

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

Burlingame High School

1 Mangini Way

Burlingame, California 95410

San Mateo Union High School District

March 19 - 21, 2018

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Preface

The Burlingame staff has incorporated the self-study into their scheduled and collaborative work over the past three years. The last Self-Study in 2012 and midterm visit in 2016 suggested overarching areas for attention: achievement gaps among subgroups (including rigorous course enrollment), increased mainstreaming of SPED students, and attention to student emotional support. They systematically examined school summative student performance data with an eye to alignment with BHS SPSA goals and SMUHSD LCAP goals. Data review occurred during Curriculum Council meetings among department chairs, PLC time within departments, School Advisory Committee meetings, Faculty meetings, and site specific Professional Development Days. Data was gathered that would address the school goals and discussions were held in PLCs to address the Schoolwide Learner Outcomes. All staff members were involved and the school responded in substantive ways, including bell schedule changes and professional structures (PLCs) to accommodate and enhance teacher collaboration and communication, student wellness programs, and explicit inclusion of Latino parent voice on the School Site Council (SAC). The school responded robustly and with high intelligence to the mid-term study and report.

In addition, BHS refined their school goals in the Fall of 2016 by adding the 4th goal. These are in alignment with the District's LCAP goals:

Single Plan for Student Achievement/School Goals:

(from 2016-17 SPSA)

- Prepare all students for college & career
- Prepare all students to be self-directed and persistent learners
- All students demonstrate civic and socially responsible behavior
- Build positive school culture based on student well-being, inclusivity, and school spirit

Schoolwide Learner Outcomes

Mind and Mindset

Burlingame High School students use their minds to:

- Think critically and solve problems creatively.
- Reflect on their learning process in order to nurture a growth mindset.

Research and Communication

Burlingame High School students use a variety of skills to:

- Engage in individual and collaborative research employing 21st century literacies and resources.
- Communicate ideas and information independently and in collaboration with others through a variety of means and media.

Self-Awareness and Management

Burlingame High School students monitor their physical and mental health to:

- Be resilient and resourceful in response to changing learning environments and demands.
- Promote and maintain strategies that ensure their personal well-being and safety.

Civic and Social Responsibility

Burlingame High School students are people of integrity who participate in the school and larger community to:

- Recognize, appreciate, and engage with diverse points of view. (Inclusivity & Diversity)
- Contribute in ways that are meaningful and demonstrate empathy.

The school leaders worked to create the Action Plan, based on the work of the Focus Groups and the schoolwide discussions of data. The Action Plan is based on the staff's combined work. BHS understands that the achievement gap continues to be a significant concern in the subgroups of Hispanic/Latino students, English Learners (EL), Students with Disabilities, and Socio-economically disadvantaged students (SES), and they have documented growth among these groups in some of the assessment data. They will be monitoring performance as they fully implement CCSS and the CAASPP. They show that this work is directed by the SPSA and they have resources and protocols in place to continually monitor, adjust and support with the appropriate tools (professional development, funding, and district support). They keep the overarching goal of "college and career ready" front and center.

One critical area for follow-up was that the school create more interdisciplinary curriculum and teacher co-disciplinary work; however, it was not specified how this would achieve the school's goals. This was not a choice that the school followed, and understandably so in the light of CCSS and LCAP goals. The staff has found meaningful ways to support student success through increased teacher collaboration and communication around student support, establishing the structures for this work to occur.

Chapter I: Progress Report

Since the last self-study:

- *Comments on the school's major changes and follow-up process.*
- *Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.*

BHS has engaged in serious study of the changes in State and Federal expectations for learning and achievement. These changes (LCFF, LCAP, CCSS) have affected all schools and are profound; the spotlight on the subgroups speaks to equity and BHS is keenly aware of the work they need to do. The staff is using the lens of the LCAP and its eight key areas (basic services, implementation of state standards, course access, student achievement, other student outcomes, student engagement, parent involvement, and school climate) to address equity in achievement via various settings (e.g. staff meetings, Student Council, Parents' Groups, and School Advisory Council). In addition, the school renewed its focus on its mission with renewed mindfulness that emerged in a variety of ways (e.g., professional development request form, funding request forms, parent communiques, and PLC goals tied to school mission and goals). Thus, the school's mission became part of the on-going culture of the school. The school is in its more formative stages for this work; the Visiting Committee believes that BHS has the human capital to continue this development successfully.

Since the last full Self-Study (2011-12) and the midterm visit (2015-16), the school has changed language of its focus (per LCAP) but not the same underlying concerns: that of an achievement gap by their Latino students and the LCAP identified subgroups (EL, SPED, Low-Income, and homeless). Whether it was the California Standards Tests (CSTs) and Academic Performance Index (API), now the California Assessment of Student Performance and Progress (CAASPP) and other measures as depicted on the California School Dashboard, the work to better support the learning conditions for these students continues to be addressed by the BHS administration, teacher leaders and staff via the renewed use of the Professional Learning Communities structures and use of collaborative time.

Previous BHS goals:

Goal 1: Reduce the achievement gap on CSTs and increase successful completion of the Academic Core and the CAHSEE proficiency rate among all subgroups.

While there is an improvement overall in student achievement in a variety of measures, the Visiting Team concurs with the school that an achievement gap still exists among significant subgroups, especially among Latino, long term English Learner, and Special Education students.

Goal 2: Increase proportionality of enrollment in AP/Honors courses and CTE courses for underrepresented populations based on gender, ethnicity and English Learner status.

Enrollment in Advanced Placement courses has increased overall, but Latino, long term English Learner, and Special Education students are still severely disproportionately underrepresented in Advanced Placement courses. In addition, there is a gender disproportionality in the more rigorous course enrollments in English and in the highest level mathematics course.

Goal 3: Increase the mainstreaming of Special Education students into core academic classes.

BHS continues to work on mainstreaming our Special Education students into General Education classes. The co-teaching model as practiced by some staff is succeeding in this area and this is an area of great promise.

In addition, other critical areas for follow-up included:

1. Lack of interdisciplinary curriculum and communication between departments on behalf of student learning.

This lack of interchange remains an area of need at BHS. The teachers within departments work well together and collaborate to meet the needs of the students in their subject areas. However, they have not tackled the issue of interdisciplinary teaching at this time. Instead, the departments have begun to spend time in Professional Learning Communities, addressing the goals listed above. While the school has not rejected the need for interdisciplinary curriculum, the staff has clearly focused more rigorously on equity in student achievement. There are early conversations on this topic, with members of the Social Studies and English Language Arts departments starting collaboration.

2. Bell schedule not reflective of student needs.

The bell schedule at BHS is now on a modified block schedule, which includes specified office hours that allows students to access their teachers outside of the classroom for additional support. The late start schedules also allow students time to complete work prior to school; staff uses the late start time for departments to collaborate on instructional items and analyze student work with the PLC model as the structure. The school is re-examining the placement of teachers' "office hours" for student voluntary use from end-of-school-day to middle-of-the-day to increase student use.

3. Continue to work to improve Latino community connection with BHS to decrease the achievement gap.

The BHS Latino Parent Group is now much more active in the school community, including having a representative on the School Site Council (SAC). The group works closely with administration and the Family Engagement Coordinator to review student achievement data and areas for improvement in the school plans. The BHS Latino Parent Group is eager to contribute more deeply to site leadership and faculty, to share an additional lens that will enhance the current, important BHS equity efforts.

4. Continue to develop formative assessments across all departments to inform instruction.

Professional Learning Communities have been established on campus to aid in teacher collaboration to achieve the school goals. Staff is beginning work on using more frequent formative assessments (exit ticket, Kahoot, Quizlet... for example); there is room for more universal use checking for understanding overall in all departments/classes. More robust use of classroom formative assessments will inform teachers which students have "gotten it" and who has not.

5. Continue to focus on the issue of student stress.

In 2016-17, SMUHSD established a Wellness Counseling Program, bringing the number of therapists (licensed or interns) on site from 1 to 3.5 FTEs, allowing them to better support students experiencing mental health concerns, including anxiety. Student stress continues to be a concern at BHS, and staff is working to make changes as a result of their reviews. Examples are changes in testing, introduction of homework free holidays, and revise and redeem protocols in an effort to alleviate some student stress and increase student success. The academic counselors have strong protocols to screen incoming students (academic and social-emotional) in order to create the best academic and social-emotional environment for success.

Refined school goals:

1. Prepare all students for college and career.
2. Prepare all students to be self-directed and persistent learners.
3. Ensure all students demonstrate civic and socially responsible behavior.
4. Build positive school culture based on inclusivity, student wellbeing, and school spirit.

These four goals provide school wide direction for budget and funding, PLC work, and academic and social-emotional goal setting. The 2016 SPSA (Single Plan for Student Achievement) reflects the changes to the school goals and accompanying action steps.

The school sees room for improvement to support all students in being college and career ready graduates. The achievement gap continues to be a significant concern in the subgroups of Hispanic/Latino students, English Learners (EL), Students with Disabilities, and Socio-economically disadvantaged students (SES). While the school has seen student achievement growth among these groups in some of the assessment data, BHS will look to monitor these measures to gauge student performance. The new Action Plan is the blueprint for the school's plan to accomplish this work. In their professional learning communities and departments, teachers have been working on creating strategic & specific, measurable, attainable, results-oriented, and timely goals aligned to the school goals. Based on the variety of student achievement data and the needs assessment survey regarding teachers' professional development conducted last year, staff created a professional development plan to support the school goal of preparing all students for college and career. It will need to include measures to better identify the gaps and to address any equity issue that may be contributing to disproportionality, particularly use of more Tier 1 formative assessments.

Chapter II: Student/Community Profile

General Background and History

Students and Community

Burlingame High School (BHS) has been serving students for nearly a century and is one of six comprehensive high schools in the San Mateo Union High School District (SMUHSD) located on the San Francisco Peninsula. BHS currently serves 1485 students from San Mateo County with over 90% coming from designated attendance areas in Burlingame and Hillsborough: 13 feeder schools, both public and private. Projections indicate that enrollment at BHS will increase by approximately 250 students over the next 4 years.

BHS has a low student mobility rate and the student demographic data remain relatively consistent over time, the exception being that there has been a slight increase in the percentage of parents who have not completed high school. Enrollment by race shows 65.2% White students, 20.8% Asian, 18.7% Latino, .7% American Indian/Alaskan Native, 1.1% Black, and .7% Pacific Islander.

Among specialized programs, Reclassified English Fluent students are currently at 24.25%, an increase from 21% in 2014-2015. The English Learner student population had fluctuated between 6-7% in previous years but this percentage has decreased to 4.98% for 2015-2016 with the loss of our English Language Development program as the result of district resource allocations. English Only designated students are now at 70.77%. The Special Education population remains consistent at 9.16%, and the percentage of students on a 504 Plan is at 3.22%.

BHS benefits from a strong relationship with their families and community. The active Parents' Group includes Athletic Boosters, Music Boosters, Spirit Boosters, Drama Boosters, Italian Boosters, and the Latino Parent Group. Parents are involved with the School Advisory Council with four selected representatives. Moreover, families of the English Learners meet with school staff a minimum of four times a year in the English Language Advisory Council (ELAC). From ELAC, a parent representative is chosen to serve on the District English Language Advisory Council (DELAC).

Burlingame High has a close relationship with the businesses in the community and often benefit from their support and generosity. The Burlingame Police Department provides a School Resource Officer (SRO).

All students have access to standards-aligned instructional materials. Individual sites conduct checks of materials on an annual basis to ensure that they are in line with the Williams Act.

The school facilities at Burlingame High School are in good repair and consistently maintained. A new classroom building that houses the culinary arts and architectural design classrooms, as well as general and specialized Special Education classrooms was opened in the Spring of 2016.

Staff Description

Two primary leadership organizations of staff, parents, and students currently exist at Burlingame High School. The Curriculum Council is composed of Department Chairs, Teachers on Special Assignment (TOSAs) and site administration. This group meets monthly to guide curriculum and instruction, lead and monitor work towards school goals, make school-wide policy and practice decisions. The second group, the School Advisory Council (SAC), is composed of elected teachers and other staff members, representatives from parent groups on campus, student representatives, a community member, and the Principal. The purpose and function of SAC is to provide input and monitor progress towards school goals and assist in making decisions on the use of school resources.

BHS's administration is composed of a Principal, two Assistant Principals, and a Dean of Students. Teacher leaders who work closely with administration include the Activities Director, Athletic Director, and four teachers on Special Assignment (Professional Development Coordinator, two Instructional Technology Coordinators, and STEM Coordinator), and Department Chairs.

Four counselors, the Dean of Students, and three Wellness Counselors, who oversee student mental health supports, conflict resolution, and violence prevention, provide services to BHS students. BHS has approximately 76 teachers and 35 classified staff members.

Changes Since Last Full Self-Study

In 2013-14, the administration team changed with the hire of a new Principal and Assistant Principal. In April 2014, the Assistant Principal from the previous administration vacated her position, and the Dean of Students temporarily took over the Assistant Principal role and supported the substitute Dean. In July 2014, a new Assistant Principal joined the administration team. In 2017, another principal within the district was transferred to BHS to replace the former principal.

Since the last WASC visit, most of the departments welcomed teachers new to the teaching profession or new to BHS. There have been 13 new teachers to Burlingame High. There has been turnover in the classified staff as well in almost every area. The district approved funds in 2015-16 to create a part-time Parent Involvement Coordinator (now called 'Family Engagement Coordinator') to work as a liaison between the school and underrepresented groups on campus. This position is also the part-time English Learner Coordinator. This position is well utilized by staff, students and parents. Site support personnel positions have been either increased or added for several programs. The school increased campus supervision through the addition of a half-time Campus Aide. The BHS Librarian position now is a full-time media technician. In addition, the School Safety Advocate's position was increased to a full-time position. There are three full-time Wellness Counselors with a part-time Wellness Coordinator each of whom provide access emotional support and other needed resources, including drop-in, scheduled, and group supports. Each Wellness Counselor also provides caseload services for students in Special Education.

An Intervention Specialist TOSA (Teacher on Special Assignment) was created in the 2014-2015 school year to coordinate the efforts of different intervention programs on campus. This position works with students identified as needing academic support and pairs these

students with peer tutors.

The school's Single Plan for Student Achievement (SPSA) (see Chapter 1) supports the District's LCAP goals and the school has identified the metrics to monitor progress. The coherence is seen in the extensive SPSA to achieve the LCAP goals.

