BURLINGAME HIGH SCHOOL SELF-STUDY REPORT

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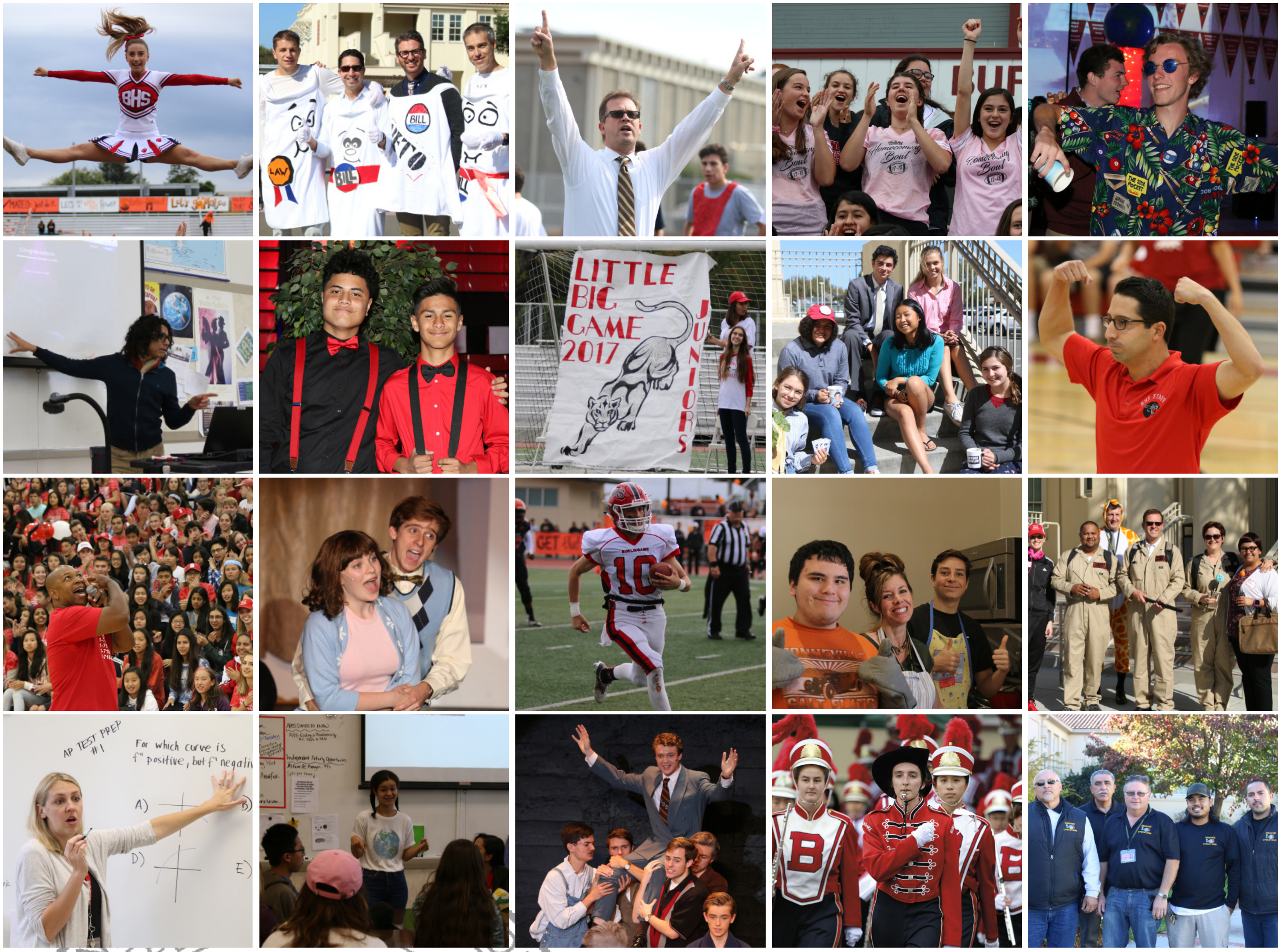
SAN MATEO UNION HIGH SCHOOL DISTRICT


BHS
LAW
BILL
LITTLE BIG GAME 2017
JUNIORS
Homecoming Bowl
BURLINGAME
10
AP TEST PREP #1
For which curve is f' positive, but f'' negative
A)
B)
D)
E)

MARCH 18-21, 2018
ACS WASC/CDE
FOCUS ON LEARNING
ACCREDITATION MANUAL
2017-18 EDITION

BURLINGAME HIGH SCHOOL

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- BHS California Healthy Kid’s Survey – Parent Responses

WASC Visiting Committee for Burlingame High School
March 18-21, 2018

Ms. Laurie Fong, Chair
Retired Principal
Santa Rosa High School

Mr. Richard Aistrope
Assistant Principal

Mrs. Heather Bonvechio
Special Education Teacher
Homestead High School

Mr. Christopher Clark
Vice Principal
Valley High School

Mrs. Kindel Launer
Teacher
Palo Alto Unified School District

Ms. Heather Veasley
Vice Principal
Mount Diablo Unified School District

San Mateo Union High School District

A Commitment to Quality Education for a Better Future

The SMUHSD Board of Education

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Greg Land, Vice President

Marc Friedman, Clerk

Robert H. Griffin, Trustee

Peter H Hanley, Trustee

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Dr. Kevin Skelly, Superintendent

Dr. Kirk Black, Deputy Superintendent

Ms. Liz McManus, Deputy Superintendent

Ms. KindyLee Mackamul, Associate Superintendent

Burlingame Administrative Team

Paul Belzer – Principal
Valerie Arbizu – Assistant Principal
Terence Lien – Assistant Principal
Fred Wolfgramm – Dean of Students

WASC Team

Laurie Hudelson – WASC Coordinator
Jonathan Dhyne – Vision, Purpose, Governance, Leadership, Staff and Resources
Joshua Gnass – Standards-based Student Learning: Curriculum
Timothy Larkin – Standards-based Student Learning: Instruction
Nicole Martinez – Standards-based Student Learning: Assessment Focus
Sabarijah Hopkins – School Culture and Support for Student Personal and Academic Growth

Department / Curriculum Council Team

Paul Belzer – Principal
Valerie Arbizu – Assistant Principal
Terence Lien – Assistant Principal
Luis Mashek – Counselor
Shane Karshan – English Department Co-Chair
Bethany Lukach – English Department Co-Chair
Erik Bennett – Math Department Co-Chair
Nicole Martinez – Math Department Co-Chair
Matthew McDermott – Social Science Department Co-Chair
Annie Miller – Social Science Department Co-Chair
Alexandra Kirkpatrick – Science Department Co-Chair
Christopher Balmy – Science Department Co-Chair
Deborah Edwards – Visual and Performing Arts Department Co-Chair
Philip Noyes – Visual and Performing Arts Department Co-Chair
Kent Robie – World Language Department Co-Chair
Antonella Wemple – World Language Department Co-Chair

Department / Curriculum Council Team (Continued)

Carol Nguyen – Special Education Department Co-Chair
Tim Whitehorn – Special Education Department Co-Chair
Sharon Bleviss – Special Education Department Co-Chair
Steve Erle – Career Technical Education Department Chair
Nicole Carter – Health Department Chair
John Philipopoulos – Physical Education Department Chair

Teachers on Special Assignment (TOSA)

Kent Robie – Professional Development
Amy Farley – Instructional Technology Coordinator
Heather Johnson – Instructional Technology Coordinator
Christina Wade – STEM Coordinator

Preface

The Burlingame High School WASC Self Study process began officially in August of 2016. However, throughout the past year, Burlingame High School Administration and the staff examined summative student performance data to align with BHS SPSA goals and SMUHSD LCAP goals for the new academic school year. The majority of our data review occurred in various settings: during Curriculum Council meetings among department chairs; during PLC time within departments; during School Advisory Committee meetings; during Faculty meetings; and during site specific Professional Development Days.

After Focus Groups and Home Groups were formed, staff set to work on Chapter 3, while WASC Leadership, including the BHS Principal, Assistant Principals, the WASC Coordinator and Teachers on Special Assignment (TOSAs) including the Professional Development TOSA and the Technology TOSAs, worked on the creation of Chapters 1 and 2. Using the data analyzed, staff examined how we were progressing on the Critical Areas for Follow-Up from our previous WASC visit and the mid-cycle review. Most of Chapter 3 was completed during the 2016-17 school years, and Chapters 1 and 2 were refined during the 2017-2018 school years. Upon the return to school for the 2017-2018 school years, staff continued work on Chapter 3, but only had working questions. Through this work, and the analysis of the areas of growth from Chapter 3, the BHS Schoolwide Learner Outcomes were revised. The BHS Schoolwide Learner during this process. It was in examining all areas of our school that we could clearly see the same themes about our practices and outcomes emerge.

After the Focus Groups and the Home Groups completed their work, the Administration with input from Curriculum Council and SAC, worked to develop the Action Plan, based on the data findings and the work of each Focus Group. The document was compiled and proofread by a teacher and the WASC Coordinator for submission to the WASC Chair and visiting committee members.

WASC Timeline:

WASC	**PLCs**	**School Culture**	**Academic Interventions**	**Instructional Practices**	**District Goals**
• Mission & Vision • Data • Focus Groups – Feedback • Action Plan	• Differentiated for Departments • Admin Expectations	• Norms and rules • Student Wellness • MTSS • Restorative Practices • Resiliency • New Activities • Flex Time	• Support Classes • Academic Center	• Canvas • Growth Mindset • Habits of Mind/Soft Skills • Goal setting with Students • Revise & Redeem • Common Formative Assessments • Cycle of Inquiry	• Homework • Canvas • Student Health & Well-being • Support Students & SED • Environmental Sustainability • Budget

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

Current Status:	**Global Items**
• Focus Group work in Process o Departments to review o Focus Groups to Discuss o Strengths & Growth Areas o Share with faculty o Final Draft • Community Profile o Collect data - Sept o Share data - Sept o Analyze data - Sept o Identify Critical Academic Needs - Finalize Oct • Write Report o Update since last time (Chapter 1) o Review by Admin o Review by Departments o Share highlights at Faculty Meeting • Revision of Global Items	• Revision of School Items o Mission / Vision o ESLRs > SLOs o Core Values o Norms o District Goals • Subgroup Feedback o Committees with Admin o Curriculum Council o SAC - receive feedback from the community o Present to Faculty
Action Plan	**WASC Visit**
• Department Chairs - Review information in meeting • Department Feedback • Department Chair - Share feedback • SAC - Overview and Feedback • Finalize with Faculty	• Details of the Visit o Electronic or printed copies of the report? o Food allergies of team members • Work with Office Staff & District Office to finalize details District: taking responsibility for the logistics of the stay (hotel, transportation) Parent Group: Tap into them for support with food and snacks.

