

# Burlingame High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Burlingame High School
<b>Street</b>	1 Mangini Way
<b>City, State, Zip</b>	Burlingame, CA 94010
<b>Phone Number</b>	650-558-2800
<b>Principal</b>	Paul Belzer
<b>E-mail Address</b>	pbelzer@smuhds.org
<b>Web Site</b>	www.smuhds.org/burlingamehigh
<b>CDS Code</b>	4130472

<b>District Contact Information</b>	
<b>District Name</b>	San Mateo Union High School District
<b>Phone Number</b>	(650) 558-2201
<b>Superintendent</b>	Kevin Skelly
<b>E-mail Address</b>	kskelly@smuhsd.org
<b>Web Site</b>	www.smuhsd.org

### School Description and Mission Statement (School Year 2017-18)

Burlingame High School (BHS) is dedicated to the preparation of academically and socially responsible students. The Mission Statement, also known as the "Panther Promise," was revised/updated in the 2017-18 school year as a part of the WASC self-evaluation process: Burlingame High School will develop in all students the skills, knowledge, and mindset that will prepare them to meet the challenges of college, the demands of career, and the responsibilities of citizenship. A qualified and talented staff plus strong community support help provide our students with a high quality education. Our school staff is dedicated to meeting the needs of all of our students. We offer a comprehensive and challenging academic program and many extracurricular activities. BHS was recognized as a 2007 California Distinguished School. Burlingame High School placed in the 2016 notable national and state rankings. Two well-respected organizations, US News & World Report and Niche, conducted independent, comprehensive ranking methodology and placed BHS above the other schools in our district. We are a Jefferson Award school, a national recognition for our outstanding community service program. Graduates in the Class of 2017 self-reported that 97% were planning on attending college immediately following their high school graduation. Through generous parent and community support, we have been able to fund school classroom programs and technology resources, an after school academic center, a service learning program, and a career exploration program for students. The school also completed the construction of a new academic building project that will house a culinary arts program, CAD program, and special education classes.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	358
Grade 10	363
Grade 11	344
Grade 12	360
<b>Total Enrollment</b>	<b>1,425</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.5
American Indian or Alaska Native	0.4
Asian	16.3
Filipino	3.2
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.8
White	51.4
Two or More Races	9.3
Socioeconomically Disadvantaged	7.7
English Learners	3.9
Students with Disabilities	10.5
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	75	81	76	
Without Full Credential	1	1	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 09/2017

All instructional materials used are selected from district adopted materials which are aligned with state standards.

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

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

The San Mateo Union High School District passed three school modernization bonds from 2002-2010 which allowed the District to modernize facilities cross the District. In Fall of 2004, BHS opened a brand-new library building and modernized math, science, and music classroom buildings. These state-of-the-art facilities feature exteriors consistent with the historic look of our main classroom building. The main building housing the administrative and Counseling offices, English, Social Science and World Language Departments was modernized with enlarged classrooms and updated interiors. A district-wide bond measure, Measure D, provided most of the funding for this project.

Thanks to a second bond measure, Measure M, passed in 2006, Burlingame High School added a Technology Arts Building and renovated the gym, theater and cafeteria. The F Building was demolished in December 2013. In its place, a new, state-of-the-art building complete with spaces designated for a culinary arts program and the special education program was opened in January, 2016. Stadium bleachers were also renovated during 2014-15 school year. BHS takes pride in maintaining and improving our beautiful campus and facilities under the direction of our facilities manager and maintenance crew. [School Facility Conditions Evaluation completed 5/1/2017]

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

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 5/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
<b>Interior:</b> Interior Surfaces	X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			N/A
<b>Electrical:</b> Electrical	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 5/1/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	86	88	79	77	48	48
Mathematics (grades 3-8 and 11)	68	62	57	56	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	340	331	97.35	88.48
Male	176	170	96.59	86.39
Female	164	161	98.17	90.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100	90.2
Filipino	--	--	--	--
Hispanic or Latino	70	67	95.71	77.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	182	178	97.8	92.13
Two or More Races	29	27	93.1	84.62
Socioeconomically Disadvantaged	27	24	88.89	62.5
English Learners	50	50	100	70
Students with Disabilities	28	24	85.71	39.13
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	340	328	96.47	62.2
Male	176	171	97.16	60.82
Female	164	157	95.73	63.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100	86.27
Filipino	--	--	--	--
Hispanic or Latino	70	66	94.29	40.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	182	175	96.15	65.14
Two or More Races	29	28	96.55	64.29
Socioeconomically Disadvantaged	27	24	88.89	41.67
English Learners	50	50	100	46
Students with Disabilities	28	24	85.71	16.67
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	82	80	62	63	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

Students at Burlingame High School are provided numerous opportunities to explore career options and to prepare for entering the workforce upon completion of high school. Specific CTE programs offered at Burlingame HS include video production, architectural design, exploring technology, culinary arts, digital photography, and multimedia graphic/game design. The College and Career Center also offers a career exploration, job shadowing, and internship program called EXPLORE. In the Spring 2018, BHS is planning to host a school-wide Career Day, during which students are able to learn about various careers/vocations directly from volunteer presenters.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	663
% of pupils completing a CTE program and earning a high school diploma	81.95
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40.00

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.56
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	75.5

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.4	22.3	59

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

BHS has a highly involved and supportive Parents' Group, in addition to the Athletic Boosters, Music Boosters, Spirit Boosters, Drama Boosters, English Learner Advisory Council (ELAC), Latino Parents' Group, and Italian Boosters. All of these groups provide opportunities for parent engagement and input and also provide substantial volunteer and financial support. Our Parents' Group raises money through fundraising activities including an annual community event, Toast of the Town, and through donations to the Excellence Fund. With the high level of fundraising by our Parents' Group, teachers have an opportunity to request "special projects" to enhance the classroom learning environment (e.g., technology, supplementary materials). Our parents were commended in our school's WASC accreditation process for their substantial and unwavering support.