School's Analysis of Student Achievement Data (e.g., AYP, API, AP, college SAT, graduation rates, and program improvement status).

Burlingame High School offers Advanced Standing, Honors, and Advanced Placement sections for a number of required classes, allowing students to challenge themselves as preferred. All AS and AP courses are open enrollment: students may self-select into these courses as long as they have completed the course progression requirements with a 'C' or better in those classes. Students may progress in Advanced Standing, Honors and AP classes with "C" or better grades. There is a comprehensive support system for students who are not succeeding academically and the school uses an MTSS model including co-taught courses for students with IEPs and support classes for general education students who are in need. Efforts for college and career readiness at Burlingame High School are robust and include free PSAT for all sophomores and/or juniors. The school offers an online credit recovery/grade improvement program (OSCR) and the District offers an Independent Study program.

To support students with different academic needs, students may take Specialized Academic Instruction and Co-Taught courses for students with IEPs, and support classes for general education students that require support structures but are not eligible for special education services. The school is in the process of working through the MTSS model; students are supported as needed through Tiered Interventions and courses.

All students at BHS follow the same bell schedule. There is a traditional 1-7 bell schedule on Mondays, Tuesdays and Fridays, and a block schedule on Wednesdays and Thursdays. Once a week there is a period at the end of the school day for teacher office hours: students may voluntarily visit teacher(s) during this time for support.

The BHS SPSA and District LCAP goals are focused on the learning needs of all students, with a focus on underperforming subgroups, including English Learners, Latino and Black students, and students of low socioeconomic or high risk groups (homeless/foster youth). Burlingame High is looking to include Parent Education Level as an indicator in the future.

BHS has a half-time EL Coordinator who is focused on tracking the academic success of these students. There is no EL program at BHS; therefore identified ELS are in the general program or their parents waived EL course supports. A part time EL Coordinator is tasked with EL student support; it is unclear what kinds of data are used to systematically monitor achievement and course enrollment.

Burlingame High does not have the ability to identify students who are on a free/reduced lunch program. They do have access to the education levels of the parents of their students and began using this information in the Fall of 2017 to identify students who may require additional academic supports. The school has specifically included this subgroup of students into their action plan so that they can better support all students in their college readiness.

STUDENT ETHNICITY & RACE - THREE YEAR OVERVIEW**Notes: * End of Year; ** August 11, 2017**

	2015-16*		2016-17*		2017-18**	
	#	%	#	%	#	%
Total Enrollment	1335		1395		1501	
Ethnicity: Latino	251	18.8%	251	18.0%	280	18.7%
Asian	253	19.0%	272	19.5%	312	20.8%
African American	17	1.3%	17	1.2%	20	1.3%
Filipino	55	4.1%	57	4.1%	67	4.5%
Latino Only	105	7.9%	88	6.3%	103	6.9%
Native American	8	0.6%	12	0.9%	10	0.7%
Pacific Islander	17	1.3%	13	0.9%	11	0.7%
White	880	65.9%	936	67.1%	978	65.2%

While overall enrollment has increased over the past three years, the ethnic and racial makeup of the school has largely remained static.

FREE & REDUCED LUNCH PARTICIPATION - THREE YEAR OVERVIEW

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Total Enrollment	1253		1335		1395	
Total F/R Students	107	8.5%	89	6.7%	84	6.0%

The number of students at BHS qualifying for Free and Reduced Lunch programs has decreased over the past three school years, even as our enrollment has increased.

STUDENT PROGRAM PARTICIPATION – THREE YEAR OVERVIEW

	2015-16*		2016-17*		2017-18**	
	#	%	#	%	#	%
Total Enrollment	1335		1395		1501	
E: English Only	944	70.7%	974	69.8%	1032	68.8%
M: ELD not in EL	41	3.1%	31	2.2%	41	2.7%
F: FEP	67	5.0%	51	3.7%	50	3.3%
R: RFEP	281	21.0%	339	24.3%	367	24.5%
SpEd Grade 9-12	93	7.0%	109	7.8%	109	7.2%
SpEd ATC	33	2.5%	39	2.8%	51	3.4%
504	47	3.5%	54	3.9%	48	3.2%
GATE	374	28.0%	533	38.2%	378	25.2%
Middle College	8	0.6%	7	0.5%	32	2.1%
Homeless/Foster Youth	7	0.5%	6	0.4%	[TBD]	[TBD]

The percentage of students designated as “English Only” has decreased overall in the past three years, with a rise in the percentage of students Redesignated Fluent English Proficient.

PARENT EDUCATION LEVEL - TOTAL STUDENT ENROLLMENT - THREE YEAR OVERVIEW

	2015-16*		2016-17*		2017-18**	
	#	%	#	%	#	%
Total Enrollment	1335		1395		1501	
Graduate Degree+	573	42.9%	627	44.9%	507	33.8%
College Graduate	424	31.8%	440	31.5%	552	36.8%
Some College	182	13.6%	176	13.2%	239	15.9%
High School Grad	95	7.1%	94	7.0%	117	7.8%
Non-HS Grad	22	1.6%	31	2.2%	37	2.5%
Decline to State	39	2.9%	27	1.9%	49	3.3%

Parent education levels indicate a trend towards less education: overall, 10.3% of students have parents who do not have any college education, up from 8.7% three years ago. A confidential comparison of students’ grades linked to parent education level could be instructive for the school.

Burlingame High School uses these indicators to most frequently assess student achievement: student CAASPP and EAP results, D/F rates at the marking periods, a-g completion rates, and graduation rates. The following charts illustrate student performance on current standardized tests.

**STUDENT ACHIEVEMENT: CAASPP SPRING 2017 ELA RESULTS
INCLUDES DEMOGRAPHICS, SPECIAL PROGRAMS, PARENT EDUCATION
LEVELS, AND LANGUAGE FLUENCY.**

Spring 2017 CAASPP Administration - Claims Performance - ELA																	
	ELA Outcome					Reading			Writing			Listening			Speaking		
	# Tested	% Not Met	% Nearly Met	% Met	% Exceeded	% Below	% Near	% Above	% Below	% Near	% Above	% Below	% Near	% Above	% Below	% Near	% Above
All Students Tested - #	325	3	32	93	197	8	103	214	9	90	225	10	154	161	6	104	215
All Students Tested - %	100%	1%	10%	29%	61%	2%	32%	66%	3%	28%	69%	3%	47%	50%	2%	32%	66%
White	223	0%	9%	27%	64%	2%	30%	68%	2%	26%	71%	2%	47%	51%	2%	30%	69%
Latino (reporting Latino ONLY)	25	8%	24%	40%	28%	8%	56%	36%	28%	16%	56%	16%	56%	28%	8%	60%	32%
Asian	56	-	9%	21%	70%	2%	27%	71%	-	18%	82%	4%	41%	55%	-	25%	75%
Black	4	-	25%	25%	50%	25%	50%	25%	25%	-	75%	-	50%	50%	-	50%	50%
Other	17	-	6%	53%	41%	29%	71%	12%	-	41%	59%	6%	53%	41%	-	41%	59%
Special Education	18	11%	50%	28%	11%	22%	67%	11%	28%	44%	22%	28%	61%	11%	22%	50%	28%
504 Plan	9	-	-	56%	44%	-	33%	67%	-	78%	22%	-	56%	44%	-	56%	44%

English Only	237	-	8%	30%	63%	1%	55%	67%	1%	27%	73%	3%	46%	52%	1%	30%	69%
Fluent English Proficient	10	-	-	30%	70%	-	10%	90%	-	20%	80%	-	30%	70%	-	20%	80%
EL not in ELD	7	14%	57%	14%	14%	29%	43%	29%	43%	14%	29%	14%	71%	14%	14%	71%	14%
Redesignated English Proficient	71	3%	27%	27%	56%	4%	35%	61%	6%	34%	61%	4%	54%	42%	4%	37%	59%

Parent Ed: Graduate School +	38	-	5%	22%	73%	24%	76%	3%	1%	18%	81%	1%	37%	62%	-	22%	78%
Parent Ed: College Graduate	103	-	9%	31%	60%	1%	33%	66%	2%	31%	67%	2%	51%	47%	1%	29%	70%
Parent Ed: Some College	41	2%	7%	39%	51%	5%	37%	59%	2%	37%	61%	10%	54%	37%	2%	49%	49%
Parent Ed: HS Graduate	26	4%	27%	35%	35%	15%	46%	38%	8%	43%	50%	8%	65%	27%	12%	54%	35%
Parent Ed: Non HS Grad	7	14%	57%	14%	14%	14%	43%	53%	29%	71%	-	14%	71%	14%	-	86%	14%
Parent Ed: Decline to State	9	-	22%	44%	33%	-	67%	33%	22%	11%	67%	-	56%	44%	11%	44%	44%

Latino and Black students perform significantly below the BHS average in all claims, as well as BHS SpEd and 504 students. There is a similar trend among students in the EL subgroup as well as those with parents with ‘some college or below.’

STUDENT ACHIEVEMENT: CAASPP SPRING 2017 MATH RESULTS

Number tested: 323; No Test/No Score: 20

Spring 2017 CAASPP Administration - Claims Performance - MATH														
	# Tested	Math Outcome				Concepts/Procedures			Problem Solving, Modeling, Data Analysis			Communicating Reasoning		
		% Not Met	% Nearly Met	% Met	% Exceeded	% Below	% Near	% Above	% Below	% Near	% Above	% Below	% Near	% Above
All Students Tested - #	323	50	69	77	127	68	92	163	41	140	142	40	149	134
All Students Tested - %	100%	15%	21%	24%	39%	21%	28%	50%	13%	43%	44%	12%	46%	41%
White	220	14%	23%	24%	40%	20%	30%	50%	12%	44%	45%	11%	49%	40%
Latino (reporting Latino ONLY)	25	36%	32%	24%	8%	44%	40%	16%	28%	60%	12%	28%	60%	12%
Asian	57	9%	5%	25%	61%	9%	18%	74%	12%	28%	65%	7%	26%	67%
Black	4	50%	25%	25%	-	75%	-	25%	25%	75%	-	50%	50%	-
Other	17	18%	41%	24%	18%	29%	41%	29%	18%	59%	24%	19%	59%	24%
Special Education	19	63%	21%	11%	5%	63%	32%	5%	58%	26%	16%	47%	47%	5%
504 Plan	9	22%	22%	22%	33%	33%	33%	33%	22%	44%	33%	11%	67%	22%

Parent Ed: Graduate School +	139	9%	14%	25%	52%	13%	22%	65%	4%	39%	47%	4%	41%	55%
Parent Ed: College Graduate	103	14%	21%	27%	38%	18%	31%	50%	13%	45%	43%	12%	50%	39%
Parent Ed: Some College	40	23%	43%	18%	18%	33%	45%	23%	30%	50%	20%	25%	58%	18%
Parent Ed: HS Graduate	22	36%	32%	18%	14%	50%	23%	41%	18%	68%	27%	36%	45%	32%
Parent Ed: Non HS Grad	7	43%	14%	43%	-	43%	57%	-	43%	29%	29%	14%	71%	14%
Parent Ed: Decline to State	9	44%	11%	-	33%	44%	22%	33%	33%	33%	33%	33%	33%	33%
English Only	235	14%	22%	25%	39%	20%	30%	50%	12%	44%	44%	12%	49%	40%
Fluent English Proficient	10	10%	20%	20%	50%	20%	20%	60%	-	40%	60%	10%	30%	60%
EL not in ELD	7	-	57%	29%	14%	57%	29%	14%	43%	14%	43%	43%	29%	29%
<u>Redesignated</u> English Proficient	71	15%	23%	20%	42%	21%	25%	54%	14%	45%	41%	11%	42%	46%

Latino and Black students perform below the BHS average in all claims, as well as BHS SpEd and 504 students. There is a similar trend among students in the EL subgroup as well those with parents with ‘some college or below.’

EAP COLLEGE READINESS – THREE YEAR VIEW

	2014-15				2015-16				2016-17			
	ELA Results		Math Results		ELA Results		Math Results		ELA Results		Math Results	
	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested (Grade 11)	297				298				329			
College Ready	162	54.5%	95	32.0%	183	61.4%	104	34.9%	197	59.9%	137	41.6%
Conditionally Ready	86	29.0%	90	30.3%	66	22.1%	93	31.2%	93	28.3%	77	23.4%
Not Ready	43	14.5%	107	36.0%	45	15.1%	92	30.9%	35	10.6%	119	36.2%
Not Tested	6	2.0%	5	1.7%	9	3.0%	9	3.0%	4	1.2%	6	1.8%

Student performance on the EAP has improved in the three years since 2014-15.

AP COURSE ENROLLMENT – THREE YEAR OVERVIEW

	2015-16*		2016-17*		2017-18**	
	#	%	#	%	#	%
Total Enrollment	1335		1395		1501	
Senior Class	308	23.1%	309	22.2%	344	22.9%
AP English Language	126	9.4%	124	8.9%	161	10.7%
AP English Literature	69	5.2%	61	4.4%	89	5.9%
AP Biology	32	2.4%	52	3.7%	30	2.0%
AP Chemistry	68	5.1%	62	4.4%	91	6.1%
AP Environmental Sci	26	1.9%	64	4.6%	64	4.3%
AP Physics	131	9.8%	113	8.1%	167	11.1%
AP Calculus AB	97	7.3%	105	7.5%	84	5.6%
AP Calculus BC	34	2.5%	33	2.4%	63	4.2%
AP Computer Science	31	2.3%	64	4.6%	99	6.6%
AP Statistics	86	6.4%	87	6.2%	70	4.7%
AP Italian Language	24	1.8%	22	1.6%	21	1.4%
AP Spanish Language	49	3.7%	55	3.9%	67	4.5%
AP Art 2D	8	0.6%	6	0.4%	6	0.4%
AP European History	128	9.6%	144	10.3%	142	9.5%
AP Government	188	14.1%	151	10.8%	124	8.3%
AP Microeconomics	186	13.9%	137	9.8%	124	8.3%
AP US History	92	6.9%	112	8.0%	122	8.1%
Total AP Enrollment	1375		1392		1524	

The number of seats allocated to AP courses has increased by 149 from 2015-16 to 2017-18, while the overall percentage of students enrolled in AP courses at BHS has remained relatively static. There has also been a shift in the courses that students choose to take, with a drop in senior-level social science courses and an increase in the sciences and world languages. The school notes a disproportionality in some AP courses by gender.