2017-2018 Calendar:

Date	**Topics/Items to Cover [Person Responsible]**
August 14 PD Day	Outcomes: • Review Progress and ID Next Steps • Begin School Culture conversation - and begin to build consensus concerning strengths of the school. Agenda: • Focus Group - work and revision • Departments have time with Focus Group Sections • School Culture: Discuss Concerns & Strengths • Possible Data Other items: • Wellness Time • Introduction to Canvas • Department Time - Goals? Aligned with PLC work • Look at kids on rosters: 504/IEP/GATE + students on D/F list… possible CAASPP data from grades 8 & 11.
September	Focus Groups: • Revise Sections Curriculum Council - Pull Out Day: • Current Status • Data Review/Analysis - work through Findings • Revision of Mission/Vision, etc. Faculty Meeting: • Data Sharing • Share findings • Share Draft Community Profile - get feedback WASC Team: • Compile Data Sharing • Data Analysis • Complete Community Profile SAC Meeting • Data Sharing • Share Draft Community Profile - get feedback
October	Chapter 1 - Review Data Review FG + Data - Critical Academic Needs Begin Action Plan - Brainstorm [whole faculty] Mission/Vision > Student Learning Outcomes (in Curriculum Council/SAC) Kognito Training + MTSS Review (Tier 1/Best First Instruction) Healthy Kid Teacher Surveys (if available)
November	Share progress with faculty - get feedback prior to Action Plan writing.

	Action Plan Writing [CC pull-out day] Finalize Student Learning Outcomes + Mission/Vision [CC + SAC]
December	Bring draft report to Faculty - final report

BHS

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

BHS
AP TEST PREP #1
For which curve is f'' positive, but f' negative
A)
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CHAPTER 1

PROGRESS REPORT

SAN MATEO UNION HIGH SCHOOL DISTRICT
SAN MATEO, CALIFORNIA

Chapter 1: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Since the 2015 WASC self-study mid-term visit, several major changes have taken hold at the national, state, and district level that have led to shifts within the school-wide action plan. The Common Core State Standards have caused district-wide and site-based focus on student learning and preparation for college and career. These new educational standards describe what students should know and be able to do in each subject and grade. The growing awareness this major undertaking posed was an opportunity to expand student learning and include all students in the BHS school goals. This revelation caused Burlingame High School's leadership team to explore how the school goals could better reflect the changing educational standards.

California's new school funding law, Local Control Funding Formula (LCFF), and its complementary Local Control and Accountability Plan (LCAP) were additional reasons for the revision of school goals. With LCAP's focus on student success, the site staff at Burlingame High School considered the implications of the eight key areas (basic services, implementation of state standards, course access, student achievement, other student outcomes, student engagement, parent involvement, and school climate) in various settings, such as staff meetings, Student Council, Parents' Group, and School Advisory Council. At the same time, there was renewed mindfulness about the school mission 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).

Schoolwide Action Plan Progress since 2011-12 WASC Visit and 2015 Midterm Visit:

Previous BHS goals were as follows:

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, an achievement gap still exists among significant subgroups, especially among Hispanic/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 Hispanic/Latino, long term English Learner, and Special Education students are still disproportionately underrepresented in most Advanced Placement courses.

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 suspension of the CAHSEE, and the implementation of the newly adapted CAASPP has required all constituents to look at student data differently. The following areas further complicate the work towards achieving school goals:

- Lack of easy method of developing and generating data from common formative assessments
- Limited repeated exposure around disaggregated student data
- Limited time to train mainstreaming Special Education students
- Limited access to certain types of data, including the SES students
- Development stage for creating systematic intervention programs for struggling students and their families
- Ongoing development of guaranteed curriculum for all students
- Growing concern about mental health issues among students

Comment on the original critical areas for follow-up not in the current plan.

In 2012, the WASC visiting committee shared five Critical Areas for Follow-up with BHS. These were:

Critical Area for Follow-up	Action Taken
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 our departments work well together and collaborate to meet the needs of the students in their subject areas. However, we have not tackled the issue of interdisciplinary teaching at this time.
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. Our late start schedules also allow students time to complete work prior to school; we use the late start time for PLCs and Departments to collaborate on instructional items and analyze student work.

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 our Family Engagement Coordinator to review student achievement data and areas for improvement in the school plans.
Continue to develop formative assessments across all departments to inform instruction.	Professional Learning Communities have been established on campus to aid in the development and administration of formative assessments and the analysis of the results of those assessments.
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, allowing us to better support students experiencing mental health concerns, including anxiety. Student stress continues to be a concern at BHS, and we are looking at our testing, homework, and make-up work/tests protocols in an effort to alleviate some student stress.

The school leadership team (Curriculum Council, Teachers on Special Assignment, and Admin Team) revisited the school goals to better reflect student achievement data and the work around professional learning communities, Common Core State Standards, and new state assessments. The relatively new school goals take into account the previous areas of concern (e.g., achievement gap of significant subgroups, under-representation of Hispanic/Latino, long term English Learner, and Special Education students in advanced classes, and creating a least restrictive environment for special education students). 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 teacher's professional development that we conducted last year, we created a professional development plan to support the school goal of preparing all students for college and career.

The school goals were formally changed in Fall 2016 to the following:

- Prepare all students for college and career.
- Prepare all students to be self-directed and persistent learners.

- Ensure all students demonstrate civic and socially responsible behavior.
- 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. As the district and BHS continue to implement Common Core State Standards and refine the LCAP process, we understand that we have much work ahead to address these goals. An additional area of concern is ensuring that we continue to be mindful of students' social-emotional needs. As a school with high-performing students where 96% report that they plan to attend college, we are working on guiding students to balance a reasonable academic load with athletics and interest-based activities.

Analyze and reflect upon the school's progress and the impact on student learning since the previous full self-study. How well are all the students achieving? Is the school doing everything possible to support high achievement of all its students?

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) although we have seen student achievement growth among these groups in some of the assessment data. As we move toward full implementation of the Common Core State Standards and CAASPP, we will look to monitor these measures to gauge student performance. We will continue to work on aligning the annual SPSA (Single Plan for Student Achievement) with the district's LCAP (Local Control Accountability Plan) goals. We see room for improvement for student achievement if we are to support all students in being college and career ready upon the completion of high school.

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

BILL
LAW
BILL

CHAPTER 2

SCHOOL PROFILE

SAN MATEO UNION HIGH SCHOOL DISTRICT
EDUCATION
THE FUTURE OF AMERICA
SAN MATEO, CALIFORNIA

Chapter 2: Student/Community Profile and Supporting Data & Findings

A: General Background and History

Community

Burlingame High School (BHS) has been serving students for nearly a century with a tradition of academic excellence and strong community relations. BHS is one of six comprehensive high schools in the San Mateo Union High School District (SMUHSD) located on the San Francisco Peninsula. Most of our ninth graders come from thirteen feeder schools, both public and private. BHS currently serves 1485 students from many cities in the San Mateo County with over 90% coming from designated attendance areas in Burlingame and Hillsborough. Projections indicate that enrollment at BHS will increase by approximately 250 students over the next 4 years. With this projected increase, BHS is fortunate to have a new academic building that was completed and occupied in January 2016.

BHS has a low student mobility rate and our student demographic data remain relatively consistent over time, with exceptions in the educational status of the parents of our students. Enrollment percentages in gender and grade levels have remained fairly balanced, even as we have grown. Ethnicity and special programs show some variation in certain subgroups (e.g., Hispanic/Latino and ELD students). Since 2011, the gender enrollment shows female enrollment being 2-4% lower than the male enrollment. The female and male enrollment ratio in 2016-17 is 48% female (687 students) and 52% male (746 students). With the growth in enrollment, there was a minor increase in percentage of grade 9 students (26.37%) over grade 12 students (25.71%). Grade 10 and 11 students were at a slightly lower enrollment at 24.76% and 23.15% respectively. A look at the enrollment by race shows the following composition of the student body: 56.92% White students, 21.91% Asian, 18.83% Hispanic/Latino, .15% American Indian/Alaskan Native, 1.1% Black, and 1.1% Pacific Islander.

Among our special programs, Reclassified English Fluent students are currently at 24.25%, an increase from 21% in 2014-2015. Our 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. English Only designated students are now at 70.77%. Our 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 our families and community. Our school has an active Parents' Group that includes members of the Athletic Boosters, Music Boosters, Spirit Boosters, Drama Boosters, and the Latino Parent Group. All of these groups provide substantial volunteer and financial support to our students. Parents are also 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).

Since BHS is located near Burlingame Avenue, the business district of the city, we have a close relationship with the businesses in our community and often benefit from their support and generosity. The Burlingame Rotary Club provides student scholarships, donations, and mentors for students and student clubs. The Lions Club has a deep link to BHS and its members volunteer their time and resources to student events, such as Freshman Orientation Day. The Lions Club also partners with Burlingame Police Department and the BHS Service Commission students to hold an annual Pancake Breakfast. Burlingame Police Department arranges to have a School Resource Officer (SRO) whose presence on campus has helped to develop a constructive connection between the local law enforcement and our students. The SRO performed community service activities with our students and made herself available as a guest speaker in classes such as Government and Culinary Program. Local businesses frequently donate resources and participate in fundraisers organized by both student and parent groups.

Staff Description

Two primary leadership organizations currently exist at BHS involving staff, parents, and students. The Curriculum Council is composed of Department Chairs, Teachers on Special Assignment (TOSAs) around adult learning, 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, and gather information on important school matters to share with constituents. 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. At the request of the Parents Group, SAC also reviews staff requests to Parents' Group for funding during the two funding cycles per school year.

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. The District's Speech, Language, and Hearing Specialists and a full-time School Psychologist assigned to BHS work individually with students in need of services and assist in the development of Individual Education Plans (IEP), provide input to the Student Review Team, and contribute to Student Study Team meetings.

BHS has approximately 76 teachers and 35 classified staff members. A College, Career, and Financial Advisor and EXPLORE/PAWS Coordinator run the school's Career Center. The EXPLORE/PAWS Coordinator's responsibilities include service learning, internship opportunities, and guest speaker series. BHS has an Academic Center Coordinator who manages the Academic Center, a tutoring program staffed Monday through Thursday until 5:30 pm. BHS also has a Site Technology Technician who oversees all network and technology equipment. In addition, BHS has a Site Accountant Technician, Student Data Analyst, Attendance Clerk, Health Services Aide, and 1.5 Campus Supervisors. Four staff members assist in managing the office administration and a maintenance crew of 10 employees assists the Plant Manager.

