

# Peninsula Alternative High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Peninsula Alternative High School
<b>Street</b>	300 Piedmont Ave.
<b>City, State, Zip</b>	San Bruno, CA 94066
<b>Phone Number</b>	650-558-2400
<b>Principal</b>	Ron Campana
<b>E-mail Address</b>	<a href="mailto:rcampana@smuhdsd.org">rcampana@smuhdsd.org</a>
<b>Web Site</b>	<a href="http://phs-smuhdsd-ca.schoolloop.com">http://phs-smuhdsd-ca.schoolloop.com</a>
<b>CDS Code</b>	0128165

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

### School Description and Mission Statement (School Year 2016-17)

Peninsula Alternative High School (PAHS), located in the suburban community of San Bruno, California, is the only continuation high school serving the San Mateo Union High School District. The San Mateo Union High School District is centrally located between San Francisco (to the north) and Santa Clara and Silicon Valley (to the south). Students transfer to PAHS 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. PAHS serves approximately 200 students who benefit from individualized and direct instruction, flexible scheduling, and the opportunity to earn accelerated credits in a small school setting. In 2013, PAHS received a full six-year clear accreditation from the Western Association of Schools and Colleges and in Spring 2016 successfully submitted its Mid-Term WASC Report. The school serves predominately students who are 16 to 18 years of age and have completed at least two semesters of high school (first semester sophomores or older) and who transfer to the school voluntarily. Most of our students are at least 30 credits behind and many have had difficulties attending their home school regularly. A small number of students (less than 2%) are involuntary transfers (Therapeutic Day School/TDS) and approximately an equal percentage of students are transferred because of disciplinary problems in these county programs. At any given time, there are approximately 15 to 20 students on probation. Many of our students come to PAHS because they do not fit the paradigm of a large comprehensive school. Most of our students find a home at PAHS because they feel supported, safe, and respected by those around them. Our students range from first semester sophomores to some fifth year seniors. Most of the school population (75%-80%) is transported to the Peninsula campus by district school buses.

Although most of our students' primary or home language is English, the languages spoken by the students at PAHS 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 55%). At any given time, between 12-15 (5%+) students are teen parents. Because of our alternative school status students can participate in athletics at the comprehensive site they previously attended while here if they meet the grade point average requirements. It is important to also note that each year we have a handful of students who are either homeless or face homelessness. In addition to diversity in ethnicity, PAHS students also demonstrate diversity in terms of the skills and abilities that they bring to our campus and in this regard we have added Restorative Justice Practices (RJP) and guided studies to better serve their needs. Our students have reading and math skill levels that range from second grade to post-twelfth grade. We have made it a goal to better assess our students through Project Base Learning and addressing reading skills with new instructional support materials and teaching practices. Our students are provided their education in a trimester system as opposed to semesters at the comprehensive sites. This system gives students the opportunity to get back on track towards graduation and in some cases accelerate towards graduation and college and career. Our goal is to meet our students' needs and to get them back on track for graduation. We concentrate on academics and literacy while emphasizing skill development. Furthermore, students are supported with a career focused elective program. PAHS is held to the same standards-based curriculum that is aligned with District, State, and Federal standards as the comprehensive high schools. PAHS students must also complete the same 220 credits for graduation as the other six high schools in the district.

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

#### Mission Statement

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

#### Vision Statement

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

PAHS WASC MID-TERM GOALS:

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

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

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

**Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	4
Grade 10	33
Grade 11	71
Grade 12	95
<b>Total Enrollment</b>	<b>203</b>

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1
American Indian or Alaska Native	0
Asian	4.9
Filipino	2
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	3.9
White	19.7
Two or More Races	9.4
Socioeconomically Disadvantaged	47.3
English Learners	24.6
Students with Disabilities	37.9
Foster Youth	1.5

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	15	13	15
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	
Total Teacher Misassignments *	2	1	
Vacant Teacher Positions	0	2	

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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	67.0	33.0
All Schools in District	94.6	5.4
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.6	5.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/2016

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meet State and Local Standards	Yes	0
Mathematics	Current and meet State and Local Standards	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	Yes	0
Visual and Performing Arts	Current and meet State and Local Standards	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Current and meet State and Local Standards	Yes	0

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

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

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

Visitors or non-students are easily visible and are not allowed to loiter in the parking lot or on campus. Internal security cameras have been updated in the two of the three hallways in Fall 2016 and provisions include a building alarm system which is set nightly to prevent thefts or break-ins.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 5/26/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Ongoing maintenance for aging facility required in restroom areas.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/26/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	11	10	75	79	44	48
Mathematics	2	2	54	57	34	36

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	113	56	49.6	10.2
Male	11	64	32	50.0	6.7
Female	11	49	24	49.0	15.8
Hispanic or Latino	11	68	33	48.5	11.1
White	11	18	10	55.6	
Socioeconomically Disadvantaged	11	45	21	46.7	10.0
English Learners	11	27	13	48.1	
Students with Disabilities	11	32	12	37.5	22.2