There is a need to disaggregate course enrollment data for disproportionality by ethnicity as the school's stated goal is to better address course enrollment disparity. The school has other data charts which show this.

STUDENTS WITH MULTIPLE F GRADES – BY GRADE, PARENT EDUCATION LEVEL, LANGUAGE FLUENCY, ETHNICITY & RACE – THREE YEAR OVERVIEW.

Grade Level:	Fall 2014				Spring 2015				Fall 2015				Spring 2016				Fall 2016				Spring 2017			
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12
Total Students	11	9	6	12	14	18	6	12	10	5	4	4	14	7	11	3	14	9	5	13	8	17	11	4
Graduate +	1	1	-	2	1	8	-	5	2	1	1	-	4	-	4	2	4	3	1	4	3	5	2	2
College Grad	3	4	2	4	4	5	4	2	4	-	1	3	5	2	3	1	4	2	1	3	1	4	3	-
Some College	1	1	4	2	4	3	2	1	-	1	2	1	2	1	1	-	4	2	2	4	2	4	3	1
HS Grad	4	2	-	2	4	-	-	3	2	3	-	-	2	2	2	-	-	2	-	2	1	3	1	-
Non HS Grad	1	1	-	1	1	1	-	-	-	-	-	-	-	1	-	-	2	-	1	-	1	-	2	-
Unknown/Decline	1	-	-	1	-	1	-	1	2	-	-	-	1	1	1	-	-	-	-	-	-	1	-	1
English Only	6	6	3	5	9	12	3	6	4	2	2	3	9	4	8	2	5	4	4	8	5	11	7	3
EL not in ELD	3	3	-	3	3	4	-	2	1	1	-	-	2	-	-	-	2	1	-	-	1	-	-	-
FEP	-	-	1	1	-	-	1	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
RFEP	2	-	2	3	2	2	2	3	4	2	2	-	3	3	3	1	7	4	1	5	2	6	4	-
SpEd	4	2	1	1	6	2	1	1	1	2	-	-	1	1	3	-	4	2	-	1	4	2	1	-
504	1	-	-	3	1	5	-	2	-	1	-	1	1	-	-	1	-	1	-	2	1	2	-	1
Ethnicity - Latino	6	2	3	7	5	4	2	6	5	2	2	-	5	4	4	1	5	5	2	3	3	8	5	1
White	5	7	2	3	7	9	3	5	7	3	3	2	11	4	7	2	8	8	2	9	4	11	5	2
Latino Only	3	1	2	5	3	3	1	4	1	2	-	-	1	2	1	1	2	1	1	3	2	3	3	1
Asian	2	-	-	3	1	1	-	2	1	-	-	1	1	-	1	-	3	-	1	-	1	1	1	-
Pacific Islander	-	1	1	-	-	2	1	-	1	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-
American Indian	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Filipino	1	-	1	-	2	1	1	1	-	-	-	1	-	1	1	-	-	-	1	1	-	-	2	1
Black	-	-	-	1	1	2	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	2	-	-

The number of students earning multiple ‘F’ grades appears to be consistent with the percentage of each population when compared to the demographic information for the school. This leads the school to believe that there isn’t a socioeconomic, programmatic, parent education level, or language fluency correlation with students receiving multiple ‘F’ grades in any given semester.

LCFF RUBRIC: GRADUATION RATE FOR SPRING 2017

	Student Performance	Number of Students	Status	Change
All Students		306	High 91.2%	Declined -3.3%
English Learners		34	Low 76.5%	Declined Significantly -8.5%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		52	Low 78.9%	Declined Significantly -9.6%
Students with Disabilities		40	Low 72.5%	Declined -3.5%
African American		1	*	*
American Indian		*	*	*
Asian		41	High 92.7%	Declined -1.1%
Filipino		8	*	*
Hispanic		63	Low 81%	Declined Significantly -10.9%
Pacific Islander		4	*	*
Two or More Races		29	High 93.1%	Declined -2.7%
White		160	High 94.4%	Declined -1.3%

There is a decline in the number of students that remain in our 4-year cohorts, resulting in a lower than desired Graduation Rate. Overall graduation rate is not where the school would like it to be. This is especially true for English Learner, SED, SWD, and Latino subgroups.

As the school works to address all aspects of the LCAP, 78% of the BHS staff (Healthy Kids Survey 2015-16) believes that student depression or mental health issues are a problem, interfering with meaningful student engagement at school; 89% believe that the school provides adequate counseling and support for students. 28% of juniors self report Chronic sad or hopeless feelings in the past 12 months, and 15% report seriously considered attempting suicide in the past 12 months. The school is addressing these issues with the addition of Wellness Counselors and a Family Engagement coordinator.

Burlingame High finds that there is a disproportionality in suspension and expulsion rates among their subgroups, with males, Hispanic and SPED students being disciplined at disproportionate rates to their population. SMUHSD disproportionality study in 2016-17.

STUDENT ACHIEVEMENT: A-G COMPLETION RATES WITH DEMOGRAPHICS, SPECIAL PROGRAMS, PARENT EDUCATION LEVEL, AND LANGUAGE FLUENCY – THREE YEAR OVERVIEW.

	2014-15				2015-16				2016-17			
	a-g Completers		Non-Completers		a-g Completers		Non-Completers		a-g Completers		Non-Completers	
	#	%	#	%	#	%	#	%	#	%	#	%
# Graduates	285				303				310			
a-g Completion Status	197	67.0%	92	31.3%	233	76.9%	68	22.4%	242	78.1%	70	22.6%
White	142	80.2%	35	19.8%	159	83.7%	31	16.3%	167	79.5%	43	20.5%
Latino (reporting Latino ONLY)	9	21.4%	33	78.6%	16	50.0%	16	50.0%	12	44.4%	15	55.6%
Asian	32	69.6%	14	30.4%	45	81.8%	10	18.2%	50	98.0%	1	2.0%
Black	4	66.7%	2	33.3%	3	42.9%	4	57.1%	-	-	4	100.0%
Other	10	55.6%	8	44.4%	10	58.8%	7	41.2%	13	65.0%	7	35.0%
Special Education	10	40.0%	15	60.0%	4	21.1%	15	78.9%	5	29.4%	12	70.6%
504 Plan	8	57.1%	6	42.9%	6	42.9%	8	57.1%	13	56.5%	10	43.5%
Parent Ed: Graduate School +	98	81.0%	23	19.0%	117	86.0%	19	14.0%	123	84.8%	22	15.2%
Parent Ed: College Graduate	61	68.5%	28	31.5%	79	77.5%	23	22.5%	71	80.7%	17	19.3%
Parent Ed: Some College	28	60.9%	18	39.1%	24	60.0%	16	40.0%	32	64.0%	18	36.0%
Parent Ed: HS Graduate	6	31.6%	13	68.4%	9	50.0%	9	50.0%	11	57.9%	8	42.1%
Parent Ed: Non HS Grad	1	16.7%	5	83.3%	-	-	-	-	3	60.0%	2	40.0%
Parent Ed: Decline to State	3	37.5%	5	62.5%	4	80.0%	1	20.0%	2	40.0%	3	60.0%
English Only	151	74.4%	52	25.6%	177	79.4%	46	20.6%	183	78.9%	49	21.1%
Fluent English Proficient	19	82.6%	4	17.4%	20	100.0%	-	-	11	91.7%	1	8.3%
EL not in ELD	26	50.0%	26	50.0%	36	67.9%	17	32.1%	46	73.0%	17	27.0%
Redesignated English Proficie	1	9.1%	10	90.9%	0	0.0%	3	100.0%	2	40.0%	3	60.0%

English-speaking students and those with parents who have graduated from college + are doing very well in meeting the ‘a-g’ requirements. Students with IEPs, 504 plans, parents with some college or less, and those in the EL population are not faring as well in this measurement of college readiness. (note: BHS’s data does not match CDE data on a-g completion rates... the school is researching the discrepancies).

Overall, the Burlingame students, staff and parents report very positive levels of satisfaction with the school program. The survey, however, was not disaggregated by ethnicity, which would have more specifically identified the concerns of the Latino parents and students. Their voices were not heard in this more generalized survey and is an opportunity as the school moves more deeply into looking at the achievement gaps. Per the survey, most students feel that they are cared for, believed in, and heard by adults on the BHS campus. Most parents responding to the survey in September 2017 agreed that the BHS provides a challenging and accessible academic environment for all students. BHS parents indicated high rates of concern about student use of electronic cigarettes, alcohol, and drugs. Most BHS parents find that the school is a safe place for all students.

September 2017 schoolwide survey

Burlingame High School has taken the myriad feedback of the past several years and has identified a way forward. The past WASC and mid-term reports, Healthy Kids' Survey, parent survey, LCAP initiatives and the new State Standards (Common Core) with the state assessment and accountability systems have created a dizzying landscape for district and school staffs. The data has directed them to look inward; while a very high performing school, they are committed to those for whom success is not being achieved or demonstrated. The revised School Goals and Learner Outcomes support, and are supported by the District LCAP. The Single Plan for Student Achievement is a blueprint to carry out the Action Plan. The school identified the disproportionality for its Latino, English Language Learner and Special Education populations and has charted an active and supported path for intervention and improvement in these areas. Use of more summative data that pinpoints achievement by subgroups is critical, in order to achieve continuous improvement.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

- *To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?*
- *To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?*

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Burlingame High School (BHS) had an established mission statement created in response to previous WASC Self-Studies; it was revised to better meet the needs of the school in response to data and survey feedback, coupled with the new state LCAP priorities and accountability measures. The school's Learner Outcomes were also revised; these can be found in Chapter 1. The revised Mission Statement is:

Burlingame High School will develop the skills, knowledge, and mindset that will prepare every student to meet the challenges of college, the demands of career, and the responsibilities of citizenship.

Burlingame High School has been active in transitioning to the College and Career Readiness Standards with all departments focused on essential or "need to know" standards. The BHS College and Career Center staff and school counselors provide resources and guidance to ensure students are appropriately prepared for the college admissions process. There are two dedicated classified staff in the College and Career Center to assist students with work readiness, service learning, financial aid information and college application support.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Burlingame High worked with each of the school and parent groups to provide input and feedback towards the creation and refinement of the vision, mission, and schoolwide learner outcomes. Student input was sought. Each stakeholder group was consulted and had opportunity to contribute and refine the living documents. The Curriculum Council and the School Advisory Council played key roles in this work with communication and dissemination throughout the process.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the District LCAP.

All stakeholders at BHS receive information through the use of the BHS Student Handbook as well as at events such as Back to School Night and Grade level Counseling Nights. Information about the school's mission, Single Plan for Student Achievement, the District LCAP are shared in various ways with parents. Some of this in in more than one language. It is unclear what the Latino parent population understands about the school's programs as feedback from the parent WASC survey did not include disaggregated responses from the largest subgroup, Latino.

While BHS provides all students and parents with a digital copy of the BHS Student Handbook and by requiring parents to sign the document, verify an understanding of the BHS Honor Code, policies, and regulations, the school notes that some students and parents oppose some of the consequences for violating school policies when applied to them. These occurrences, while not quantified, were enough to cite in the Self-Study and the school refers to these as "complicating matters" and "struggles." As a public school must serve its students equitably, this is an area for the School Advisory Council to examine more closely and provide support for the school's mission.

Burlingame High and the San Mateo Union High School District have a varied and frequent communication network of publications, online communiques, committee and community groups, public broadcasting, and more in-house (new websites for all of the schools), in-person and all forms of electronic communication at the site and district-wide levels. Communication is often in Spanish and Chinese as well. In these ways, the LCAP, SPSA and school's mission have been shared.

A2. Governance Criterion

- *To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?*
- *To what extent does the governing board have delegate implementation of these policies to the professional staff?*
- *To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?*

Governing Board and District Administration

The district policies and procedures are clear regarding the specific duties of the governing board and district administration in their relationship to the school and staff.

Burlingame High and the San Mateo Union High School District do due diligence in explaining the duties of the governing board and district administration in relationship to schools and staffs. Board policies and agendas are available online, are posted in the school, are in multiple languages and there are regular communications from the Superintendent outlining District issues and policies. There are regular district/school meetings and the SMUHSD principals attend the Board meetings.

A2.1. Additional Online Instruction Prompt

Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

The SMUHSD and BHS provide a variety of means to meet students' academic and personal goals. Technology and online instruction are some of these means. The SMUHSD District works to update technology infrastructure and access so that students and teachers can regularly incorporate the use of technology in instructional practice. The SMUHSD Technology Support Group (TSG) provides support to site personnel including the Tech Support Specialist (TSS) and Instructional Technology Coordinators.

All students review and sign the SMUHSD Acceptable Use Policy to ensure effective and appropriate technology use. The school as a whole, however, does not address digital citizenship for all students. At this time, there is not a comprehensive plan to educate all students, but BHS does provide technology guidelines and expectations in its code of student conduct.

Frequency and depth of use of technology is left to the individual teachers; collaboration and adult learning are both well supported. There are numerous opportunities during the school year and in the summer for training.

Students have access to online technology for their education and academic support. This includes the Online Site Credit Recovery (OSCR) system to assist in completing credits in courses they have received a D or F grade, and Naviance for college and career planning and preparation.

There will be needed District support for internet and connectivity capacity in both infrastructure, devices and training as we move further into our technology heavy economy.

Understanding the Role of Governing Board

There is clear understanding about the role and responsibilities of the governing board and the professional staff.

In addition to the basic policies and procedures regarding the duties of the Board and district administration, there is also a clear delineation of the roles and responsibilities of the professional staff and board. These role clarifications are outlined in BP 2000.

In addition, the SMUHSD-Wide PR&R, distributed board policies and school student handbooks are three key ways that the roles of the board and the staff are differentiated.

The SMUHSD Superintendent regularly visits schools and school staff meetings to discuss matters of board policy and board views. The Superintendent and his staff regularly send out "all staff" emails on matters (i.e., later start) discussed and voted on by the board.

The SMUHSD has a monthly employee newsletter, the Savvy Source, that highlights matters of employee recognition, milestones, benefits and updates on negotiations, items all presented to the Board.

The SMUHSD general eNews is timed with the board meetings so that our partners and staff are up-to-date on the upcoming board meeting highlights. Board agendas and notes are posted on the SMUHSD website and rotating presentations are made by school sites to present current activities and efforts pertaining to individual sites.