ACS WASC Accreditation History

Significant staffing changes have occurred regarding personnel since the last WASC report. These staffing changes are the result of various factors including retirement, job changes, and student need. State funding for the implementation of Common Core State Standards have led to site and district positions being created as well.

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; some of these positions are new and other hires were to replace teachers leaving :

- Two new full time teachers in the English department
- Two full time teachers in Math
- Two full time teachers in Social Science
- Two new full time teachers in Science
- Four new teachers in Special Education
- One new full time teacher in World Language

In addition to the certificated personnel, we have had the following new hires among the classified staff: Attendance Clerk, Cafeteria Manager and members of her staff, Campus Aide, EXPLORE Coordinator, Health Aide, 7 Instructional Aides, Plant Manager and members of his staff, Site Accounting Tech, Student Data Analyst, and Technology Support. Moreover, 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. At BHS, our Family Engagement Coordinator is also our part-time English Learner Coordinator; as such, she works closely with the Latino Parent Group, BHS Parents' Group, and the English Learner Advisory Council (ELAC). With the implementation of this position, attendance at Latino Parent Group and ELAC monthly meetings has increased.

Due to the increased number of hours the School Safety Advocate was spending with students, this position has been transformed significantly since our last WASC visit. The position initially increased from a part-time to a full-time position. Currently, we have three full-time Wellness Counselors and 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 Counselors 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. The goal of this position is to identify struggling students and understand the gaps in the current student support system. Another goal is to help monitor students' progress in the various intervention support classes, including Science Support and Guided Studies, which has a focus on mathematics for 9th grade students. The Intervention Specialist also works with the Counseling Department to support students in accessing supports in the Academic Center and other tutoring options on campus. The long-term goal of the position is to assist in the refinement of the Multi-Tiered Systems of Support (MTSS) model at BHS. To this end, a team of faculty members attended an RTI Conference in the spring of 2015, and continues working closely with school and district personnel to ensure a solid model of supports for students at BHS.

Site support personnel positions have been either increased or added for several programs. We have increased campus supervision through the addition of a half-time Campus Aide. The BHS Librarian position has undergone a few changes since our last visit, from full-time to part-time with the support of a half-time Media Technician; in 2016-17, it shifted once again to our current iteration of full-time Media Technician.

LCAP Identified Needs & Goals

With each annual update of the Schoolwide Plan for Student Achievement, the school reached out to students, parents, and members of the community for input agreement through a variety of venues. Students were asked for feedback through Student Council Meetings and at ASB/Leadership Meetings. Parents were addressed at Parent Group, Latino Parent Group, and School Site Council meetings. At each of these meetings, the SPSA goals and action plans were shared and discussion about these items was led with the goal of getting input and feedback from each group.

The SPSA goals of Burlingame High School are closely aligned with the SMUHSD LCAP goals. Our district goals are as follows:

San Mateo Union High School District LCAP Goals

Goal #1: SMUHSD will provide high quality teaching and learning environments for all students by:

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

Goal #2: The SMUHSD will increase academic expectations and performance to create college- and career-ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.

Goal #3: The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

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

Each of the district LCAP goals have a direct application to Burlingame High School. For example, LCAP Goal #1 is focused on high quality staff, access for all students to high quality instruction, and 21st century learning tools – all things that we focus on as we hire new teachers, evaluate our curriculum and instructional practice, and implement new technologies on our campus. LCAP Goal #2 and #3 have also been embraced at BHS, as we look to ensure the college readiness of *every* student, and support the social and emotional needs of each student on our campus.

Of course, our full adoption of and work toward achieving each of the district LCAP goals are only as good as our ability to measure our progress toward achieving them. With this in mind, we track our progress in achieving these goals as such:

LCAP Goal	**Metric(s) for Measuring Progress**	
Goal #1	FIT Survey CALPADS Staff Report Site PD Calendar Perception Data	Site Tech Inventory Annual Course Request Numbers Master Schedule - Courses (# AP, AS SAI, and Co-Taught Classes)
Goal #2	Graduation Rates CAASPP / EAP Data SAT / ACT Data College Going Rates	D/F Rates - every marking period Master Schedule Site PD Calendar Perception Data
Goal #3	Site MTSS Options Intervention Data from Aeries Wellness Counselors Perception Data	ASB/Activities Calendar Parent Education Presentations/Calendar Family Engagement Coordinator calendar Aeries Communication Log

B: School Program Data

Regular Program of Study

Students at Burlingame High School have access to a wide variety of programmatic experiences, most of which are aligned with UC a-g requirements. To graduate from a school within the San Mateo Unified High School District, students must complete a total of 220 units in the following course categories:

Subject Area	# Units
English	40
Contemporary World Studies	5
Modern World History	10
US History	10
American Government/Economics	10
Mathematics	30
Science (1 biological, 1 physical)	20
Physical Education	20
Health	5
World Language	10
Visual & Performing Arts	10
Career Technical Education	10
Electives	40
Total Required Units	220

We offer 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 complete the course progression requirements with a 'C' or better in those classes.

To support students with different academic needs, we also offer 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. Working through our MTSS model, we support students as needed through Tiered Interventions and courses.

All students at BHS follow the same bell schedule, which allows us to support the needs of a variety of learners. We follow a traditional 1-7 bell schedule on Mondays, Tuesdays, and Fridays, and a block schedule on Wednesdays and Thursdays, allowing our teachers more time to plan different learning activities for their students.

College & Career Readiness

Burlingame High School offers a number of programs for our students, each of which are tailored to meet the various learning needs of our students. We offer Advanced Placement courses to students in grades 10, 11, and 12, and Concurrent Enrollment to students in any grade looking to challenge themselves with classes at two local community colleges. For students looking to get a head start on college coursework, they may transfer to our district Middle College program, which is located at the College of San Mateo, and allows students to complete their high school graduation requirements with college coursework while under the guidance and tutelage of high school teachers in their English and Social Science classes.

For students who are behind in credits, the SMUHSD began offering the JumpStart program during the 2016-17 school year. This program is also housed at the College of San Mateo and allows students the ability to recover credits and begin to accrue college credits with the goal of getting even more students into college after high school. The credit recovery portion of the JumpStart program is completed online with the support of an Independent Studies teacher who meets with students in this program twice a week. We also house a continuation school in the district and actively recruit students to attend Peninsula High School to accrue credits quickly with the hopes of having them return to Burlingame High School to complete their high school years.

We realize that not all students are able to complete all of their studies in the comprehensive high school setting. For students who need a more flexible option, we offer an Independent Studies program, which allows students to complete UC/CSU a-g approved courses online with a weekly check-in with a credentialed teacher. For those students that are unable to travel to meet with an Independent Studies teacher, we also have a district Home Hospital program, allowing ill and/or injured students to access their education while recovering home.

Our district is working hard to support students with a variety of programs for students who qualify with special needs. Perhaps the largest growth area for these programs in recent years is the need for therapeutic and anxiety programs. As such, we have partnered with the County of San Mateo to serve the needs of students who require additional supports in these areas, and these programs are offered at various school sites within the San Mateo Union High School District.

Regardless of the program, we work to place students in the least restrictive environments possible. All programs, with the exception of several Specialized Academic Instruction or Applied Academic Instruction courses, are structured to prepare students for college; all courses are structured to prepare students for career. Our Career Technical Education (CTE) courses are structured with a view to offering students pathways into potential careers, most of which have two levels of courses that feed directly into coursework options at our local community colleges. All students on diploma track are required to complete one year of a CTE course to earn a diploma within the San Mateo Union High School District.

To support students in accessing our curriculum, our AP courses are open access, and we offer co-taught courses in many 9th and 10th grade courses that offer additional supports for students with special needs to participate fully and access college preparatory curriculum in core content areas. Equal and equitable access to college prep and advanced curriculum is important to the administration and staff at Burlingame High School. It is not uncommon to find students with 504 and IEP plans in AP courses at BHS.

The supports we are able to offer the students at BHS are varied and many, and we are only able to support students in these ways with a core group of counselors and case managers in the wings. We are fortunate to have 3.8 full time school counselors on site to work with students in the general and 504 populations, and 6 full time educational specialists to work with students with IEPs. This staffing allows us to provide academic counseling curriculum and individual counseling meetings for all of our students. While this staffing serves the needs of most of our students, we also have three full time Wellness Counselors to work with students requiring school-based mental health supports. These Wellness Counselors serves students in all of our programs through individual and group meetings, drop-in hours, and crisis intervention and counseling, as well as serving the mental health needs of students with IEPs requiring therapeutic services to access their education.

Our full time College and Career Center Coordinator supports our students in completing college searches, career interest inventories, and scholarship searches, while also maintaining a robust schedule of college visitors. We are also proud to offer PSAT testing to all of our 10th and 11th grade students at BHS through the generous support of our district office. 10th grade students benefit from taking this test early to determine P Potential as well as to discover areas to focus their study in preparation for the 11th grade National Merit Scholar Qualifying Test; in addition, our 11th grade students benefit from the additional practice prior to sitting for the SAT tests as they become high school seniors. To assist students and their parents in making sense of their PSAT scores, our College and Career Center hosts an evening event for families, assists them with reading their score reports, and provides access to free supports that will help students prepare for the SAT test. It is the intention of the San Mateo Union High School District to promote a college-going culture for all students.

To further support students in preparing for college, BHS school counselors have created curriculum for students and parents at each grade level that assists them in making informed choices as they move through their high school careers. This includes classroom visits, curriculum presentations, individual counseling meetings, course selection discussions and assistance, and meetings with each senior in the fall of their senior year to assist with the college application process. Counseling outreach to students begins in February of their 8th grade year and is provided to all students until the moment they walk across the stage at our commencement exercises.

BHS is fortunate to have a full time Health Aid and a dedicated Health Office on our site, as we are aware that this is not something that all schools are able to offer. Our Health Aid supports students with chronic illnesses and medical needs, injuries, concussions, and emergency support, in addition to working with our many student athletes. With over 55% of our student population participating in at least one sport each year, our Health Aid supports a wide variety of injuries and assists our Athletic Trainer with monitoring students as they progress through our concussion protocol. When a student has a health issue that may impact their ability to access their education, the Health Clerk maintains contact with teachers and school counselors until individualized health support is no longer necessary.

In addition to the many supports and programs we offer for students on our site and in the academic arena, it is also important to us that students have opportunities to learn and grow outside of the school environment. As such, we support students with a full-time clerk who supports our students in volunteerism, internships, and employment opportunities. Our PAWS and EXPLORE programs offer students the opportunity to connect with the surrounding community. These programs are funded in part by the SMUHSD (PAWS) and the generosity of our Parents Group (EXPLORE).