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	113	47	41.6	2.3
Male	11	64	27	42.2	4.0
Female	11	49	20	40.8	
Hispanic or Latino	11	68	26	38.2	
White	11	18	10	55.6	
Socioeconomically Disadvantaged	11	45	18	40.0	
English Learners	11	27	9	33.3	
Students with Disabilities	11	32	9	28.1	12.5

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	14	11	66	62	63	60	56	54

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

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	59	45	76.3	11.1
Male	38	29	76.3	10.3
Female	21	16	76.2	12.5
Hispanic or Latino	35	28	80.0	7.1
Socioeconomically Disadvantaged	20	15	75.0	6.7
English Learners	15	15	100.0	
Students with Disabilities	14	9	64.3	22.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**Career Technical Education Programs (School Year 2015-16)**

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

PAHS students receive counseling from our College and Career Adviser regarding career paths and courses of study. The Career Adviser and the Work Experience Coordinator also present students with a broad array of career opportunities, provides guest speakers on careers in fields of interest, and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Students are exposed to resumé writing, interest inventories, and interview techniques. PAHS career path and vocational programs include: Work Experience, Naviance, and Monthly Counseling Presentations/Check-Ins in Guided Studies classes. Career Fairs and speakers from the community are made available for the students to heighten their awareness of options for education, training, and employment beyond high school. Students taking CTE Tourism and Hospitality classes will have the opportunity in the 2016-17 school year to achieve three different levels of restaurant/hotel industry certifications.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	65
% of pupils completing a CTE program and earning a high school diploma	39
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.53
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0



## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

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

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	0.00	7.40	42.90	3.60	3.40	6.60	11.40	11.50	10.70
<b>Graduation Rate</b>	.00	82.11	42.86	94.39	94.71	91.64	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	41	90	86
Black or African American	25	64	78
American Indian or Alaska Native	0	0	78
Asian	43	97	93
Filipino	67	93	93
Hispanic or Latino	41	83	83
Native Hawaiian/Pacific Islander	43	91	85
White	46	93	91
Two or More Races	20	90	89
Socioeconomically Disadvantaged	50	69	66
English Learners	33	68	54
Students with Disabilities	47	89	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	28.1	15.2	25.0	4.8	3.3	3.2	4.4	3.8	3.7
Expulsions	0.9	1.0	0.7	0.2	0.1	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

The School Safety Plan was updated and is discussed with faculty and staff each October, prior to our district wide disaster drill which is Thursday October 20th, 2016 at 10:20 am. All teachers are supplied with a red binder which contains updated evacuation routes, emergency drill protocol and procedures. Each classroom is supplied with an updated red emergency bag. A district-wide emergency preparedness survey was taken by all faculty and staff and is being assessed at the district office. Procedures for emergency response cover a wide range of events that could impact our school. Protocols are established that address each scenario. Roughly once a month, we conduct on separate dates fire drills, lockdown drills, and earthquake drills.

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

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2015-2016	2009-2010
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7	31	3		7	23	4		7	23	4	
Mathematics	7	23	2		7	24	2		7	24	2	
Science	7	16	4		8	14	2		8	14	2	
Social Science	6	39	2		7	30	3		7	30	3	

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	220
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0.5	N/A
Other	1	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$24,134	N/A	\$15,975	\$82,161
District	N/A	N/A	\$8,160	\$93,795
Percent Difference: School Site and District	N/A	N/A	95.8	-6%
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	+52%	+10%

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

**Types of Services Funded (Fiscal Year 2015-16)**

Peninsula Alternative High School receives Title I, Title I ARRA, and EIA funds. In addition, PAHS 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 2016 with Board Approval in December 2016. 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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,081	\$46,184
Mid-Range Teacher Salary	\$92,079	\$75,179
Highest Teacher Salary	\$108,452	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$142,992	\$137,939
Superintendent Salary	\$242,550	\$217,637
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

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

Cells with N/A values do not require data.

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

## Professional Development (Most Recent Three Years)

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PAHS is dedicated to developing a professional learning community in which there is teacher collaborative time, a culture of life long learning and school improvement. Wednesdays mornings are for faculty meetings in which staff meets to review, analyze, and discuss, develop, and implement school-wide Project Based Learning/PUMA Projects, Curriculum Mapping, Reading strategies and assessment tools, and Mathematics assessment tools, and share samples of student work and demonstrate learning strategies that are effective with students. The San Mateo Union High School District is committed to professional development opportunities and supports PAHS to better serve our students at our site. In the Fall 2016, PAHS started implementing and structuring school-wide Guided Studies programs based on grade levels. The SMUHSD office help provide Peninsula Conflict Resolution Center (PCRC) to support our work. The Staff Development calendar is designed to focus on improving ways to coordinate reading, writing, and vocabulary across the curriculum and 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.