The SMUHSD holds regular parent and community meetings open to the public to discuss the Local Control and Accountability Plan and to provide opportunities for feedback and involvement.

The Human Resources department publishes a monthly newsletter which includes relevant information regarding the relationship between the professional staff and the governing board.

The SMUHSD Superintendent writes a monthly newsletter which includes inspirational and relevant information for the community and professional staff. The SMUHSD often reaches out to staff at the schools when district policies are in flux, soliciting staff feedback through surveys and questionnaires.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Parents, community members, staff and students are engaged in the governance of BHS. Parents, students, and members of the community participate in the School Advisory Council (SAC/School Site Council) and are responsible for reviewing school-wide and student performance data as part of the yearly writing of the Single Plan for Student Achievement (SPSA).

BHS has a dedicated Parent Outreach Coordinator who is multilingual and communicates with all families who may require her assistance. This assists with communication and interaction with those families who may face communication and/or cultural barriers to their child's school.

BHS Parent Group, ELAC, Boosters, Music, Drama, Spirit, and GATE parent groups meet regularly and have opportunities to learn about school improvement efforts as well as provide feedback. Regular school communication consists of the weekly Parents' Group Newsletter; monthly Highlights provide information on past and upcoming school-related events and activities.

Burlingame High students have a role in the BHS's governance. Student Leadership and monthly Student Council meetings give BHS students the opportunity to disseminate information; this group plans student body activities.

BHS shows BTV Student news program daily in all 4th period classes. The Burlingame B

student newspaper is available online and hard copies are distributed every grading period.

At the District level, parents are involved in various meetings or committees including LCAP Meetings, Citizens Oversight Committee, Budget Advisory Committee, Homework Policy Task Force, District English Learner Advisory Committee, and PTSO/PTA President Meetings with the SMUHSD Superintendent. Information is sent and updated through District Newsletters, website, and robo calls.

Board's Evaluation/Monitoring Procedures

There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

Given the rapid change to the state's LCFF, LCAP and Common Core, there is a positive coherence between the SMUHS governing board's direction as implemented by the District Administration. Regular reports are made for the Board of Trustees by District Administration including progress on district goals and the Eight State Priorities with District and site work showing fidelity of implementation.

The Superintendent's goals, the LCAP, the schools' SPSAs are all Board approved. The site principals' annual goals are approved by the Superintendent and are aligned with the LCAP and their respective SPSAs. The schools' safety plans are also Board approved. These are all done in a timely manner and all stakeholders are informed through posted Board agendas.

Complaint and Conflict Resolution Procedure

The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

The SMUHSD complies with the Williams Uniform Complaint Procedures for all board/school complaints and resolution of conflicts. These procedures are outlined in Board Policy, 1312.3 These procedures are accessible on the SMUHSD website and are posted at each school site. Burlingame High splits its administrators by grade level (9/10 and 11/12) and supports parents and families to resolve conflicts and complaints.

A3. Leadership: Continuous Planning and Monitoring Criterion

- *To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?*
- *To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?*

Broad-Based and Collaborative

The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Burlingame High School works to build consensus among all stakeholders and to improve

school efforts based on student performance and survey data. BHS links school improvement planning and professional development goals to student outcomes and related needs to support student learning. Stakeholders have various opportunities for input and feedback and are committed to improvement efforts on behalf of all students.

School goals are presented to all staff at the beginning of each year in alignment with WASC Action Plan and SPSA goals. Student data is reviewed as part of the school's efforts to build consensus around initiatives and key data points for monitoring success. At the end of each year, staff provides feedback on progress and next steps to be considered for further schoolwide planning.

BHS Curriculum Council (Department Heads) looks at summative student performance data to guide school planning, professional development, and the writing of the SPSA.

BHS School Advisory Council reviews a variety of data points to review student performance and puts forth plans to address deficiencies and review strengths.

As part of a District initiative to build teacher leadership and support for both professional development and instructional technology, BHS has three teachers on special assignment (TOSA's). The BHS Professional Development and Instructional Technology Coordinators work closely with site administrators and play a central role in assessing student performance to determine school needs. TOSA's are directly involved in the development of school strategies and actions to improve and monitor student and school performance.

Departments and PLC's identify Department goals aligned with site and District goals with the expectation that embedded collaboration time is spent focused on specific strategies aimed at improving student performance on Department priorities. Increased District and site administrative support for mining specific data, including standardized test data, course-alike data, and classroom data would help staff better serve their targeted populations. Data that is accessible and useful, current and specific, will help Burlingame High more strongly build an accurate, objective and powerful driver on direction, choice of interventions and evaluation of efforts.

Single School Plan for Student Achievement Correlated to Student Learning

The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

Burlingame High School reviews student performance and student perception data. It is incorporated in school planning and in writing the SPSA, ensuring a direct correlation to, and driven by, the analysis of student achievement data.

BHS staff and Leadership teams review a variety of data to ensure alignment between site initiatives and student performance. Key data points include Graduation rates, A-G, D and F rates by course and teacher, CAASPP, AP enrollment and pass rates, CELDT, and Healthy Kids Survey Data. BHS continues to grow a data driven mindset along with data analysis protocols for school improvement efforts.

Staff Actions/Accountability to Support Learning

The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Burlingame High School regularly analyzes student performance and student perception data. School planning (SPSA, school goals) is driven by the analysis of student achievement data.

BHS staff and Leadership teams review a variety of data to ensure alignment between site initiatives and student performance. Key data points include Graduation rates, UC a-g rates, D and F rates by course and teacher, CAASPP, AP enrollment and pass rates, ELPAC, Healthy Kids Survey data. While BHS continues to grow a data driven mindset along with data analysis protocols for school improvement efforts. The school would benefit from the use/analysis of more formative data in places closest to the students in order to target more intervention more quickly. This is beginning to occur with the use of exit tickets (professional development occurred for this) and other means.

Discipline specific departments and course alike PLCs meet regularly to review curricular expectations, instructional practices, and student performance to ensure students are meeting course standards and to provide feedback on school improvement efforts.

Internal Communication and Planning

The school has effective existing structures for internal communication, planning, and resolving differences.

Burlingame High School has various existing structures for internal communication, planning, and resolving differences among the staff or administration. SMUHSD and BHS leadership coordinate and collaborate with the BHS Curriculum Council and the District's subject-specific curriculum councils, both consisting of department chairs.

BHS department chairs facilitate communication between teachers and councils, ensuring awareness and input to all school policies, procedures and planning. BHS uses a consensus building approach to guide decisions and resolve differences. There is a strong renewal of teacher collaboration at Burlingame High School; staff values their shared work and protocols to increase efficacy for student achievement.

The BHS website, updated in the Fall of 2017, and related Google calendar updates provide staff and school community access to information and resources to assist in planning and communication. Specific tools or structures in addition to Curriculum Council and SAC include District email, schoolloop, and Canvas. The counselors use schoolloop as a valuable tool to help monitor their students on a timely basis.

A4. Staff: Qualified and Professional Development Criterion

- *To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation,*

induction, and ongoing professional development?

- *To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?*

Qualifications and Preparation of Staff

The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation. The San Mateo Union High School District (SMUHSD) ensures that all of its certificated employees are properly credentialed for the assignments into which they are placed. Once the individual is employed, the SMUHSD uses its Instructional Coach Program, along with a robust evaluation system to maintain high quality teaching practices. The BHS staff values the Instructional Coach system.

New teachers participate in the District's Beginning Teacher Support and Assessment program and are provided additional opportunities for professional support and professional development.

Staff Assignment and Preparation

The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

Both the SMUHSD and departments within BHS provide appropriate training and basic understanding of tools, resources and curriculum. New teachers undergo a two-year training and guidance program provided by the district in partnership with the San Mateo County Office of Education (SMCOE) Induction Program. Teachers new to the District also receive additional support from an orientation introducing proper SMUHSD procedures and policies, while providing support and instruction in key instructional applications.

The SMUHSD has a New Teacher Induction Program (formerly BTSA) partnered with the District's Instructional Coaching program and Burlingame High holds a new teacher orientation prior to the beginning of each new school year. New teachers attend four professional development days throughout the course of the school year.

There are four professional development days a year that are organized by the SMUHSD and BHS. PLC's and Department Chairs work with their departments at BHS to identify staff strengths and interests then work with the administration to assign teachers according to their strengths, interests, and training.

Defining and Understanding Practices/Relationships

The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The SMUHSD publishes and updates annual certificated and classified employee handbooks. In addition, BHS Faculty and staff are required to complete annual online courses to ensure compliance with blood-borne pathogen protocols, sexual harassment and abuse, and pest control.

The Professional Development TOSA and ITC Coordinator positions as well as Department Chairs communicate regularly to plan professional development. With a new principal in the 2016-17 school year as well as with redefined assistant principal responsibilities, new operational practices and decision making protocols have been introduced, with positive reception. The Burlingame staff credits the current principal for bringing in structured stability for their positive collaboration.

Support of Professional Development/Learning and Measurable Effect on Student Learning

The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

BHS has built an effective and supportive culture for professional development and teacher practice. During the 2011-12 school year, the SMUHSD initiated specific teacher leadership roles including a Professional Development Coordinator and Instructional Technology Coordinator to provide schoolwide professional development and individual teacher support (PD and ITC TOSAs).

Staff has been working in Professional Learning Communities, mostly department based. Work includes Instructing Meaning literacy strategies, use of instructional technology and 1-1 carts, and Common Core and Next Generation Science Standards.

PD and ITC TOSAs work closely with site administration to plan out school improvement efforts and initiatives in accordance with built in collaboration time, professional development days and off-site PD opportunities. PD and ITC coordinators organize full-day site-based instruction days based on the priorities of BHS, as well as requests from the staff. Following all professional development days, faculty and staff are given a survey evaluating effectiveness. Data collected from this survey is used to plan future PD opportunities.

There are also two SMUHSD district-wide PD days that are organized by District Coordinators and/or Discipline specific councils.

In addition to site based teachers on special assignment (TOSA), District Coordinators provide professional development for new teachers, subject specific practices, teacher shadowing and after school professional development. For the past few years, additional professional supports have been offered for teachers on a voluntary basis such as the Humanities Institute offered during June of 2017.

BHS has built collaboration time every Wednesday from 8:00 to 9:00 am. This time is used for whole-staff meetings and the rest of the time is directed by teachers in departments. In addition, BHS receives funding from the District and from the BHS Parent Group to support course-alike collaboration or off-site professional conferences. Common prep time has also been a growing priority for course alike PLC's with several course alike teams having common prep periods.

BHS also has three teachers working as an Instructional Coach for teachers on evaluation cycle. Instructional coaches support teachers on full evaluation and provide mentoring to new teachers

in efforts to support best instructional practice and increased student engagement and student learning. The teachers cite that this is a valuable tool for a continuous learning cycle in teaching.

Additional supports for professional development include Peer Observation Weeks in the Fall and Spring semesters. This is a new work in progress.

One-to-one Computer Adoption provides at least one full day of training before the school year, as well as ongoing support and accountability during each year.

The Visiting Committee confirms the concerted efforts to hone professional development to meet the LCAP and SPSA goals. Importantly, the Visiting Committee notes that BHS continues to see positive trends in student performance data overall. The Visiting Committee agrees with the staff that there is room for more specific and targeted professional development in response to the achievement gaps seen in the subgroups; teachers have the will and are now figuring out the how.

Supervision and Evaluation

The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

The SMUHSD is piloting a new evaluation system in which instructional coaches are utilized to provide support to teachers under a full evaluation (every four years for tenured teachers and yearly for probationary teachers). Teachers on evaluation periodically receive feedback from Instructional Coaches and the administration helps guide the teacher as the school-year progresses. This is valued by the teachers.

Classified staff are assigned and evaluated by a direct supervisor from the administrative staff. New classified staff members are evaluated on a 30 day, 60 day, and 6 month schedule prior to becoming permanent employees. After the initial evaluation period, all Classified staff are evaluated yearly using a rubric with additional space for evaluator feedback in areas of strength, growth and improvement as warranted. In addition, the District Office organizes two Classified PD Days for all classified staff.

A5. Resources Criterion

- *To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

Allocation Decisions and Their Impact

There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Burlingame High School's resources are allocated in accordance with school and District

priorities as outlined by the District LCAP and BHS SPSA. Site administration, the Curriculum Council and the School Advisory Council are responsible for assuring school goals are supported through specific actions and available site resources.

Practices

There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Prior to adoption, District Fiscal Services meets with all departments and sites to obtain input for the budget. The budget is developed in a timely fashion and presented to the governing board and public as required. The budget is audited annually by outside and independent contractors.

Accounting staff is trained to execute procedures designed to ensure internal controls and proper financial reporting. Furthermore, accounting staff are professionally developed throughout the year to expose them to the latest accounting practices. Burlingame High School has a site specific accounting technician who also works closely with the BHS Parent Group to assist with their funds control and distribution.

The SMUHSD provides the BHS principal with an annual budget which is then distributed among the department chairs. BHS department chairs work within their budgets to facilitate their classroom environments, generate projects, and conduct their curriculum for the year.

Facilities

The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

All site buildings were modernized through the community support of three separate bond measures over the past 12 years. The original main school building, library, C and D wings, and student cafeteria were remodeled. The F-Building was constructed. BHS is ADA compliant. The BHS Health Aide keeps and distributes keys for students who need to access the elevators. The custodial and maintenance staffs at BHS are responsive but staff notes that heating and cooling issues are common in parts of the school. District is aware and it will take District resources to resolve this problem.

Instructional Materials and Equipment

The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective. The SMUHSD maintains high quality instructional materials for all students in all subjects at all school sites. Burlingame High School complies with the Williams Settlement requirements.

Well-Qualified Staff

Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

LCAP Goal #1 identifies a high quality staff as a priority. Resources to accomplish this are

adequate.

Burlingame High School teachers are able to attend professional development focusing on English Language Development (EL Achieve), Next Generation Science Standards, Advanced Placement classes, and other areas of need and interest. Teachers are also funded for collaboration in PLCs for the creation of curricular/pacing maps, Unit Guides, common assignments and assessments, and common grading practices. New teachers are supported and those in their evaluation years are provided with coaches.