Online Instruction Programs

Students have access to UC/CSU a-g approved online coursework in a few instances at Burlingame High School. BHS On-Site Credit Recovery (OSCR) Program is available to students who are behind a few credits or would like to remediate 'D' grades in preparation for college admissions. OSCR classes are taught by credentialed teachers in the areas of English, Social Science, and Mathematics, and are held at the 'bookend' periods of our curricular day to allow students to enter and exit the course period as needed. We have used Compass Learning in the as our primary online course provider in past years across the district; however, we are currently in the process of looking for a new vendor that provides additional access to a-g approved courses as well as Advanced Placement options.

In rare instances, students may need to reduce the amount of time they spend on campus in the classroom. In these cases, students may participate in a hybrid program where they access about half of their coursework in the classroom and the remainder of their academics through our Independent Studies (IS) Program. Students participating in Independent Studies, JumpStart, and therapeutic programs access their coursework through Compass Learning or Edgenuity at this time. It should be noted that the district is currently in the process of reviewing additional online course providers to provide quality supports for students using our online course option.

Support and Intervention Programs

Support and Intervention Programs at Burlingame High School closely follow our MTSS protocol. Over the past calendar year, the administration and counseling department at BHS has identified tiered supports for students in the areas of academic, behavior, emotional, and social supports. The format of the BHS protocol was adopted by the San Mateo Union High School District and we continue to refine it based on the needs of our students and the programs we offer. We have reviewed our MTSS offerings with teachers and staff alike with a focus on Tier I interventions for all students.

The BHS SPSA and District LCAP goals are focused on the learning needs of all students, with a focus on our underperforming subgroups, including English Learners, Latino and Black students, and students of low socioeconomic or high risk groups (homeless/foster youth). With the data review we completed for this WASC Self-Study, we are looking to include Parent Education Level as an indicator in the future.

To support EL students, BHS has a half-time EL Coordinator who is focused on tracking the academic success of these students. We do not currently have an EL program at BHS; therefore, all students who attend classes here are either EL students in the general program *or* students who have parents that have chosen to waive EL course supports for their students. This makes the work of our EL Coordinator even more important, as we do have students on this campus who speak one of 38 different languages at home – and they are not all as successful as their English fluent peers on campus.

Serving our low-income students has been tricky in the past, as we do not have the ability to identify students who are on a free/reduced lunch program for specific supports. We do, however, have access to identify the education levels of the parents of our students; we began using this information in the Fall of 2017 to identify students who may require additional academic supports. This began as a discussion and data analysis item on our Professional Development Day prior to the start of the school year and included a roster-review for all teachers: teachers were given copies of their rosters with indicators for IEP/504, Language Fluency Status, and Parent Education Level. Teachers appreciated taking the time to identify potential students needing supports in their classes; we will revisit this information at the semester when final grades are in to determine if there are additional programmatic Tier I supports we can put into place to support these students.

Burlingame High School has an identified Homeless and Foster Youth Liaison on campus: one of our academic counselors is notified when any student is identified as a member of this subgroup. This allows the counselor to track the student for needs; he also takes special care to check in with the student and provide the student's assigned academic counselors with additional information that may further support the academic and personal needs of students. Our site liaison is in contact with the district liaison on a quarterly basis to learn new strategies and about new off-site programs that support the various needs of these students.

To support the needs of all students, our Student Review Team meets weekly to discuss the potential needs of students who are popping up on our collective radar. The team consists of the two Assistant Principals, Dean of Students, Attendance Clerk, Health Clerk, School Psychologist, Special Education Department Chair, Wellness Coordinator, Wellness Counselors, Academic Intervention Specialist, and our Academic Counselors. This weekly meeting allows the team time to identify, troubleshoot, and apply MTSS tiered interventions for these students in a time-sensitive manner.

Services for Students with Special Learning Needs

We offer a wide variety of services for students with special learning needs, as well as a consistent and robust system of interventions and procedures for identifying students with special learning needs. For students requiring services and accommodations that can be met by teachers in the general education classroom, we offer 504 plans. 504s are case managed by the student's Academic Counselor, who ensures that plans meet the learning needs of each individual student, communicates the plan and needs of the student to all of their teachers by the second week of the school year, and works with the student annually to adjust the plan as needed.

For students with additional learning needs, our Special Education Department works with students who meet the eligibility requirements for Individualized Education Plans (IEPs). Our primary goal at BHS is to place students in the Least Restrictive Environment. As such, our Special Education teachers work closely with teachers in the general program to provide supports in the manner of accommodations, modifications, and additional staffing, so students may participate in as many general program courses as possible. For those students who require additional supports, we have the following programs and support strategies in place to meet their varied needs:

Directed Studies: Nearly all students with IEPs are placed in a Directed Studies course. These courses are taught by our Educational Specialists who also serve as case managers for our IEP students. Directed Studies provides students with a space to take tests in an alternate environment, get additional help with organization and other executive functioning skills, and time to check in with their Case Manager in the event that they are having difficulty with specific courses. This course also allows our Educational Specialists contact with students assigned to their caseloads four times a week.

Strategic Use of Instructional Aides: Many of our students with IEPs require some additional help in the classroom to fully access their education. In these cases, we make strategic use of the Instructional Aids we have on campus, including assigning Instructional Aides to classes for individualized student support and assigning aids to particular courses of difficulty for high concentrations of students with IEPs (i.e. Chemistry).

Co-Taught Classes: For students who are not able to be in a course without specific accommodations or modifications, we offer several co-taught classes. These courses are co-taught by Content Specialists (general education teachers) and Educational Specialists (special education teachers). This allows the student to be placed in a general education class while still receiving any targeted supports they may have received in a separate special education class. Teachers of these courses have been trained in using a variety of instructional strategies to support the learning needs of all students, including modified classroom models that allow for creative use of space and student groupings that maximize the learning options for all students in the class. Co-taught classes have a maximum of 35 students in the course, and are built to allow for 25 general education students and 10 IEP students per section.

Specialized Academic Instruction (SAI): Some students require courses that provide a smaller learning environment or a slower pace of instruction. For these students, we offer SAI classes that are taught by Educational Specialists and modified to meet the learning needs of the students placed in the course. Class sizes of SAI courses average 10-13 students.

School Based Mental Health: We have a number of students who require mental health services, whether in the form of drop-in support, group supports, or more intensive individualized supports. Students requiring these services have access to our Wellness Counselors (WCs). Our WCs are housed onsite, participate in the evaluation of student need and offer services as required to support students in accessing their education. We have three full-time WCs and share one Wellness Coordinator with another district school; these WCs work with all students on campus. Our WCs work hard to only pull students requiring individualized services from their Directed Studies classes to as not to interrupt their academic classes.

Specialized Services: Some students require even more specialized services. For these students, we have Vocational, Specialized Physical Education, and Speech and Language services. We also have a large number of autistic students attending BHS; to best serve their needs, we have a specially trained Educational Specialist dedicated to serve their academic and emotional needs. This teacher is currently mentoring other Educational Specialists in working with students on the autism spectrum; she also works closely with our district behaviorist and the general education teachers of students on her caseload to ensure that they are aware of how best to work with these students.

__Applied Academic Class:__ We do have a small number of students at Burlingame High School that do not have the intellectual capacity to participate in a diploma track course-load. For these students, we offer the AAC program which focuses on basic literacy, math, and comprehension skills, as well as individual living skills. The focus of this program is to have students on campus 80% of the time and works up to having the students out in the community 20% of the time as the year progresses. Students in this program have some access to electives in the general program with the support of Instructional Aids.

__Adult Transition Program:__ We have three Educational Specialists on campus who work with adult students as they transition out of high school. This program is primarily composed of students who were not on diploma track during their high school years and have severe learning difficulties; many of these students have autism and one teacher is dedicated to working with students who have severe communication difficulties. Students in this program vary in age from 18-22 and prepares students to transition to post-high school community programs and supported living environments; students in this program spend 20% of their time in the classroom learning independent living skills and 80% of their time in the surrounding community, learning how to accomplish simple jobs and skills of life (like ordering a coffee at Starbucks or purchasing items at the store).

__District Programs:__ Students at BHS have access to a variety of district programs that further support their learning and growth needs, including therapeutic programs for students with a higher level of emotional disturbance than can be integrated in our programs, mentoring for school-phobic students, and county educational programs for students who are have severe intellectual deficits.

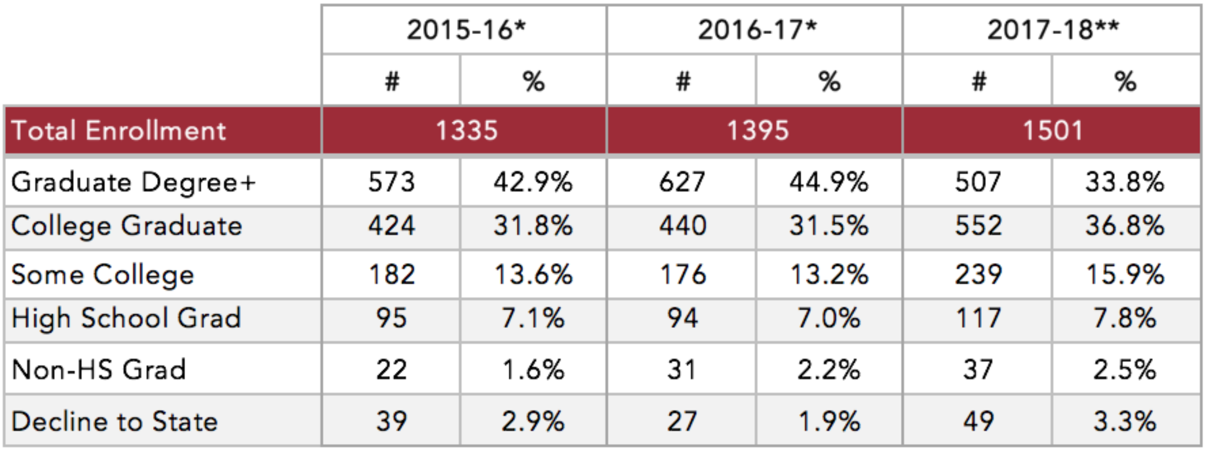
In every case, students with special learning needs receive truly individualized educational plans based on their specific needs. Administration has been trained and receives annual updates regarding protocols for IEP Team Meetings; site administration attends and actively participates in every IEP meeting on campus. Our Dean of Students maintains contact with Educational Specialists in the event that a student with an IEP is disciplined with a suspension.

