College Study Skills and Counseling 101:** A class for graduating students. This course is partnered with local community colleges and is designed to help students earn college credits through completing the matriculation process for transitioning from high school to college. Students also learn about the various types of programs and degrees that are offered at the community college and the the process for them to transfer to a university. Students also learn about the different types of resources, services, and student activities that they will have access to once they transition. The purpose of this class is for PHS to build a bridge for students to smoothly transition to the college environment upon graduation.
- **Fun Fridays**--A schoolwide activity roughly every two to three weeks built around creating a positive school culture. Two to three staff members are in charge of each event and the activities vary from guest speakers on positive choices, team building activities with student and staff, and typically a snack at the end of these events.
- **ILT (Instructional Leadership Team)**--Committee made up of three teachers, one guidance counselor, and one classified staff. They meet once a trimester and discuss potential revisions to school policy related to school calendar, instructional time, and needs related to professional development, particularly our fourth period academic intervention courses.

- **Kidtalk**--A meeting that occurs every Tuesday with counselors, teachers, attendance clerk, campus aides, and administrators to discuss students of concern related to behavior, social, academic, or attendance patterns.
- **[PHS School Wide Policies and Procedures](#)**--Staff Handbook with important information on school goals, policies, calendars, expectations, and our vision.
- **[Pruddy](#)**--Our school mascot at rallies and other events.
- **[Pruddy's Principles: Checklist](#)**--Created by the ILT team, this was designed to ensure a set of procedures and standards of instruction are being used in every classroom. It is a checklist that teacher should use daily and is checked by administration to ensure they are implemented.
- **Pruddy Pride Days**--An event scheduled once a trimester where students are honored for outstanding academic achievement and improvements behaviorally and socially. Typically, it is a barbeque and awards are shared with students. Students who did not do well are given an opportunity to reflect and discuss ways to improve. All students write a letter to Pruddy with ways they can maintain or improve.
- **SLT (School Leadership Team)**--Committee of department heads and any staff member who wishes to join. The SLT meets two days prior to an upcoming faculty meeting to discuss the agenda for the meeting based on staff and student needs. In addition, it is an opportunity for staff to share questions or concerns about school culture.
- **[Trimester Unit Design with Embedded Assessments](#)**--Each course is twelve weeks long and teachers are expected to have three units of study for roughly four weeks. At the end of each unit, every student must take a summative assessment and pass two out of the three to be eligible for full credit in a course.
- **Whole Child Forum**--A monthly meeting where staff discuss three to five students of the biggest concern. Observations are shared and our MTSS (Multi-Tiered Support System) is applied to provide students the next levels of intervention and support.