Long-Range Planning

The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

The District and the school show commitment to the alignment of the LCAP with resource allocation. Programs, positions, professional development that are funded by the LCAP and supported in the SPSA show that resources are allocated to the specified goals. The communication processes are in place and like any LEA and school, it is a work in progress. SMUHSD and BHS show integrity and alignment in their processes.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- ❖ BHS has a highly collaborative culture as well as existing frameworks for departments and professional learning communities to work together. There is a sense of renewal for shared work with trust and transparency among the staff.
- ❖ BHS strongly values professional development by building professional development into the school year, using the Professional Learning Communities model for looking at student achievement, using instructional coaches to support faculty on evaluations, and beginning to grow the staff culture for Peer Observation Week.
- ❖ BHS works in close partnership with parent, community, and business stakeholder groups who generously support schoolwide and specific interests to support student life.
- ❖ The administrative and teacher leadership work collaboratively, supported by the District leadership, with a keen eye on the LCAP goals.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- ❖ The Visiting Committee agrees with the school that a new principal and administrative

team are working with faculty and staff to establish protocols for assessment of student performance, data priorities, building consensus, and for decision making, as well as continuing to emphasize the building of a more cohesive and connected school culture. There is room to better develop improved communication and stronger alignment of priorities between the SMUHSD and BHS.

- ❖ Additional involvement from underrepresented stakeholders would benefit Burlingame High School. Such involvement includes communication in accessible ways, in various forms (online, phone, written, in-person).
- ❖ The data provided in the Self-Study is summative, understandably so, however, the use of more specific, timely, and formative data is not regularly integrated into instructional practices across the campus. The use of this data will effectively and quickly help to adjust tiered supports (helpful for Tier 1) for underperforming subgroups/individuals.
- ❖ Teachers have the will and the human capital to create more inclusive and culturally relevant learning communities; professional development that will support this work should be continued.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- ❖ BHS's revised mission, School Goals and Learner Outcomes are in close alignment with the District's LCAP. There was robust input by all stakeholder groups to these living documents and they will provide clear direction for the school moving forward.
- ❖ BHS cites and parents concur that the communication and collaboration between various groups who make up the Burlingame school community are frequent and meaningful. Site administration, school leadership teams and parent groups form a strong partnership.
- ❖ The Latino Parent Group would welcome opportunities to provide input and feedback to the site's decision-making leadership groups. Parent groups should reflect the diversity found in the student body.
- ❖ It is unclear how much the staff systematically uses formative data to assess the progress of Hispanic, EL and SPED students.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

- *To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*
- *To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?*

Burlingame High School uses current educational research to maintain a viable, meaningful instructional program that prepares students for college, career, and life. In particular, BHS faculty has embraced the professional learning community (PLC) model as a means of developing curriculum and its subsequent refinement to facilitate and advantage student learning.

Under the district umbrella, SMUHSD’s Professional Development team has taken the lead in assisting teachers in this transition to a CCR standards-based curricular program by providing support, training and resources related to content specific knowledge and practices. Certainly the district’s leadership in strengthening expectations, subsequently making professional development days a regular part of the contract year. Moreover, the site leadership has established the practice of encouraging both course-alike and vertical teams to take advantage of site funded release days that provide faculty time to develop new curriculum and reflect on refinements moving forward.

The Visiting Committee observes that while BHS faculty have begun some implementation of alternative methods of assessment, both formative and summative, greater coordination between various TOSAs would benefit the site.

Students often take practice or “pretend” assessments that offer learners the chance to understand where gaps in their learning appear, and to note trends in those gaps. Such practices demonstrate one of the critical ways in which faculty seek to further individual student ownership of their education at BHS. As such the use of formative assessment to drive curricular planning is somewhat evident.

Additionally, teachers embed language in course specific content as the result of the Constructing Meaning summer institute which brought together teachers to establish and implement common academic vocabulary. Seen throughout BHS classrooms are Constructing Meaning anchor charts prompting all learners to engage in academic language. Classroom visits confirm student use of academic vocabulary during both guided practice and collaborative work sessions.

Academic and College- and Career-Readiness Standards for Each Area

- *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility*

requirements for “we labs” are met for all science courses.)

Burlingame High School has defined Academic Standards and College and Career-readiness Standards in most content areas. Departments are in different places in this work, and most have identified CCR and content standards. Collectively, faculty are clearly eager to continue this undertaking.

Congruence

- *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

At Burlingame High School, there is congruence between the actual concepts and skills taught the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. In particular, the Burlingame High School CTE courses use of the 11 Components of a Highly Effective CTE course are in evidence across the department.

Core academic departments also include relevant learning activities to empower student learning. Classroom observations confirm such congruence. Additionally, there is some evidence of integration and alignment among academic and career technical disciplines throughout the curricular offerings.

- *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

There is integration and alignment among academic and career technical disciplines at Burlingame High School and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

The Visiting Committee notes that across most content areas there is noteworthy integration between departments and alignment within departments. As evident in the Curriculum Focus Group meeting, the Visiting Committee observes that efforts to integrate curriculum between various departments have begun.

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

BHS articulates regularly with feeder schools, local colleges and universities, and technical schools. In addition to math assessments to place student appropriately in 9th grade, BHS has in place a universal social emotional screening. Academic counselors regularly review these data to assist in ongoing course placement.

The process by which BHS uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program is not clear. More district coordination along these lines

would benefit the site and the students it serves.

B2. Access to Curriculum Criterion

- *To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?*
- *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Most students at Burlingame High School are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options including college advising and career exploration. Burlingame High School is an open access school in that course selection may be determined by student and family choices. A review of the course selection process supports this finding. There is room to provide prescriptive direction to students in order to reduce the disproportionality in enrollment in AP courses that the Self-Study document identifies.

Moreover, the BHS Counseling department works closely with BHS teachers and department chairs to ensure that all students have access to information about all courses offered at BHS.

Accessibility of All Students to Curriculum

- *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that include real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

At Burlingame High School, a rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Real world applications feature predominately throughout most classrooms. The site visit confirms that a rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all BHS students through some courses/programs offered with opportunities to revise and redeem failing coursework.

Student-Parent-Staff Collaboration

- *Evaluate to what extent parents, students, and staff collaborates in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

The Visiting Committee concurs that students and families have a variety of methods to access information about the courses they choose to take in order to meet SMUHSD graduation requirements; web-based information, classroom visits, individual meetings, peer reviews, electronic messaging, Naviance, and parent education distinguish these efforts.

Nearly all of the courses offered at BHS fulfill the UC/CSU a-g requirements, allowing most students access to courses that will help them meet college entrance requirements. Students who complete their courses with grades of D or F have the option to remediate their coursework with their OnSite Course Recovery class or with community college partners, enabling BHS students to recover courses needed for college entrance.

Post High School Transitions

- *Evaluate the effectiveness of the strategies and programs to facilitate transitions to*

college, career, and other postsecondary high school options.

Burlingame High School implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options. The extent to which these efforts are effective is unclear.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**Areas of strength for Standards-Based Student Learning: Curriculum (if any):****Strengths**

- ❖ BHS teachers facilitate real world applications of curriculum by facilitating opportunities for students to apply relevant concepts and themes to the world around them.
- ❖ BHS students receiving Special Education services have access to CP courses.
- ❖ BHS Students are offered a wide variety of Career Technical Education and Visual and Performing Arts classes that teach applicable skills with help from local industry professionals.
- ❖ Several departments at BHS have made a concerted effort to increase the articulation of curriculum across grade levels and disciplines. This process is in the early development stages as teachers have initiated collaborative discussions.
- ❖ BHS faculty ensure that students utilize academic language and content vocabulary in both teacher led discussions and student collaboration.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- ❖ While teachers have efficacy in their classrooms for student preparedness, there is room for more collective and systematic support in order for each and every student to reach the belief that s/he can access post-high school success.
- ❖ BHS should continue to improve vertical alignment with feeder schools, particularly with regard to academic and career ready skills such as time management and organization in order to prepare learners to reach their full potential in high school.
- ❖ Curricula materials should reflect the diverse cultural and linguistic background of the BHS student population.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- ❖ Extensive use of shared academic language and content specific vocabulary by both students and teachers is clearly evident in all classrooms, and is to be commended.
- ❖ Curricula design incorporates real-world connections in a holistic manner.
- ❖ Shared agreements about classroom behavior enables all learners to better access the curriculum.

- ❖ The district provides funding of the PSAT; additionally scholarships are available for students with financial needs so that aspiring scholars can sit for college placement exams.
- ❖ Several departments have begun work to integrate curriculum across their respective content areas in an effort to boost student engagement and achievement.
- ❖ The overall focus of the curricula across the school is singularly focused on traditional materials that do not always reflect the lived student experience.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

C1.1. Indicator: *The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.*

Based on the WASC report, BHS challenges students and creates learning experiences for its students in numerous ways which varies by department. Chapter 3 Section C consists of a department by department breakdown that articulates strategies, collaborations, curriculum and supplementary materials utilized by each: The math department has recently adopted new math books that include College Board created materials that support AP success. The Social Studies department focuses heavily on writing and constructing responses in the DBQ format. Through differentiated instruction and focused group work, VAPA students are exposed to many cultures and time periods of people throughout the world. AP Art students are challenged to take on social issues and express their thoughts and opinions through art. In English, students are encouraged to pursue topics of their interest and the scope and sequence of courses are laid out in a way that is intent on creating access for more students to enter into AP courses. The World Language department offers Spanish, Italian, and Chinese. Common throughout the World Language Department is the use of technology and activities that include reacting to real life prompts, completing tasks in written and oral form, analyzing short stories, role playing and interpreting audio sources like news and TV shows. The Science department embraces the use of varying teaching strategies while maintaining continuity in its core curriculum package that includes labs, activities, and assessments. To address the needs of special education, the SPED department makes efforts to enroll many SPED students in general education courses through the support of Directed Studies courses. The SPED department also practices co-teaching courses and enlists the help of paraeducators where necessary to provide support to students. The SPED ATC program aligns its functional curriculum with the domains of the local regional center as well as, SEIS transition plans. The Health department works at the same pace and scope and have aligned their instruction to develop student empathy, knowledge, and depth of understanding regarding living a healthy life. The Physical Education department emphasizes instruction in the areas of physical fitness, socialization, teamwork, sportsmanship, health concepts, movement skills, and the knowledge and rules of various activities. Career Technical Education offered at BHS includes Arts, Media, and Entertainment, Building and Construction, Hospitality, Tourism and Recreation, and Information and Communication Technologies Pathways. BHS concluded in their self-study that teachers and support staff deliver engaging, rigorous, and relevant curriculum to all students.

BHS teachers reported that they understand the desire from some stakeholders for honors level classes. Teachers affirm that the college preparatory classes offered at BHS have high expectations and rigorous standards for all students. Staff are also concerned that if an honors program were to be established at BHS, that current achievement divides would widen further. There is currently one honors option offered for native and fluent Spanish speakers. This class teaches these fluent speakers the academic skills that will enable to move to a Spanish AP class

at some point in their high school careers. There were a few teachers who reported that they do encourage specific, well-performing students to enroll in AP courses.

Student Understanding of Learning Expectations

C1.2 Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

There are a variety of ways that the Burlingame teachers communicate the expected performance levels and standards to their students. With the use of PLC time, the departments are establishing more common rubrics, and some departments are using standards-based grading practices. The English department in particular is using successful student work as “text” to increase achievement. Many teachers allow revisions to improve. This is an area of strength for the school.

Differentiation of Instruction

C1.3. Indicator: *The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.*

Reported strengths in curriculum that are consistently found in many departments are differentiated instruction, varied learning activities, and many opportunities to write. BHS is well stocked in technology and it is apparent that technology is used throughout the departments and takes on many formats including podcasts, web supported materials, trivia apps, interim assessments, and textbook supplements to name a few. Students in many classes are able to use web-based online supports to review or preview curriculum.

BHS teachers indicate that they use some methods to differentiate their instruction. The introduction of technology in the classroom and various multimedia platforms have enabled teachers to provide a multitude of learning opportunities for a range of differently abled students. In the Chemistry classes the teachers use an online lab simulation as a supplement to in class labs. This enables struggling students to review the information in a visually friendly way and allows the high achieving students to practice these lab skills in a theoretical environment. Some teachers are using technology and multimedia to allow options for students to choose from when assessing learning. In some literature classes, teachers will offer the option of handwritten assignments or video recordings for students who are inclined towards verbal processing. In the math department, teachers will assign big tasks/skill one day and then take the next class period to break down that skill into parts which allows teachers to help students who are struggling.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

C2.1 *Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.*

Teachers at Burlingame High School are current in the instructional content taught and research-based instructional methodology, including the use of multimedia and technology.

Ongoing professional development and attending conferences is common practice throughout the campus. All departments appear to use technology extensively to support students in learning, staying in tune with recent lessons, and for assessment. Students can keep track of their grades and assignments via SchoolLoop and often complete assignments using Google Docs. The CTE department uses a variety of instructional strategies including multimedia presentations, demonstrations, student-led instruction, students independent research, interactive, hands-on demonstrations, and group collaboration. The self-study purports numerous ways in which BHS creatively uses technology to support student learning and to aid in the differentiation of instruction. The implementation levels are varied across the school.

C2.2 Teachers as Coaches: *Teachers facilitate learning as coaches to engage all students.*

BHS teachers cite numerous ways that they coach students, as part of the range of classroom methodologies used. Each teacher, each department cite pedagogy that create more opportunities for students to learn as they do, with support by the teacher alongside. Some highlights include the use of shared Google Docs that give Social Science instructors opportunities to monitor progress and provide timely feedback and suggestions. At many levels, students in English classes at BHS are engaged in self-reflective practices to help them track skill development, and to set appropriate goals for themselves. The majority of the work in the Arts is project-based. VAPA students are taught constructive critiquing techniques to support and challenge each other as they develop their work. There are more project-based learning in science classes, with the teacher at the side and not the front of the classroom. Students work in groups to design, develop and execute projects while CTE teachers work with these groups to build skills and refine their products. The Visiting Team Members' classrooms visits tended to witness a more traditional approach, however, in more classrooms than the Self-Study would indicate, math being the most traditionally taught. Teachers in all disciplines are well prepared in their fields and work tirelessly to establish strong teaching relationships with their students. They use a variety of teaching methodologies; the differentiation found in the co-taught classes are models. There is a reliance on more traditional pedagogy in many classrooms.