C: Demographic Data

Socioeconomic Status Of The School

PARENT EDUCATION LEVEL - TOTAL STUDENT ENROLLMENT - THREE YEAR OVERVIEW

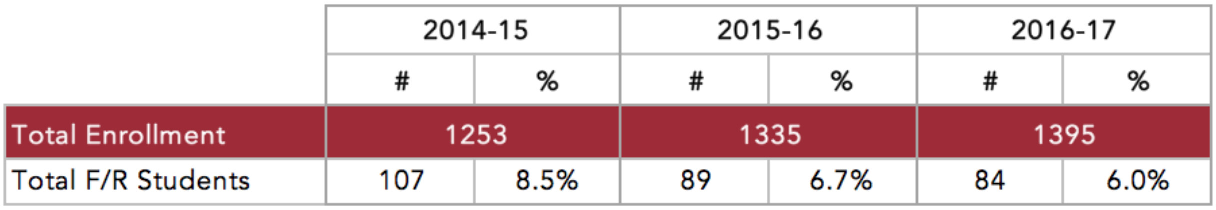
Notes: * End of Year; ** August 11, 2017



	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%

Findings: We are experiencing a shift in the percentage of families who indicate that they are college graduates or higher at BHS; from over 75% of parents holding a college degree or higher two years ago to just over 70% this year.

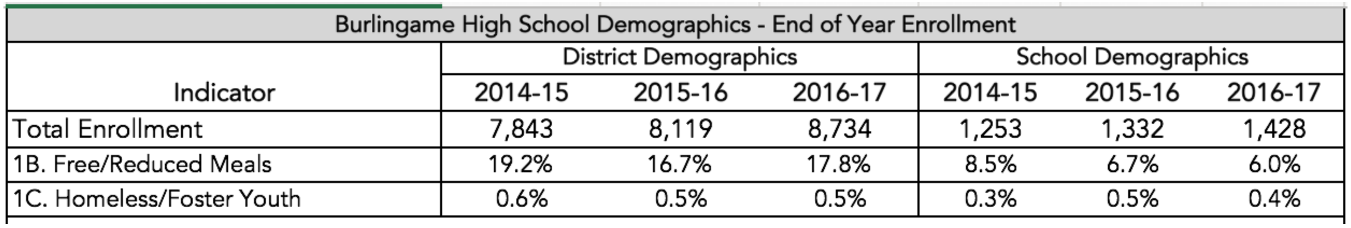
FREE & REDUCED LUNCH PARTICIPATION - THREE YEAR OVERVIEW



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

Findings: 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.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS - THREE YEAR OVERVIEW



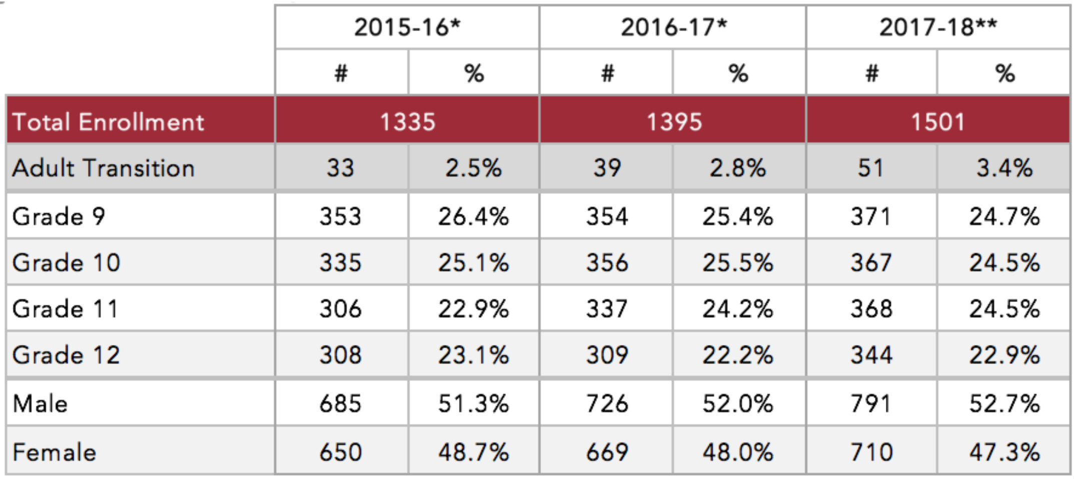
Burlingame High School Demographics - End of Year Enrollment						
	District Demographics			School Demographics		
Indicator	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Total Enrollment	7,843	8,119	8,734	1,253	1,332	1,428
1B. Free/Reduced Meals	19.2%	16.7%	17.8%	8.5%	6.7%	6.0%
1C. Homeless/Foster Youth	0.6%	0.5%	0.5%	0.3%	0.5%	0.4%

Findings: Burlingame High School does not have a large number of students on the Free and Reduced Lunch program. In fact, our number of students in this category has declined from 8.5% of our student population three years ago to only 6% last year. However, this also verifies that we do have a statistically significant group of students receiving this service at BHS.

Student Enrollment

ENROLLMENT BY GRADE AND GENDER – THREE YEAR OVERVIEW

Notes: * End of Year; ** August 11, 2017

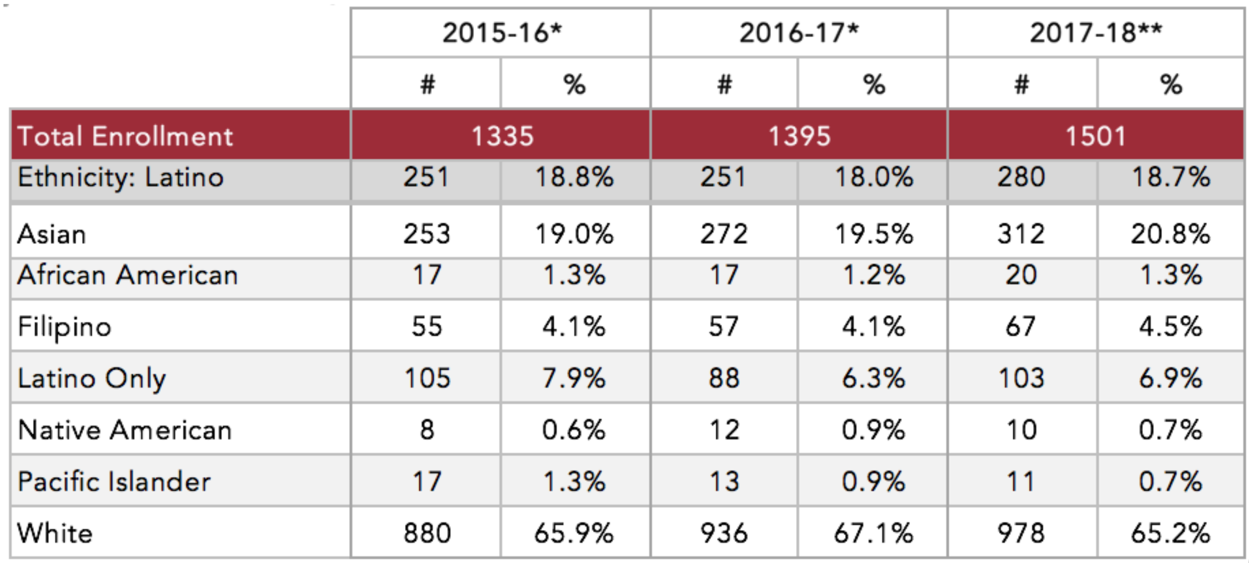


	2015-16*		2016-17*		2017-18**	
	#	%	#	%	#	%
Total Enrollment	1335		1395		1501	
Adult Transition	33	2.5%	39	2.8%	51	3.4%
Grade 9	353	26.4%	354	25.4%	371	24.7%
Grade 10	335	25.1%	356	25.5%	367	24.5%
Grade 11	306	22.9%	337	24.2%	368	24.5%
Grade 12	308	23.1%	309	22.2%	344	22.9%
Male	685	51.3%	726	52.0%	791	52.7%
Female	650	48.7%	669	48.0%	710	47.3%

Findings: Overall student enrollment has increased by over 160 students in the past three school years. It is also evident that grade cohorts increase over time; this is different from national and state numbers, which indicate that cohort numbers trend down over time. BHS is also home to more male students than female students, a divide that has increased over the past three years.