Parents are also involved with our School Advisory Council (Site Council) which meets monthly. Our English Learner parents meet with school staff at least four times a year in the English Learner Advisory Committee (ELAC) and have representation at the District English Learner Advisory Council (DELAC). In addition, parents have an opportunity to engage with school staff through our annual Back to School Night and Open House as well as in grade level evening presentations by the BHS Counseling Department.

Parents interested in getting involved in the school community can contact the Parents' Group (<https://www.smuhsd.org/Page/1423>) or contact our Family Engagement Coordinator - Gina Vannini ([gvannini@smuhsd.org](mailto:gvannini@smuhsd.org) or 650-558-2848).

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	4.1	6.9	3.5	3.4	6.6	6.8	11.5	10.7	9.7
<b>Graduation Rate</b>	94.38	91.18	94.27	94.71	91.64	90.86	80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
<b>All Students</b>	91.41	91.14	87.11
<b>Black or African American</b>	60	59.09	79.19
<b>American Indian or Alaska Native</b>	0	100	80.17
<b>Asian</b>	95.65	96.7	94.42
<b>Filipino</b>	71.43	92.97	93.76
<b>Hispanic or Latino</b>	84.21	83.99	84.58
<b>Native Hawaiian/Pacific Islander</b>	83.33	87.5	86.57
<b>White</b>	94.83	93.79	90.99
<b>Two or More Races</b>	95.83	94.05	90.59
<b>Socioeconomically Disadvantaged</b>	64.29	71.13	63.9
<b>English Learners</b>	26.67	38.5	55.44
<b>Students with Disabilities</b>	62.5	86.2	85.45
<b>Foster Youth</b>	0	40	68.19



## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	2.3	2.2	2.7	3.3	3.2	3.8	3.8	3.7	3.6
<b>Expulsions</b>	0.1	0.0	0.0	0.1	0.2	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Student and staff safety is our number one priority. We have two assistant principals, a dean of students, four counselors, three Wellness Counselors, and one and a half (1.5 FTE) campus aides who lead our efforts on school safety. Staff patrols the campus throughout the day. We also partner with the Burlingame Police Department, which provides a School Resource Officer to visit the school regularly.

Each Fall, all certificated and classified staff are trained on school emergency procedures (Big 5) in preparation for possible emergency response. Staff training on the Big 5 emergency protocols was held August 15, 2017, with additional small group trainings conducted in mid-September. We hold safety and/or evacuation drills regularly during the year, including evacuation and "lock down" drills, to practice securing the campus. We have a closed campus, and students may not leave until their school day is over. We also have a "Mutual Respect and Tolerance" policy. The safety plan is updated annually and reviewed by the School Advisory Council (SAC) and the School Board.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2009-2010
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	25	16	19	20	26	12	22	19	27	11	22	20
<b>Mathematics</b>	27	13	17	21	26	14	21	17	27	11	24	16
<b>Science</b>	31	4	12	22	30	2	19	13	31		24	11
<b>Social Science</b>	26	11	15	20	28	8	14	21	29	6	18	18

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	365
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist		N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12909.43	4631.84	\$12,909.43	\$101,396.51
District	N/A	N/A	\$13,253.66	\$96,675.00
Percent Difference: School Site and District	N/A	N/A	-2.6	4.9
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	96.4	22.5

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

**Types of Services Funded (Fiscal Year 2016-17)**

Burlingame High School and the San Mateo Union High School District spend a majority of funds on personnel including teacher salaries and benefits, classroom aides, tutoring, instructional technology, and textbooks, all of which directly relate to classroom instruction. Our Parents Group raised over \$400,000 for school programs in 2016-2017 including classroom technology, increased library services, tutoring, service learning, internship and career exploration program, and supplemental materials. Our Alumni Association, Athletic Boosters, Music Boosters, and Drama Boosters all provide additional financial support. The community has made generous contributions to athletic facilities on campus. We receive grants from the Burlingame Rotary, Wells Fargo Bank, Target, and PG&E.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,396	\$50,221
Mid-Range Teacher Salary	\$95,814	\$83,072
Highest Teacher Salary	\$112,850	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$148,711	\$146,114
Superintendent Salary	\$275,000	\$226,121
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

### Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	3	N/A
All courses	14	40.5

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

Our primary efforts in staff development have centered on the use of teacher teams based on common subjects/grade levels, the implementation of the California Standards (sometimes referred to as the Common Core State Standards or the College & Career Readiness anchor standards) and Next Generation Science Standards (NGSS), and the continued development of PLCs (professional learning communities) to maximize student achievement. These teams have worked to increase curricular coherence, select instructional materials, design formative common assessments, analyze the results of those assessments, align grading practices and design and implement support systems for students not achieving at proficient levels. This work occurs on release days, weekly late starts, conferences, and common prep time. The administration provides training in CCSS implementation, data acquisition and analysis, working in teams, EL teaching techniques, and designing support opportunities. Professional development and collaboration occurs during weekly late start schedules, four full day professional development days, 4 minimum days, common preps, and summer work. The school has a district funded part-time professional development coordinator and a part-time instructional technology coordinator to help organize and lead these efforts. Burlingame High School also has instructional coaches whose role is to support and mentor teachers on full evaluation cycle. Additionally, the staff has begun training on the roll out of the new website and pending new student/parent communication tool (Canvas, formerly SchoolLoop).