Students at Burlingame High School experience a variety of instructional strategies: lecture, small groups, reciprocal teaching, Socratic Seminar, hands-on learning, job shadowing, "flipped" classrooms among others. There is also a variety of technology use in classrooms. Further teacher collaboration and professional development will grow this use across the departments so that all students will benefit from 21st century teaching strategies. The reliance on the more traditional methods seems to be prevalent.

C2.3 Examination of Student Work: *Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.*

The BHS staff, in their Self-Study, reported numerous and varied ways that they ask their students to show mastery and extend learning. The Visiting Team did not examine hard evidence of these claims but in speaking with many teachers, recognize that the teachers are skilled in finding ways to get their students to apply what they have learned and ask levels 3 & 4 Depth of Knowledge questions.

C2.4 Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Students at BHS are able to demonstrate higher level thinking and analysis through conversations and classroom observations. Students are extremely aware of the world around them including an understanding of what teachers would like them to learn both academically and personally. The students observed and interviewed were able to demonstrate problem-solving skills with regard to issues that they see around their campus both for academic and culture situations.

C.2.5 Students use technology to support their learning.

Students utilize a variety of technology and multimedia in order to access and demonstrate their learning. Students have access to laptops or a computer in the majority of their classes. This enables students to work collaboratively on assignments with peer and teachers. This opportunity to use technology and multimedia more frequently also allows students with different learning needs a better means to approaching their education.

C2.6 Students use a variety of materials and resources beyond the textbook.

Burlingame students experience learning through a variety of texts, in addition to course textbooks throughout the curricula. Teachers use primary sources, real-world expository text, online materials, among others to form a strong base of resources. The VC concurs with the descriptions by the staff in the Self-Study.

C2.7 Real World Experiences:

All students have access to and are engaged in career preparation activities.

All students at BHS have access and opportunities to explore career aptitude and readiness. The College and Career Center provides many different forums for students to explore options for their future.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**Areas of strength for Standards-Based Student Learning: Instruction (if any):**

- ❖ BHS teachers truly care about their students and their subject matter and are dedicated to developing passion and the joy of learning new things.
- ❖ Recently developed culture of collaboration on campus through the PLC model.
- ❖ Teachers make efforts to build and maintain connections to students' lives and to engage students through content and instructional practices.
- ❖ BHS teachers are working to use a wide variety of instructional practices and tools to differentiate instruction for diverse student learners (lecture, small groups, reciprocal teaching, Socratic Seminar, hands-on learning, job shadowing, "flipped" classrooms, multiple learning modalities.
- ❖ Staff have embraced the integration of technology as an effective tool for learning.

Key issues for Standards-Based Student Learning: Instruction (if any):

- ❖ Additional classroom academic support would benefit English Language Learners' access to course material - the elimination of the ELD program has played a part in this.
- ❖ BHS teachers would benefit from continued professional development in the area of differentiated instruction to meet the learning needs of each and every student, so that all teachers, across all subject areas grow in this practice.
- ❖ BHS should work on developing analysis of both formative and summative assessment data with the goal of using those data to extend and deepen instructional practices.
- ❖ Continued collaborative work among teachers will create the conditions for increased use of the more constructivist pedagogies (coaching, project-based, student-centered) many that are cited and used but not spread throughout the school.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- ❖ Teachers and support staff at Burlingame High School deliver engaging, rigorous, and relevant curriculum to all BHS students. BHS students are challenged in all course types. Teachers in diverse subjects, from AP Computer Science to Studio Art provide detailed and sophisticated rubrics that clearly outline high expectations and establish key instructional parameters. The large majority of assignments have real-world applications and students are engaged in the process, take pride in their work, and continue to achieve at a high level.
- ❖ Students at BHS have a wide range of abilities and strengths and teachers differentiate instruction across the curriculum. Teachers in all disciplines take their role as "coach" seriously and provide an array of scaffolding, accommodations, and modifications to ensure that all of our students can learn at a high level and succeed, regardless of learning differences. To this end, the Special Education department keeps General Ed teachers informed of the intricacies of IEPs and helps them develop effective instructional modifications. BHS teachers also expertly differentiate for the general education

population (including but not limited to 504s and ELs) on a day-to-day basis. English teachers, for example, often differentiate through offering multiple essay prompts that encourage students to take agency over their own learning experiences. Students working at advanced levels are encouraged to challenge themselves and take up more difficult tasks.

- ❖ BHS students are engaged in the classroom because of dynamic, knowledgeable instructors who encourage real-world application in all courses to solve problems beyond campus. This “problem-solving” approach can be seen in every classroom, from the Social Science teachers developing key civics skills--to the CTE department providing early career training--to the Special Education ATC students working in the local community.
- ❖ Teachers in all disciplines at BHS combine traditional textbooks with a range of non-traditional and technological resources to enhance instruction and create relevant and authentic learning experiences. The span is wide: on one day, an English classrooms may be listening to a podcast while the Culinary Arts class watches a local professional chef demonstrate cooking techniques. Teachers also leverage technological resources to deliver state-of-the-art instruction. As BHS increases moves toward full 1:1 computer access in each classroom, our teachers now incorporate technology into nearly every day’s instruction. Teachers use Peardeck, Quizlet, and Kahoot, as well as the more established suite of Google products that teachers have been using for several years.
- ❖ Classrooms visits by the Visiting Team saw a preponderance of more traditional teaching methods and more didactic pedagogy and less so teachers using more constructivist pedagogy. While very brief classroom visits do not tell the whole story, overall, students were more passive than active learners in the majority of classrooms visited.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

- *To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?*

BHS uses effective assessment processes to collect, disaggregate, and analyze student performance data. Various disciplines and departments actively employ these processes.

Most Burlingame High School students take at least one of the following exams: CAASPP and AP. At the beginning of each school year, administration disseminates results to staff for analysis.

The various departments at BHS then use the results to help drive instruction for the year. Burlingame High School uses Schoolloop to keep students, parents, teachers, and administrators informed of student progress by posting grades and allowing for email communication between students, parents, and students. BHS Students whose grades are cause for concern can be referred to the Academic Center, held after school in the Library, which offers tutoring help from both adults and peers.

For example, the BHS English Department uses formal and informal formative assessments to track students' progress on important skills. English teachers use technology such as Google Forms, Socrative, Pear Deck and Newsela to efficiently collect data on student progress and to inform and target instruction.

In addition, the counseling department at BHS monitors the various subgroups of students to ensure students complete the appropriate coursework and are meeting all graduation requirements.

Burlingame High School informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes. All departments at BHS employ this process. Across the board, each department utilizes Schoolloop in order to keep parents and students informed. This helps to develop understanding with regard to student progress and achievement.

BHS has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored. Burlingame High School mails home a report card to each student every six weeks. Additionally, teachers use Schoolloop which allows students and parents to monitor student progress for grades and assignments. Some teachers are piloting the use of the Canvas platform to replace Schoolloop for grades and assignments. Counselors meet with all grade levels to review each individual student's college and career planning. During the 9th grade year, counselors meet with classes to review their transition to high school, study skills, and academic

preparedness. During the 10th grade year, all students complete a four-year plan to monitor their progress towards high school graduation. During the 11th and 12th grade years, counselors meet individually with students to monitor progress.

The Counseling Department has also sometimes used the online program Naviance to allow students and families to monitor their four-year plan, as well as provide students with career interest inventories. Through Naviance, students are able to coordinate their college applications, letters of recommendation, and transcripts. Individual curricular departments are continuing to develop their standards-based instruction connections through continued collaboration, Professional Learning Communities (PLCs), and professional development. Some departments are starting to implement standards-based assessments and policies regarding retaking tests.

The staff has continued to look at data to better inform their individual and collective practice. Counselors regularly obtain the “D/F list” after each grading period to follow up with each individual student. BHS teachers have received their “mark analysis” reports to better inform their discussions and collaborations with colleagues.

Teachers from various departments reported using the D/F lists to adjust what they are doing in their classrooms. Many departments have developed strategies and policies to allow students to retake tests or do test corrections to raise their grade.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

- *To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?*
- *To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?*

Teachers at Burlingame High School employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Across departments, teachers utilize strategies such as exit tickets, technological games such as Kahoot, PearDeck and Quizlet in order to check for understanding and monitor growth.

At Burlingame High School, teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches. Teachers use feedback from “checking for understanding” and formative assessment during class to adjust instruction in real-time to meet student needs. Individually and within PLCs, BHS teachers review both formative assessments and summative assessments to adapt and modify future instruction.

Student feedback at BHS is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Across many subject areas, teachers are building student self-evaluations and reflections into

their unit plans. These are included as part of their writing portfolios and other formative assessments.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

- *To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

School Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

At Burlingame High School, and within the SMUHSD, the following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business community. BHS holds weekly meetings known as Student Review Team (SRT) with representatives from academic counseling, BHS administration, the BHS Health office, attendance, Special Education, the BHS School Resource Police Officer, the Dean of Students and Wellness counseling to discuss students of concern. These individuals collaborate as a team to come up with a plan to support students in the specific challenges that they are facing.

Special Education teachers maintain frequent contact with parents via phone calls, emails, and conferences.

At Burlingame High School, parents are involved in the assessment and monitoring process of student progress. Parents use Schoolloop to regularly monitor their student's progress in each class. Conferences (by phone or in person) with teachers discuss student progress in greater detail. Parents share with teachers and administration any concerns they have.

Students at BHS are involved in the assessment and monitoring process of their own progress. Students check Schoolloop on a daily basis to monitor grades and assignment. Students appreciate the use of formative assessments in classes to help them monitor where they are in the learning process.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Burlingame High School regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas. The implementation of Common Core, writing, language development and the use of academic language are prevalent across disciplines.

At BHS, English uses district-wide testing results, data which includes grades from the previous semester or school year, CELDT, and SRI scores for 9th graders to determine which students can benefit from different support classes such as Co-taught classes, Guided Studies or Directed Studies.

Teachers within the English department at BHS regularly examine and analyze standards-based, curriculum-embedded and standardized assessments for English language in PLC teams leading to assessments, curriculum design, and instructional practices that are shared and entered into live unit calendars. Teachers revise the unit calendar, adjusting assessments and assignments for clarity and specificity. English assesses the implementation of Common Core, writing, language development throughout each grade level using Common Core writing rubrics, common assessments, and a variety of technology-based formative assessment platforms such as PearDeck, Socrative, and Google forms and synthesizing within these sources along with student writing samples to determine necessary changes to curriculum and instruction in order to reteach concepts towards which students are still developing competency. This gathering of data also allows PLC teams to target instruction for students who are particularly struggling, set up Office Hours meetings, make phone calls home, communicate with Directed Studies Teachers, Guided Studies Teachers or case managers and create differentiated plans or timelines to help students get on track and learn the critical skills being assessed.

The BHS Math Department regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas. With the implementation of Common Core, writing, language development and the use of academic language are prevalent across disciplines. The Math Department adopted a new curriculum for Algebra 1, Geometry, and Algebra 2 that incorporates writing in the course. Math students are expected to explain their reasoning using academic language in embedded assessments, in addition to during homework and summative assessments.

The report does not appear to include evidence of specific data regarding instruction of English learners. The visiting committee has not found evidence to show that there has been significant work around analyzing assessment data for English learners. BHS does not currently have an EL program on their campus.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

Burlingame High School uses assessment results to make changes in the school program, professional development activities, and resource allocations.

For example, the English department reviews a list of students performing at the D and F level to determine which, subsets of and individual, students are struggling to achieve mastery of the Common Core Writing Standards. Using these measures, as well as unit assessment results, PLCs design and participate in professional development to address apparent student needs, such as culturally diverse and relevant curriculum (i.e., discussion of the potential for selecting new novels).

To continue cultivating optimal opportunities for student to practice skills and demonstrate mastery, English allocates resources towards PLC planning time. PLC's, e.g., pull-out

days/hours, to analyze assessment data, plans for re-teaching emerging skills, selection of new sociocultural relevant fiction or nonfiction texts to increase student engagement, backwards plan units, and benchmark assessments to ensure adherence to social justice, Common Core Standards and continuity within respective grade levels.

Most departments at BHS meet during PLC's and other PD days where they spend time looking at student work and common assessment data. The teachers use this data to adjust their instruction strategies and provide opportunities for reteaching of material.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

At Burlingame High School, teachers are regularly monitoring and reporting student progress to all stakeholders. The data collected from this process is used to evaluate curriculum and instructional practices. Teachers at BHS use Schoolloop, Canvas (pilot phase), and websites to communicate information to all stakeholders (students, parents, and community members). Teachers update grades and assignments in Schoolloop and Canvas on a regular basis so students and their families have access to their grades online. Several teachers are piloting Canvas, which will be adopted by the district in the 2018-2019 school year. Every six weeks, the school sends home grade progress reports. Departments also periodically analyze grade distributions to determine which students might need additional support and to ensure reasonable departmental equity in the grading process.

Professional Learning Communities have become a part of the Burlingame High School culture, with departments at various stages of implementation. Teachers are encouraged to share best practices with their PLCs and analyze data to determine the effectiveness of those practices. Teachers in many departments use common assessments and common grading practices to evaluate student performance, and they regularly review performance data to determine whether students have met learning objectives.

BHS employs an array of assessment tools. Departments use a variety of technology platforms including Gradecam, PearDeck, TimeToast, WebAssign, Quizlet, Lon Capa, Google Forms and Socratic seminars to quickly assess students. Oftentimes, students know their level of understanding immediately following the formative assessment due to the use of technology to deliver the assessment. Teachers use this data to reshape lessons when necessary.

Burlingame High School leverages several online systems (Aeries, Schoolloop, Canvas, and Sportsnet) that allow stakeholders real-time access to student information, attendance, assessment results, and class grades/assignments. Faculty and staff regularly examine and analyze standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas. With the implementation of Common Core, writing, language development and the use of academic language is prevalent across disciplines.