STUDENT ETHNICITY & RACE - THREE YEAR OVERVIEW

Notes: * End of Year; ** August 11, 2017

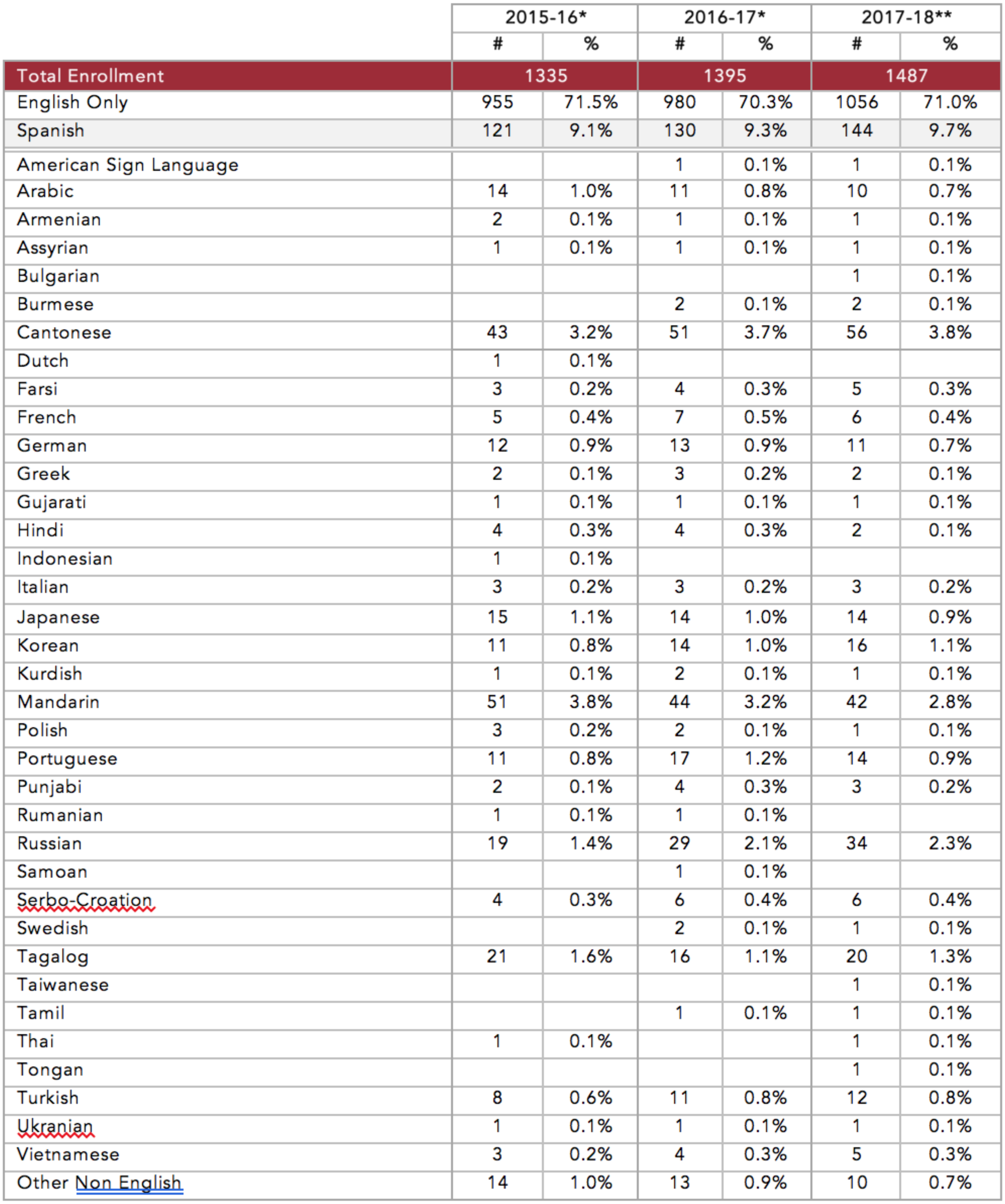


	2015-16*		2016-17*		2017-18**	
	#	%	#	%	#	%
Total Enrollment	1335		1395		1501	
Ethnicity: Latino	251	18.8%	251	18.0%	280	18.7%
Asian	253	19.0%	272	19.5%	312	20.8%
African American	17	1.3%	17	1.2%	20	1.3%
Filipino	55	4.1%	57	4.1%	67	4.5%
Latino Only	105	7.9%	88	6.3%	103	6.9%
Native American	8	0.6%	12	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%

Findings: While overall enrollment has increased over the past three years, the ethnic and racial makeup of the school has largely remained static. It is important to note that there are two sections for Latino listed above. This is due to the questions that parents are asked upon student enrollment: they are asked initially if their student is ethnically Latino (a yes/no question); they are then asked to identify their race. "Ethnicity: Latino" line indicates those who answered 'yes' to the first question; the "Latino Only" line is for parents who did not select a race (indicating that they only identify as Latino).

LANGUAGES SPOKEN AT BHS OTHER THAN ENGLISH - THREE YEAR OVERVIEW

Notes: * End of Year; ** September 18, 2017

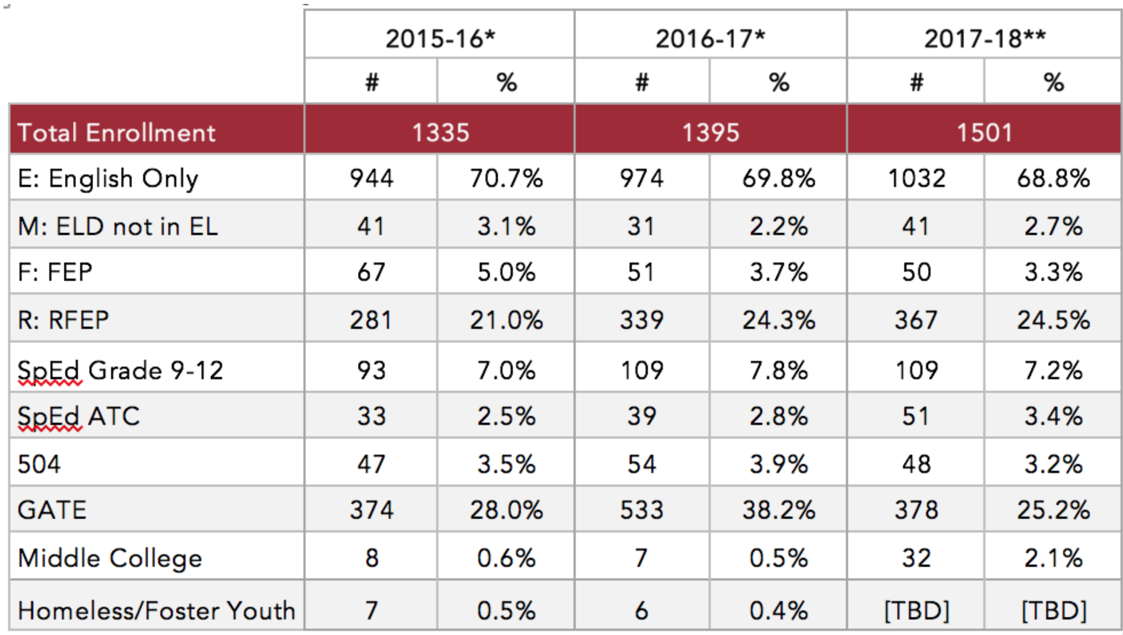


	2015-16*		2016-17*		2017-18**	
	#	%	#	%	#	%
Total Enrollment	1335		1395		1487	
English Only	955	71.5%	980	70.3%	1056	71.0%
Spanish	121	9.1%	130	9.3%	144	9.7%
American Sign Language			1	0.1%	1	0.1%
Arabic	14	1.0%	11	0.8%	10	0.7%
Armenian	2	0.1%	1	0.1%	1	0.1%
Assyrian	1	0.1%	1	0.1%	1	0.1%
Bulgarian					1	0.1%
Burmese			2	0.1%	2	0.1%
Cantonese	43	3.2%	51	3.7%	56	3.8%
Dutch	1	0.1%				
Farsi	3	0.2%	4	0.3%	5	0.3%
French	5	0.4%	7	0.5%	6	0.4%
German	12	0.9%	13	0.9%	11	0.7%
Greek	2	0.1%	3	0.2%	2	0.1%
Gujarati	1	0.1%	1	0.1%	1	0.1%
Hindi	4	0.3%	4	0.3%	2	0.1%
Indonesian	1	0.1%				
Italian	3	0.2%	3	0.2%	3	0.2%
Japanese	15	1.1%	14	1.0%	14	0.9%
Korean	11	0.8%	14	1.0%	16	1.1%
Kurdish	1	0.1%	2	0.1%	1	0.1%
Mandarin	51	3.8%	44	3.2%	42	2.8%
Polish	3	0.2%	2	0.1%	1	0.1%
Portuguese	11	0.8%	17	1.2%	14	0.9%
Punjabi	2	0.1%	4	0.3%	3	0.2%
Rumanian	1	0.1%	1	0.1%		
Russian	19	1.4%	29	2.1%	34	2.3%
Samoan			1	0.1%		
Serbo-Croation	4	0.3%	6	0.4%	6	0.4%
Swedish			2	0.1%	1	0.1%
Tagalog	21	1.6%	16	1.1%	20	1.3%
Taiwanese					1	0.1%
Tamil			1	0.1%	1	0.1%
Thai	1	0.1%			1	0.1%
Tongan					1	0.1%
Turkish	8	0.6%	11	0.8%	12	0.8%
Ukranian	1	0.1%	1	0.1%	1	0.1%
Vietnamese	3	0.2%	4	0.3%	5	0.3%
Other Non English	14	1.0%	13	0.9%	10	0.7%

Findings: While we may not have an EL program for our ELD students, it is clear that we continue to have a significant number of students speaking languages other than English at home. In fact, 29% of our students speak one of 38 different languages other than English at home.

STUDENT PROGRAM PARTICIPATION – THREE YEAR OVERVIEW

Notes: * End of Year; ** August 11, 2017



	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]

Findings: 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. It is also notable that our Adult Transition Class has increased with the addition of a third classroom in the program. There is also a marked increase in the number of students participating in the district Middle College Program this year, perhaps as a result of an increased marketing campaign from this program at the school site.

D: Data from LCFF State Indicators

LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)

Certificated and Classified Staffing at Burlingame High School

At BHS, we are fortunate to have a variety of applicants for each job we post, allowing us to find and place highly qualified and appropriately credentialed teachers in classrooms to work with students. For the 2017-18 school year, we have a total of 86 staff members (full- and part-time), all of whom are teaching in classrooms in their credentialed areas, only four of whom are interns. Please refer to this link for a listing of our teachers and their credentials.

Certificated Staff at BHS and across the district have been focused on the development and implementation of Professional Learning Communities (PLCs) for the past six years. As such, the teachers at BHS have participated in PLC trainings and workshops both on- and off-campus to better understand the critical elements of PLC work. Additionally, BHS teachers have attended district-wide professional development workshops on a variety if instructional strategies and technological applications both during the school year and at optional summer programs like Digital Bridge and 1:1 Pilot Programs.

Over the past three years, the teachers at BHS have participated in the following professional development opportunities offered on campus:

- Professional Learning Communities: Theory, Essential Responsibilities, and Standards Alignment with a focus on items that are “Need to Know vs. Nice to Know”, and the basics of the Cycle of Inquiry.
- Online workshops focused on the following: Mandated Reporting, Sexual Harassment, and Pest Management.
- 504 Training + Workshops
- Student Achievement and Perception Data
- Mental Health First Aid (Kognito)
- POW: Peer Observation Week (organized by the PD Coordinator each semester)
- Student Shadowing

Additionally, the classified staff at BHS participates in staff-wide trainings alongside the certificated staff, including Mental Health First Aid training using Kognito, data analysis and review of student achievement and perception data, Mandated Reporter Training, Sexual Harassment Training, and Pest Management.

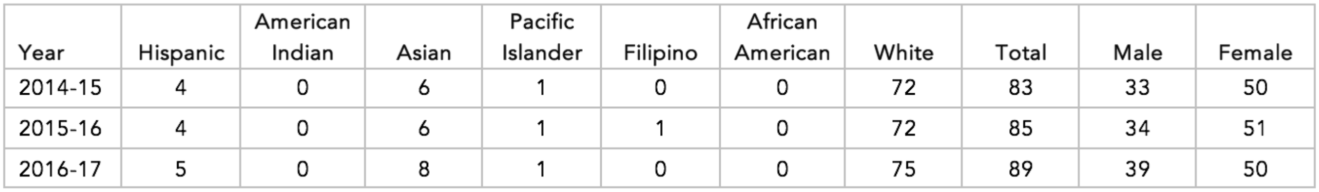
As part of the BHS approach to Professional Development, we consistently ask staff for feedback on the training that they would like to have on PD Days. This allows us to ensure that we are meeting the needs of teachers as they hone their craft - in addition to schoolwide areas of focus. We also take the Staff Report from the California Healthy Kids Survey (CHKS) into account when reviewing PD options for teachers. The following chart illustrates the PD that staff were most interested in during the 2015-16 CHKS window:

Staff Perspective: Professional Development Needs [Agreement]	**All**
I need Professional Development in the following areas:	
Meeting academic standards.	21%
Instructional methods.	28%
Positive behavior support and classroom management.	21%
Creating a positive school climate.	42%
Working with diverse populations.	31%
Culturally relevant pedagogy.	37%
Serving English Language Learners.	30%
Closing the achievement gap.	42%
Serving Special education (IEP) students.	48%

[Data from 2015-16 CHKS - Staff/Teacher Report]

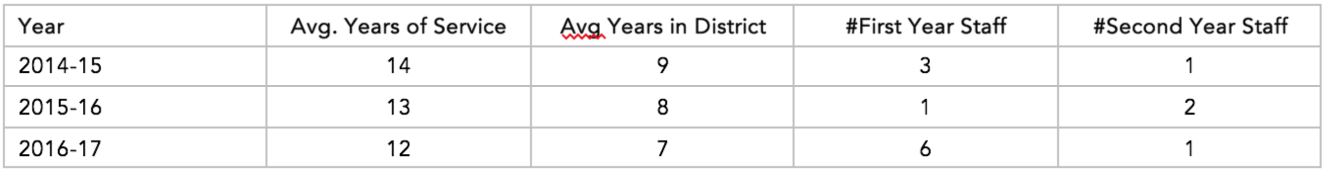
Certificated staff at BHS also have the option to submit requests for personal or departmental professional development.