Burlingame High School uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process. Professional development opportunities change regularly based on the needs of the students and faculty/staff. Teachers are trained in how to use our online systems efficiently and effectively in terms of assessment and data collection.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- ❖ Over the last three years, BHS continues to improve the number of students passing AP exams.
- ❖ There is schoolwide buy-in and active participation in Professional Learning Communities.
- ❖ Many departments are using and/or experimenting with a variety of ways for students to revise/redeem their grades.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- ❖ There is a disproportionality in the number of students in certain subgroups who are completing A-G requirements.
- ❖ Remediation for students not meeting standards can be more powerfully supported with more robust checking for understanding throughout daily lessons, and by embedding more remediation strategies during the school day.
- ❖ Research based tools for formative assessments should be utilized in all departments to give more timely data to teachers about their students' progress in learning. Teachers would be able to more accurately adjust instruction based on the results.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- ❖ Teachers at BHS use a variety of some formative and summative assessments. Most departments use common assessments they have developed and subsequently discuss and compare the data gathered through these assessments in their Professional Learning Communities.
- ❖ At BHS teachers use the idea of “revise and redeem” in order to help students improve their grades on larger assignments. This practice appears to be unevenly implemented throughout the school, with the World Language Department the exemplar. During the focus group teachers gave examples of contracts and agreements they have students fill out showing that they have better prepared themselves to retake a test. English teachers give students opportunities to rewrite essays to improve their grade and work towards mastery.
- ❖ There is a clear disparity with regards to the number of minority students taking AP classes and meeting the A-G requirements. More work needs to be done in this area.

Many teachers reported that office hours are under utilized by students and believe moving it to the middle of the day may help to ensure more student participation.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Regular Parent Involvement

- *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking parents, special needs and online parents.*

Burlingame High School has a variety of strategies to engage families, local businesses and the community around the school. BHS utilizes their website as a way to highlight school events and achievements as well as to communicate with all stakeholders about opportunities to engage in the learning and teaching process that occurs at the school. Many of the stakeholders have websites of their own including the parent support group, the counseling department and athletics department.

BHS hosts a Back to School Night in the fall for parents of current students and they also host an Open House during the Spring semester which is open to all current and prospective parents/guardians. This Open House gives parents/guardians an opportunity to visit classrooms, talk with teachers and hear about the various programs that BHS offers. In addition to these events, the counseling department offers several parent/guardian events throughout the school year. The topics for these events range from academic support and awareness to information from the schools Wellness team which provides support for the mental health of students. The counseling team also partners with organizations and agencies in the community to provide a depth of mental health support to students who require it.

Burlingame also employs a Family Engagement Coordinator who primarily works with Latino families and other non-English speaking families. This coordinator helps to run the ELAC (English Learner Advisory Committee). This committee advises and works with the school administrators and staff on programs and services that are beneficial to students who are English Language Learners.

The parent community at BHS is very active. They host several fundraising event throughout the school year, the money from those events goes directly to programs at the school and is intended to benefit students, teachers, parents and administrators. The parent group communicates regularly with the parent population through weekly emails, monthly newsletters and the creation of a student directory called Buzz Book. Parents also volunteer their time to host

appreciation events for the staff, work in the computer lab and the library. Two of the school's programs, PAWS and EXPLORE, have coordinators and those positions are fully paid for through the Excellence Fund that is run by the parents group.

BHS hosts a variety of guest speakers and discussion groups for parents to keep them informed about issues that relate to their student. According to a recently administered California Healthy Kids Survey more than 50% of parents for 9th and 11th grade students feel included in the BHS community. This same survey also indicates that more than half of parents feel like their concerns are taken seriously by the staff and that teachers communicate with parents about what students are expected to learn. There was not any indication of the survey taken by or disaggregated by the school's key subgroups, particularly Latino, a group the school has identified as one needing more support. Parent feedback during the WASC visit from this group spelled out their frustrations of lack of inclusion and voice.

Use of Community Resources

- *Evaluate to what extent the school solicits and employs businesses and community resources to support an extended learning. Determine how effective community member's expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Burlingame High School's College and Career Center has many programs and services for the students and the Burlingame community. In addition to traditional services, the CCC houses two community based programs, PAWS and EXPLORE. PAWS stands for People, Action, Work, Service and provides students with service learning opportunities that foster academic and personal growth, as well as an increased civic awareness. Any student who completes more than 100 hours of community service in their four years at BHS will be awarded on Senior Awards night with the Golden PAWS award. The College and Career Center also houses the EXPLORE program, which stands for Exploring Pathways Learning Opportunities Real Experiences. This program works closely with the parent and local community to set up job shadow and field trip opportunities. BHS also has a close working relationship with the local chapter of the Rotary club through the College and Career Center. Members of the Rotary club host a lunch for all incoming freshmen during orientation. Rotary club members also conduct mock interviews and resume education for seniors in Government class. The Rotary club offers two different scholarship programs to support students going to four year and two year colleges after high school. They also offer the Rotary Scholar program to one promising student per year who is selected before their freshman year. The selected student meets with Rotary club members once per year to update them on academic progress, set and reflect on goals. The club donates money every year into a fund that the student then receives when they graduate.

Burlingame also has several programs and clubs on campus that are involved in the community. The Visual and Performing Arts department hosts an Play-a-Thon at the Burlingame train station, and other music groups encourage their members to participate in volunteer opportunities in the communities. BHS also offers CTE courses that utilize parents and communities members to help advise the curriculum for the courses.

E2.1 School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

Safe, Clean, and Orderly Environment

- *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the schools practices and procedures for all aspects of student safety including: effective operating procedures for Internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning*

The Burlingame High School campus is clean and well maintained with repair and maintenance issues responded to in a prompt and efficient manner. BHS Teachers fill out a room safety/hazard checklist at the start of the school year to make sure classrooms are appropriately equipped with safety equipment and that emerging maintenance concerns are addressed. Eyewash stations and other safety equipment are checked routinely and logged in classrooms where they are used. There are concerns that the oldest building, the A building, does not have adequate ventilation or air conditioning in all of the classrooms. During the warmest months, this lack of air conditioning can negatively impact teaching and learning in these classrooms. The District is aware of this issue and understands that the situation is not conducive to effective teaching and learning.

Within the first two weeks of the school year, BHS Administration reviews the code of conduct for all BHS students to review the school policies and disciplinary consequences of violating those policies. Senior students receive a reminder presentation in the Spring, outlining specific disciplinary consequences for their actions. In recent years, the master schedule and student programing procedures have emphasized eliminating gap periods for students during the instructional day. As a result, there have been fewer disruptions by students outside of class when class is in session. A new restroom log in/ log out policy has helped to reduce incidents of restroom vandalism decrease the number of students out of class when class is in session.

High Expectations/Concern for Students

- *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support and caring, learning environment.*

Burlingame High School has experienced a decrease in the overall number of suspensions in the past year from 31 to 25 in keeping with the SMUHSD's goal to suspend fewer students and instead, offer Alternative to Suspension and other behavior interventions. SMUHSD and BHS utilize restorative justice as a part of their discipline system. Saturday school is given to students with more minor offenses. This is a 3 hour long program on Saturdays where the students spend one hour cleaning up the campus and two hours working on homework. BHS is soon planning to introduce a reflection aspect of the Saturday school so that students will get an opportunity to show what they have learned through the experience.

SMUHSD and BHS also offer an Alternative to Suspension that is decided on a case-by-case basis. This involves a student being excused from school for one day in order to attend a class run at the district office. This class educates students on many topics that are common reasons for suspension. This class has a communication aspect where students are expected to talk with the teacher and their peers in the class about their experiences with regard to why they are being disciplined. At the end of the class students are asked to identify one staff member on their campus with whom they feel connected. This information is then shared with appropriate staff at the school site for follow up purposes.

BHS addresses Internet safety in BHS CTE classes, and many 1:1 Program teachers also address it. During a Digital Bridge 1:1 professional development opportunity, 1:1 Program teachers incorporated a mini-unit on digital citizenship, teaching BHS students how to conduct their online presence in a safe and responsible manner. BHS students consider situations where potential employers and educational institutions might be privy to online presence. BHS students learn to leverage their online presence into socially and civically responsible behavior.

The school as a whole, however, does not address digital citizenship for all students. At this time, there is not comprehensive plan to educate all students, but BHS does provide technology guidelines and expectations in its code of student conduct. Digital Citizenship is not universally addressed with all students on a formal basis. CTE students appear to get a direct lesson in this area, and freshmen in health classes are taught aspects of making healthy tech choices during an integrity unit. Other staff shared what they do on an individual basis when it comes to using technology responsibly and what works for them. Overarching for student expectations is the Code of Conduct that all students are introduced to at the beginning of the year in regards to citizenship expectations for students on the whole, not specifically for technology concerns. On the subject of Digital Citizenship, staff indicates that there is a need for uniformity in addressing technology use particularly because the school is headed in a direction of being 1:1 with students and devices.

Burlingame High School administration deals with cases of bullying by interviewing the individuals involved, gathering information and taking various steps including but not limited to: a) mediation between students involved b) parent contact c) Disciplinary non-association contract. Depending on the severity and frequency of each incident, BHS administration can discipline in the form of Saturday work study, alternative to suspension or suspension. Families and students are also referred to Wellness Counselors as well as outside agencies and resources by the school counselors. Data suggests that there is a slight increase in incidents of cyberbullying between 9th and 11th graders. It is important to note, however, that the number of students both in 9th and 11th grade that report experiencing cyberbullying is less than 10%

overall.

Burlingame High School hosts guest speakers and non-profit organizations in order to raise awareness about cyberbullying in particular. The SMUHSD provides an on-going Parent Speaker Series with a multitude of topics covered. There are typically a few different sessions offered at rotating campuses throughout the District each semester and topics have ranged from substance use to cyberbullying.

During a special schedule, freshmen students learn about Growth Mindset and skills that promote confidence, self-esteem, acceptance of diversity and positive communication skills.

The SMUHSD employs a Restorative Justice Coach who facilitates the program on an as-needed basis at each of the campuses, including Burlingame High School. Wellness counselors initially meet with students individually. With consent, they facilitate mediation between students in hopes of resolving conflict. Counselors oftentimes consult with the Dean of Students.

All BHS freshmen take a semester long Health course. As part of the course curriculum, students learn about the consequences of alcohol and drug abuse during a comprehensive unit. According to the Healthy Kids Survey, alcohol consumption is an area of concern for our student population.

The Healthy Kids' Survey indicates that students engage in the regular consumption of alcohol, including binge drinking on a fairly regular basis. The measure of "lifetime alcohol or drug use" jumps from 13% in 9th grade to 61% in 11th grade. These numbers are based on self-reporting data and there is some question about the comfort of 9th graders to indicate alcohol and drug use indicating the increased need for education, awareness and prevention in this time span. BHS Counseling led the first Alcohol Awareness month last April, which included PSAs created by Art of Video Students. One possible explanation is the stress associated with academic and college stressors during the junior year. Burlingame staff has begun the conversation about alleviating some stress so students are less likely to "self-medicate." "No homework holidays" and the promotion of mindfulness are examples. A positive note is that "current alcohol or drug use on school property" is only 1% for 9th grade and 3% for 11th grade, which indicates a safe and secure campus for all students. Unfortunately, the use of vaping devices and E- cigarettes is on the rise, which indicates the need for further education for BHS staff and students.

Atmosphere of Trust, Respect, and Professionalism:

- *To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*
- *Evaluate the degree to which there is of it inns of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the schools leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Each semester, the entire BHS staff and student population participates in disaster preparedness drills with posters explaining the different drills and responses placed in every classroom. BHS

administrators hold meetings annually to review procedures with both classified and certificated staff.

Staff indicated that they would appreciate a text-warning system that gives relevant and accurate information during crisis situations. Additionally, they shared that they want more training for active shooter incidents and that expert advice on the best way to run a lockdown would be beneficial. Due to recent acts of violence in our country, the students compiled a list of questions around particular situations and proper procedures. This list of questions was given to administration and currently admin are working on responding to these questions.

After drills, the staff Safety Team meets to debrief regarding what was executed properly and what could be improved for the future. Questions are also answered and notes are made for future drills and emergency procedures.

Each classroom and office has a red Emergency Bag that contains a variety of supplies for use of during lockdown and evacuation emergencies. Teachers and staff bring their Emergency Bags with them during drills, in order to train them to follow the same procedures during a real life event. When BHS teachers bring a group of students on a field trip, they check-out a First Aid Kit from the Health Office. The kits contain basic supplies, were a student to obtain minor injuries during such an event.

Many staff at Burlingame High School are up-to-date on CPR and First Aid certification. In addition, the campus has five AED machines and two oxygen tanks that a handful of staff are trained to use.

Burlingame constantly fosters an environment of trust, respect and professionalism. The increased use of collaboration time during the late start days is evidence of the staff's desire, ability and positive intent for working together to accomplish their school goals. The English Department cites a valuable weekend retreat they took to collaborate for continuous school improvement.

In a different manner, the staff social committee encourages positive relationship between teachers and staff in different departments. The BHS Wellness Coordinator also hosts lunchtime events for staff members to encourage a sense of community. The staff social committee traditionally plans 3 events per year (beginning of year, mid-year, and end of year). Typically attendance is good at these events, about 25-30 staff members attend of an entire staff of around 100. There are several opportunities for staff to socialize. The Service Committee throws an annual pancake breakfast in the fall semester. Many staff attend this event in addition to parents, students and member of the community. The parent group also hosts two lunches per year for the staff. Staff reported that because of all the separate buildings on campus, it is difficult to get to know members of other departments. Many people reported that they do regularly eat lunch with the other members of their own department. It was reported that Special Education staff do often feel more separated from the rest of the staff. The SPED department hosts its own social events a couple times per year.

Based on a School Safety Survey conducted in 2015/2016 more than half of the staff identify that almost all staff treat each other with respect, that there is a culture of trust and collegiality, and that most adults on campus have close professional relationships with their coworkers. Overall, this survey indicated that the majority of staff find Burlingame a supportive and inviting place to work. 51% of staff feel that they are involved in decision making at school and almost all staff members (89%) feel that they have access to resources and training to do their job effectively. In a school safety climate survey only 28% of staff indicated that BHS is a supportive and inviting place for students.

Burlingame has a Site Advisory Committee (SAC) that meets once per month to discuss a variety of school issues including things that affect student welfare. The group members consist of parents, administrators, teachers and students. This group also makes recommendations to the parents group about how to allocate fundraising dollars.

The teachers at BHS have adopted the principles of Professional Learning Communities (PLCs). These principles include working with course alike teaching teams, sharing data, designing supports and modifying instruction together which in turn creates a culture of trust and collaboration between staff members. Time is set aside twice per month for teachers to meet in their course alike teams and conduct this work. Teachers indicate that moving to the PLC model has helped with staff culture in a healthy way. Teachers now naturally collaborate both within and outside of their own departments. The school and the district also engage in the use of instructional coaches for teachers who are going through an evaluation cycle. This professional development is very useful for teachers to build professional relationships and better their teaching practices. Some teachers also conveyed that with the use of the Instructional Coaches the evaluation system for teachers has greatly improved.

Burlingame High School also has teachers on special assignment (TOSA's) who are assigned to work on Professional Development, Instructional Technology and STEM. These teachers work with district and site administrators to develop and implement professional development opportunities based on student and staff needs and district level objectives.

Burlingame High School is exemplary in building trust and setting high expectations, particularly for incoming 8th graders to the freshman experience. BHS hosts an annual 8th grade family night that serves as the time incoming freshmen complete their course selection and acquaint themselves with the facilities. The Special Education Department conducts a targeted outreach to the middle school so IEPs are articulated prior to students setting foot on campus at BHS. Leadership organizes a buddy program where juniors and seniors are paired with freshmen to aid in their onboarding at BHS. BHS also plans and holds a shadow day for incoming freshmen where students acquaint themselves with the campus and the flow of the schedule. The Family Outreach Coordinator conducts a Latino Potluck to welcome incoming Latino students to facilitate networking amongst new classmates and acclimation to the high school. Fall athletic programs get freshmen involved during their incoming summer which provides another avenue where students are able to quickly get indoctrinated with the flow of campus life at BHS. Based

on what was shared during the focus group on school culture, it is apparent that many avenues of outreach occur for ninth graders.

For students who arrive at Burlingame during the school year, counselors appear to take the lead on integrating them to the school. Counselors link new students to established students to serve as a buddy system for quick assimilation. Counselors then follow up on an as needed basis to ensure that students are feeling included at BHS.

In a WASC parent meeting with several Latino Parents there was expressed sadness and dissatisfaction with how their children perceive their treatment at school, in and out of classrooms. These parents reported that their students felt stereotyped by some staff members and had low expectations for them. While not a large group of parents, nonetheless, this was a heartfelt voice and shared with the Family Engagement Coordinator as well. This merits investigation. There was no other specific feedback from Latino parents in the WASC report.

One area for growth in staff culture is ways to be more intentionally inclusive of new staff. Overall, staff report that staff culture has dramatically improved in recent years and staff seem generally happy with their culture at BHS.

E3. Personal and Academic Support Criterion

- *To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?*
- *To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?*
- *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Burlingame High School uses a Multi-Tiered System of Supports (MTSS). These supports range from very general supports that are offered to all students such as Freshman Advisory and freshman Buddies, to more intensive and individual support such as Special Education services. One of the mid-level tiers is the Wellness team, which includes three full time counselors and a part-time coordinator. The school indicates a need to increase this position's hours on site. This team provides mental health and social/emotional support for students both in general education and special education. The school also provides BHRS (Behavioral Health and Recovery Services) for students who need more intensive help in this area. The Wellness team offers both individual and group counseling.

As the school cites on-going data that indicates academic performance disparities and rigorous course enrollment disparities for the Hispanic subgroup in particular, the school needs to examine how to better target intervention, from classrooms to offices (teachers, counselors, administration, other support staff). With the amount of support already in existence, the needle on the metrics for achievement for this group is not where the school wants it to be. This merit increased focus and robust implementation of Tier I and Tier II strategies.

BHS has a Student Review Team that assesses student referrals from staff. When a student is brought to the review team there are two typical responses, either the team initiates a student study team (SST) or the student is referred to a specific intervention service. The services can include a variety of classes based on what the specific need is. Classes are offered for general assistance, math, language arts and science specific support. These Guided Studies classes are staffed with peer tutors and are grade level specific. Burlingame also has an Academic Center which can provide peer tutors for student struggling in a particular subject area. For students who require credit recover to stay on track for graduation, BHS offers an On-Site Credit Recovery (OSCR) where these student can retake needed classes through an online learning program.

Support and Intervention Strategies Used for Student Growth/Development

Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

- *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instruction options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalize learning, the use of small learning communities and the implementation of alternative learning options.*

Teachers at BHS have engaged in the PLC process which has helped them to identify specific learning targets, develop/refine common summative and formative assessments and better understand the teaching and learning process occurring within classrooms around campus.

Currently, 16 classrooms have access to a Chromebook cart, which is a part of the districts 1:1 technology plan. Teachers are able to use this technology to access multimedia activities and instructional methods as well as collaborative platforms in order to work with students in real time on assignments. This access to technology allows for teachers to modify assignments when necessary, allow students to work at their own pace and provide a space for different types of learning and showcasing of student knowledge.

Currently, BHS is transitioning to a program called CANVAS which is a learning management program. This system interfaces very effectively with the Google applications that the school already uses.

For students who are not on track for graduation, the school offers an On Site Credit Recovery program which enables students to recovery needed credits and get them back on track for graduation with their class.

At this time BHS does not offer a program for English Learners. Many BHS teachers have attended a professional development EL Achieve to support the EL students at the school.

Support Services – Interventions and Student Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

- *The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the school whether outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.*
- *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Counselors and certain special education teachers work with the feeder middle schools to learn information about incoming students who may require extra support in high school. Teachers use Tier 1 intervention strategies to provide support for students by communicating with parents/guardians and helping students during Office Hours. For students who require more support Tier 2 level strategies are employed. These can include a case manager for the student, meeting of the Student Review Team and other targeted interventions to assist with academics.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

- *Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.*
- *Evaluate the schools effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g. master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Special Education teachers at BHS regularly collaborate with General Education teachers, particularly teachers who run the co-taught sections of classes. In co-taught classes, both of these teacher work together to delivery rigorous instruction to all students in their classes. This enables many special education students to access the general education curriculum.

BHS offered Guided Studies classes that are grade level specific and have peer tutors. The students enrolled in these classes are able to receive academic support which enables them to be successful and remain college eligible when they graduate from high school. There is still a concern about the disproportionality of specific subgroups of students who do not regularly access advanced standing or advanced placement classes.

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

- *The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college and career*

readiness standards, and the schoolwide learner outcomes.

- *Evaluate the availability to and involvement of students in curricular and Coke curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

The College and Career Center at BHS is well established and has several ways to help students prepare for life after high school. The CCC coordinator trains students at each grade level on the Naviance system, adding new content each year so that when students are seniors, they are well versed in how to use the system when they are applying to colleges and when they are determining what kind of career they may want to pursue in the future. The CCC coordinator also administers a Senior Survey every year to understand what students plan to do after high school graduation. The CCC coordinator uses this information to help all students prepare for their post high school career. In addition, financial aid information is shared and students are given personalized assistance in this area if needed.

BHS encourages and educates students on living healthy lifestyles. In 2017, the Counseling department organized an Alcohol Awareness month in April. All BHS students are required to take a semester of Health class and students also have the opportunity to enroll in the Foods/Nutrition class, which teaches students about different aspects of having a healthy lifestyle. The Health Office at BHS is open for all students and is run by a full time Health Aid. The Health Aid participates in several professional development trainings to stay current with health issues that teenagers experience.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth:

- ❖ Parent group is highly involved and supportive in a variety of ways
- ❖ For the majority of staff and students, school culture is inclusive and healthy
- ❖ BHS appears to provide a multitude of opportunities to educate and support the whole student
- ❖ Multi-levelled intervention system to reach struggling students
- ❖ Leadership class focuses on school culture (what students do while they are at school) and on school climate (how students feel while they are at school)
- ❖ It is apparent that the staff at BHS is committed to molding students into citizens prepared to thrive in the 21st century.

Key issues for School Culture and Support for Student Personal and Academic Growth:

- ❖ The Self-Study document reports that disproportionality among subgroups of students

who enroll in honors/AP courses continues. The school identifies that there is a need to revisit data from last WASC visit to see if there has been any improvement. The Visiting Committee concurs.

- ❖ There is ongoing concern expressed by parent groups about student levels of stress and emotional health in regard to exam schedules, homework and balanced course loads.
- ❖ Latino students and other student subgroups are seeking greater avenues for inclusion in the BHS campus community. Unconscious bias may be a factor for a staff that is working very hard to support all students.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- ❖ During the focus group, teachers shared many aspirations for their students beyond academics. Counseling staff and other teachers shared that they incorporate instilling a growth mindset when engaging students. More specifically, students with disabilities are taught explicit skills necessary for personal advocacy and self-expression.
- ❖ Juniors in college preparatory social studies are assigned a culminating project that requires teamwork, peer accountability, and collaboration.
- ❖ Teachers from multiple disciplines shared how they incorporate fact-checking and discernment of information into their lessons so students can competently understand social media and its impact on how opinions are formed. For example, practicing identifying fake news versus facts, and making choices in a systemic way that follows a logical, coherent path.
- ❖ Burlingame High School does not have English Learner Development courses or any explicit support for English Language Learners: this is a District decision.
- ❖ The Latino parents that took the time to visit with the Visiting Committee were steadfast in their opinions of how their children felt at school. Feedback from the Latino and LCAP subgroups was not specifically sought or considered in the WASC report, nor during the course of school operations in general.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

The faculty, staff, and community of Burlingame High School is recognized for the preparation of the Self-Study document. All stakeholders provided input and assistance to the Visiting Committee in the confirmation of the community's reflective findings, as well as clarification of data that were required to fully understand evaluate the current status of Burlingame High School. The Visiting Committee found that students, their families, teachers, staff, administrators, and district leadership were supportive and responsive to the efforts to improve the quality of the learning environment at Burlingame High School. The intensity of the work over the past three years is evident.

The school's efforts to increase academic and wellness support for their students are seen in the increased use of teacher collaboration, targeted professional development, steadfast support of the rigor they establish and maintain in CP courses for all, additional support classes, co-taught CP courses, the addition to instructional coaches, other TOSAs for professional development, technology, student intervention, the Family Engagement Coordinator and the Wellness counselors. These have been implemented with great positive intent and care for students overall.

The school finds, and the Visiting Committee concurs, that in reviewing a variety of data points, it is evident that Latino, African American, EL, and socioeconomically disadvantaged students do not demonstrate the same level of academic success as their peers. In addition, there is a significant gap between students from college educated families in comparison to students who identify parent education level as "some college" or "high school graduate" as highest level of education attained. This gap also exists among genders, at the higher levels of courses, especially in mathematics. These gaps are constant for UC/CS A-G requirements and CAASPP scores.

Schoolwide Areas of Strength

After reviewing the Self-Study document, quantitative and qualitative data, interviews with Focus Groups, students, and parents, the Visiting Committee has found the following areas of strength:

1. On the part of all staff, there is deep commitment to research-based 21st century practices that will enhance student learning - a strong collaborative culture characterized by positive intent, transparency and a willingness to conduct inquiry informs the work at Burlingame High School. This is a strong shared vision.
2. There is fidelity to student well-being and achievement by the staff and administration; the efforts at inclusion of all students in academic success and personal well-being is evident. The co-teaching model is positively changing the educational opportunities for students in SPED as well as enhancing the instructional practices of those teachers.
3. More teachers are embracing tools of technology and multimedia to increase student access to learning. The District is aware that the underlying tech support is critical.

4. Teachers are quite knowledgeable in their subject areas and their efficacy in developing course depth and breadth supports relevancy and student engagement.
5. The school's commitment to heterogeneously grouped CP courses is founded in a belief that all students can learn at high levels.
6. BHS Students are offered a wide variety of Career Technical Education and Visual and Performing Arts classes that teach applicable skills with help from local industry professionals.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Students would benefit from increased academic support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. Continued focus on the development and implementation of strategies for students with special needs, English Learners to access the curriculum is a priority.
2. Burlingame High School students are reporting heightened levels of stress and anxiety as evidenced by the CHKS from 2015-16, and substantiated by increased student access to BHS School and Wellness counselors. The addition of site-based Wellness Counselors has served to address the issues of stress and anxiety among the student population.
3. Burlingame High School identified the need for assisting students in creating a positive academic identity and in building school connectedness in support of meeting class objectives and course standards.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

4. Staff needs to increase use of frequent, varied, targeted and easily accessible formative data to identify struggling students. The school has cited broad subgroups in their report as needing intervention. The District can and should assist with essential and timely formative data that is easily accessible and user-friendly to staff. In class, this includes more robust teacher use of checking for understanding throughout classrooms.
5. Teachers, with administrative and District support, need to add curricula materials that reflect the diverse cultural and linguistic backgrounds of the Burlingame student population so that these students become more engaged with culturally responsive teaching. Staff recognizes that the disproportionality of Latino students in all areas of academic achievement is an area of high concern.

6. Professional development should be implemented by and for staff, and supported by the District, in order to:
 - a-Remediate students not meeting standards to be more powerfully supported with increased robust checking for understanding throughout lessons and by embedding more remediation strategies during the school day (Tier 1 strategies)
 - b-Use more constructivist, project-based, and student-centered pedagogy to better engage learners with 21st Century teaching strategies to increase student achievement.
7. Latino students and other student subgroups are seeking greater avenues for inclusion in the BHS campus community. Unconscious and/or implicit bias may be a factor for a staff that is working very hard with positive intent to support all students.
8. We encourage Burlingame High School to use an equity-based lens for schoolwide and classroom based practices.

Chapter V: Ongoing School Improvement

Educating the whole student and ensuring success both academically and personally, while helping students construct a plan for their future is Burlingame High School's singular focus. Burlingame plans to meet these goals in a diverse number of ways. Strategies that will help the staff meet their goals focus around examining data to better understand their student population, increasing instructional practices for both academics and student skills through research/professional development, and increasing the Tier 2 and 3 level interventions in order to support all students on campus.

The Action Plan is extensive, delineated and specific to address the critical areas of follow-up as cited by Burlingame High School. The strategies and actions in the plan are achievable and measurable. The already established adult collaboration time, continuous learning cycles, support by teacher leaders, administration and District resources will strongly assist in implementation. The school is to be commended on the specific nature of the measures included, with built-in benchmarks.

The Action Plan is focused more generally on improving the academic and social-emotional measures for all students. As the overarching stated goal of the school is to improve the school success for Latino students, English Language Learners, SPED students, and students with less "academic capital," **the Visiting Committee suggests that Burlingame High School use the more specific and critical lens of equity in all areas of school life, including looking at barriers that interfere with school success.** California's recent [The Majority Report, Supporting the Success of Latino Students in California](#) (November 2017) is instructive. The BHS staff's high capacity for reflection, learning and action is the strongest asset of the school and will be what ultimately makes the difference for their under-performing, capable students.