CERTIFICATED STAFF BY RACE, ETHNICITY, AND GENDER - THREE YEAR OVERVIEW



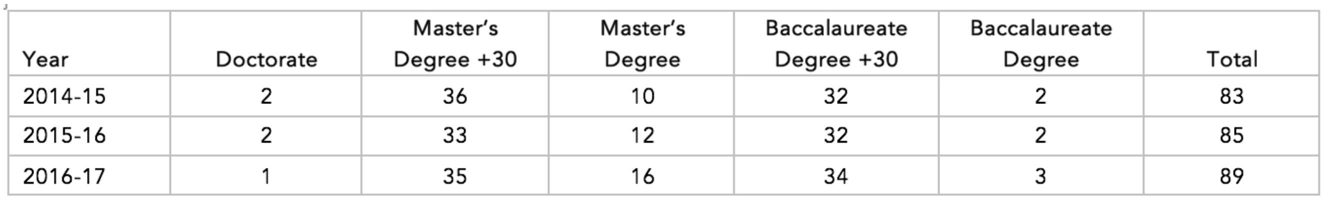
Year	Hispanic	American Indian	Asian	Pacific Islander	Filipino	African American	White	Total	Male	Female
2014-15	4	0	6	1	0	0	72	83	33	50
2015-16	4	0	6	1	1	0	72	85	34	51
2016-17	5	0	8	1	0	0	75	89	39	50

CERTIFICATED STAFF EXPERIENCE: THREE-YEAR OVERVIEW



Year	Avg. Years of Service	Avg Years in District	#First Year Staff	#Second Year Staff
2014-15	14	9	3	1
2015-16	13	8	1	2
2016-17	12	7	6	1

CERTIFICATED STAFF EDUCATION: THREE-YEAR OVERVIEW



Year	Doctorate	Master's Degree +30	Master's Degree	Baccalaureate Degree +30	Baccalaureate Degree	Total
2014-15	2	36	10	32	2	83
2015-16	2	33	12	32	2	85
2016-17	1	35	16	34	3	89

Findings: The certificated staff at Burlingame High School is well educated and closely mirrors the demographic make-up of the community we serve. The majority of our teachers have taught at this site for 5 or more years; those hired in the past four years have included highly educated and lauded teachers in their respective subject areas.

CBEDS CLASSIFIED STAFF: THREE-YEAR OVERVIEW

BHS Employees CBEDS - Classified Staff	Male			Female		
Section A. Full-Time Equivalent of Classified Staff	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian/Alaskan	0	0	0	0	0	0
Asian	4	3	3	1.21	1.5	1
Pacific Islander	0.8	0.8	0.75	0	0	0
Filipino	1	1	2	0	0	0
Latino	6.03	5.73	7.25	6.97	5.43	6.25
African American/Black	2	1	1	0.73	1	1
White	5.55	5.75	7	11.77	15.98	14.5
Two or More Races	0	0	0	0	0	0
BHS Total - Classified Staff	19.38	17.28	21	20.68	23.91	22.75

Findings: The classified staff at BHS has a higher percentage of Latino members than our student demographics. Much of our office staff has been employed at BHS for two years or more, allowing for a sense of stability on campus.

Access to Instructional Materials

Within the San Mateo Union High School District, 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. Prior to the end of each school year, as we are in the process of building the Master Schedule at Burlingame High School, department chairs check the number of student requests for each class and compare them to the number of books/instructional materials on hand for each course. Over the summer, an Assistant Principal oversees the ordering process from the site to the district office; materials are procured, delivered, and prepared for student use prior to the beginning of the school year.

School Facilities

The school facilities at Burlingame High School are in good repair and consistently maintained. In accordance with California Education Code Sections 17002(d)(1) and (2), the BHS Plant Manager uses the State of California Office of Public School Construction's Facility Inspection Tool (FIT) annually to visually evaluate the condition of the entire school physical plant to ensure that the school is clean, safe, and functional. For school year 2017-18, all areas of the campus/facility were deemed "good" (defined as "maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.") The most recent inspection occurred in May 2017.

In the Spring of 2016, we opened a new classroom building that houses our culinary arts and architectural design classrooms, as well as general and specialized Special Education classrooms. The school and district had planned to remove three portable classrooms at the back of campus with the opening of the new building. Due to the increasing number of students, we refurbished these temporary buildings at the beginning of the 2016-17 school year and have three full-time teachers using them this year.

School facilities are maintained and in good repair. A full-time Maintenance & Operations (M&O) staff, consisting of 10 staff members, are assigned to various parts of the campus/responsibilities throughout the day in order to do general maintenance, upkeep, and cleaning, as well as respond to various requests. The M&O staff are improving their understanding and responsibilities operating under the county-wide Big 5 emergency response protocols, particularly communication.

Chemicals used throughout campus - including use in science classrooms and for maintenance/cleaning - are kept in appropriate storage facilities and cabinets. The Science Department has conducted inventory (SY 2016-17) and safe disposal of unwanted and outdated chemicals (SY 2017-18) under the coordination of the District's Environmental Health and Safety manager. This includes a yearly training in Hazard Communication training, which meets OSHA requirements.

LCFF Priority 2: Implementation of Academic Standards

The teachers and departments at Burlingame High School review the course offerings and performance standards for each course on an annual basis. With the implementation of Professional Learning Communities in 2013-14, it has become common practice for teachers to review course content and standard requirements each year. With that said, however, it should be noted that the extent to which each course and each department have aligned their curriculum is varied. During the 2015-16 school year, course alike teams focused on identifying and aligning essential or "need to know standards" for each course. The BHS Science department has been working closely with the SMUHSD Science Curriculum Coordinator and the Science Council on the implementation of the Next Generation Science Standards for the past 18-months. The BHS Math department continues to adapt the current curriculum to Common Core State Standards, including the piloting and implementation of new textbooks in Algebra 1, Algebra 2, and Geometry. The San Mateo Union High School District began a number of initiatives during the 2017-18 school year to assist with the alignment of content standards, including working toward district-wide alignment of core course standards in English, Social Science, and CTE.

The teachers at BHS were in the practice of reviewing CST data to determine areas of focus and academic need in each of the four content areas tested; with the shift from the STAR/CST and CAHSEE tests to the CAASPP/EAP test, Burlingame High School is in the process of determining how best to use the new testing data to identify trends and areas of growth and the practices that will have the greatest impact on student learning. This has been a discussion topic at district Curriculum Council meetings as well as at BHS amongst our Department Chairs. Given that there is room for improvement in the alignment of academic standards and assessment of student performance, this will continue to be an area of focus in our SPSA and WASC Action Plan.

LCFF Priority 3: Parent Engagement

The Burlingame High School parent community is very involved in the decision making processes at Burlingame High School. We have several formal and informal ways for parents in participate in the development of school plans, fundraising, and participating in school and student events, including our School Advisory Committee (our School Site Council), Parents Group (our PTO), and a variety of Booster Groups.

School Advisory Committee: Our SAC is composed of parents, teachers, classified staff, and students, with feedback and information provided by the Administrative Team. This group meets monthly and discusses a variety of topics pertaining to the school and provides oversight of major school spending. SAC approves all Professional Development expenditures, and works closely with Administration to discusses and ratify school goals and documents, including our Mission, Vision, Student Learning Outcomes, WASC Report, Single Plan for Student Achievement, and Site Safety Plan. Meetings, agendas, and minutes are posted on our website and the meetings are open to the larger school community and public.

BHS Parents' Group: The Burlingame High School Parents' Group serves as our site PTO, meeting monthly and assisting the school with a wide variety of supports including the organization and oversight of the BHS Excellence Fund, the Visionary Teacher Program, and our two large fundraising events "Panther Payday" and "Taste of the Town". The Parents Group meets monthly to discuss school and committee activities, and provides a place for all Booster Groups to maintain contact with each other. Each year, the Parents' Group raises over $400,000 for the school through their fundraising activities, and works closely with Administration to spend those funds in a thoughtful and strategic manner - to provide tangible supports to the learning environment at BHS. Past expenditures by the Parents' Group have allowed the school to fund additional course sections, purchase laptop carts, and provide additional Professional Development opportunities for teachers.

Athletic, Music, Drama, Cheer, and Italian Booster Groups: We are fortunate at Burlingame High School to have a large number of parents willing to support our extra-curricular programs with their time, skills, and financial support. Each Booster group works closely with program staff and school administration to support the needs of their individual programs, including funding Freshman Athletic Programs and supporting coaches with purchases; organizing school band events and community music events; set-building, costume making, and ticket sales for the Fall Musical and Spring Play; and supporting our Fall and Winter Cheer Program. Our Italian Booster Group is new as of the 2016-17 school year, and was created to support the travel costs of the BHS Italian program.

Latino Parent Group + ELAC: Our Latino Parent Group and English Learner Advisory Council often meet on the same evenings, as these two groups share many common parent members. Administration and the Family Engagement Coordinator work closely with both groups and seek feedback on school plans from ELAC on an annual basis, including the SPSA and Safety Plans.

Parent Volunteers: Organized by committee chairs on the Parents' Groups, parents volunteer to support teachers and students through a variety of activities including Teacher Appreciation Lunches, Senior Activities, and Graduation.

To support our parent groups, the school maintains communication with the community through Aeries Communications, which allows us to send out voice messages, texts, and emails, to specific groups; we are also able to send information and news items out through School Loop. To aid in reaching all of our parents - in a variety of languages, our dialer system automatically translates voice messages and our new website, due to launch on December 1, 2017, is embedded with Google Translator and allows families and interested parties to translate web content into a wide range of languages.

LCFF Priority 4: Performance on Standardized Tests

As BHS makes the shift from reviewing STAR/CST and CAHSEE data - items that were under review at our last WASC Self-Study - and move into analyzing other student performance indicators, we are in the process of considering the data points that will give us the best indication of both current student learning and future student success in college and career. At this time, the indicators we are looking to most frequently are 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 and our findings.

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

Number tested: 325; No Test/No Score: 18

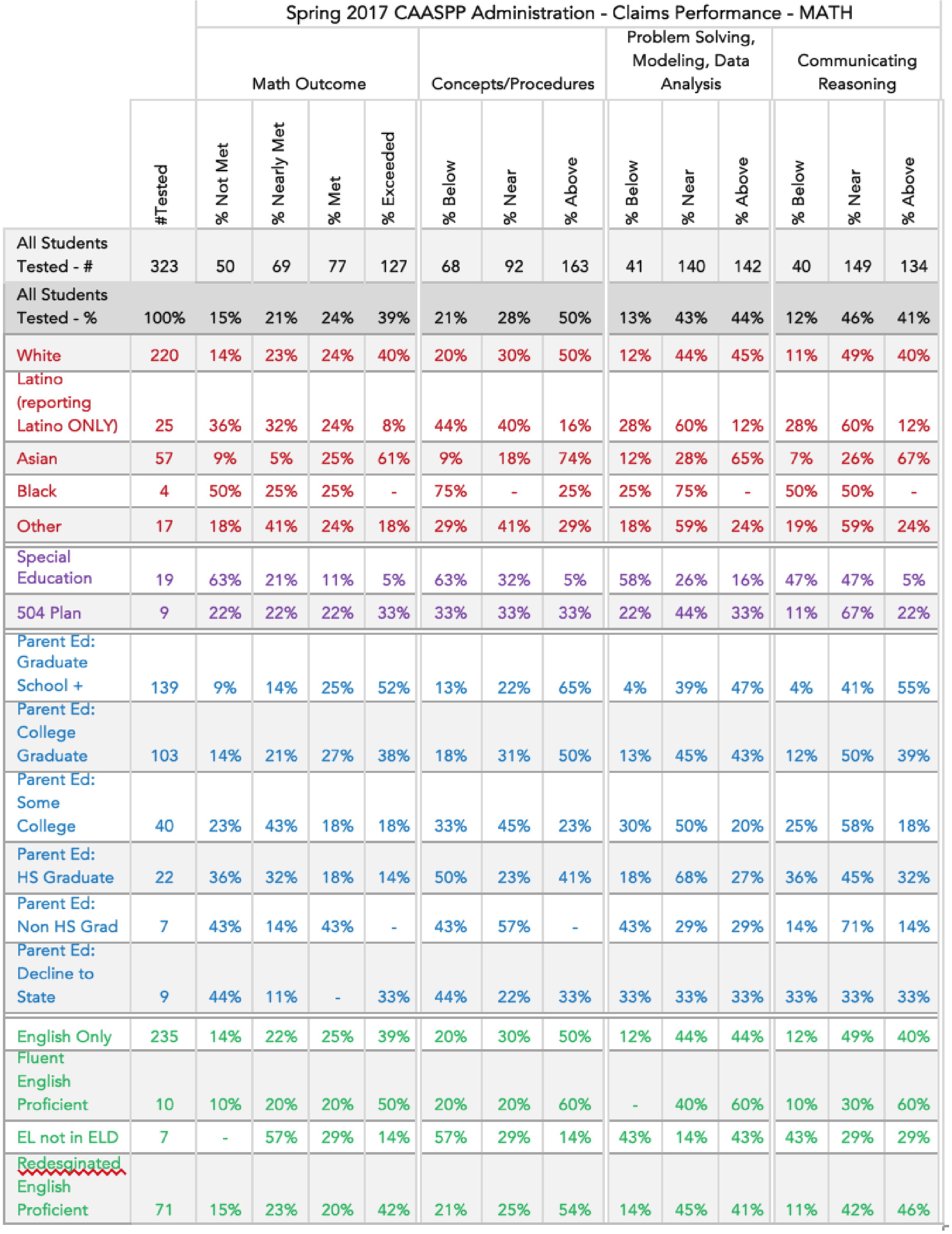
		Spring 2017 CAASPP Administration - Claims Performance - ELA															
		ELA Outcome				Reading			Writing			Listening			Speaking		
	#Tested	% Not Met	% Nearly Met	% Met	% Exceeded	% Below	% Near	% Above	% Below	% Near	% Above	% Below	% Near	% Above	% Below	% Near	% Above
All Students Tested - #	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%
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%
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%
Redesginated English Proficient	71	3%	27%	27%	56%	4%	35%	61%	6%	34%	61%	4%	54%	42%	4%	37%	59%

Findings: Our 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 amongst students in the EL subgroup as well as those with parents with 'some college or below.' This information is similar to the data reported through the LCFF Rubrics.

STUDENT ACHIEVEMENT: CAASPP SPRING 2017 MATH RESULTS

INCLUDES DEMOGRAPHICS, SPECIAL PROGRAMS, PARENT EDUCATION LEVELS, AND LANGUAGE FLUENCY.

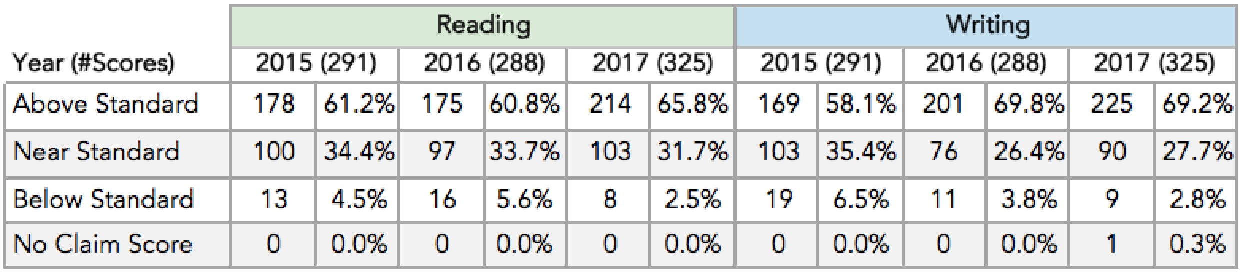
Number tested: 323; No Test/No Score: 20



		Spring 2017 CAASPP Administration - Claims Performance - MATH													
		Math Outcome				Concepts/Procedures			Problem Solving, Modeling, Data Analysis			Communicating Reasoning		
	#Tested	% 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%
Redesginated English Proficient	71	15%	23%	20%	42%	21%	25%	54%	14%	45%	41%	11%	42%	46%

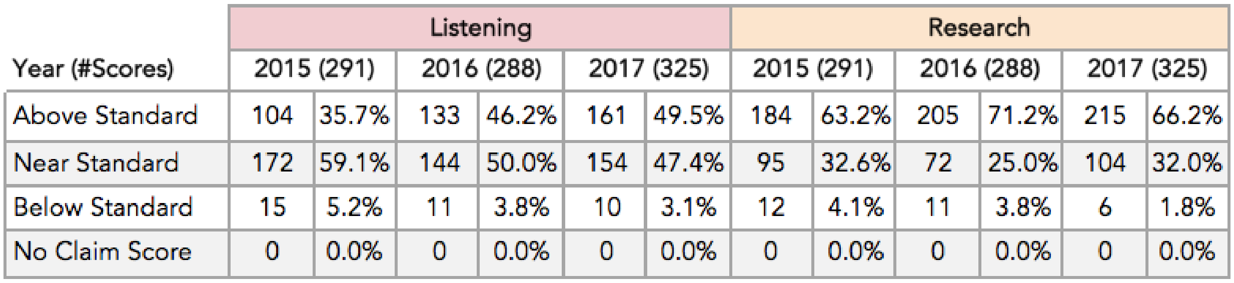
Findings: Our Latino and Black students perform below the BHS average in all claims, as well as BHS SpEd and 504 students. There is a similar trend amongst students in the EL subgroup as well those with parents with 'some college or below.' This information is similar to the data reported through the LCFF Rubrics.

ELA CAASPP CLAIMS RESULTS – THREE YEAR VIEW – PART I



	Reading						Writing					
Year (#Scores)	2015 (291)		2016 (288)		2017 (325)		2015 (291)		2016 (288)		2017 (325)	
Above Standard	178	61.2%	175	60.8%	214	65.8%	169	58.1%	201	69.8%	225	69.2%
Near Standard	100	34.4%	97	33.7%	103	31.7%	103	35.4%	76	26.4%	90	27.7%
Below Standard	13	4.5%	16	5.6%	8	2.5%	19	6.5%	11	3.8%	9	2.8%
No Claim Score	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.3%

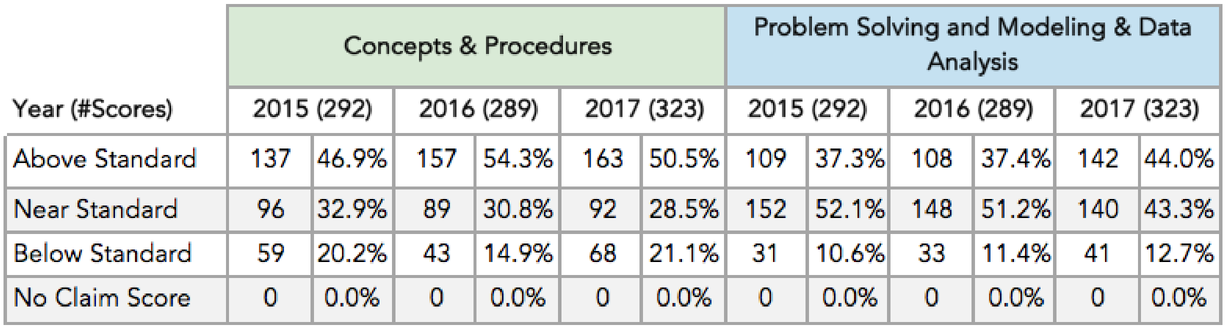
ELA CAASPP CLAIMS RESULTS – THREE YEAR VIEW – PART II



	Listening						Research					
Year (#Scores)	2015 (291)		2016 (288)		2017 (325)		2015 (291)		2016 (288)		2017 (325)	
Above Standard	104	35.7%	133	46.2%	161	49.5%	184	63.2%	205	71.2%	215	66.2%
Near Standard	172	59.1%	144	50.0%	154	47.4%	95	32.6%	72	25.0%	104	32.0%
Below Standard	15	5.2%	11	3.8%	10	3.1%	12	4.1%	11	3.8%	6	1.8%
No Claim Score	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

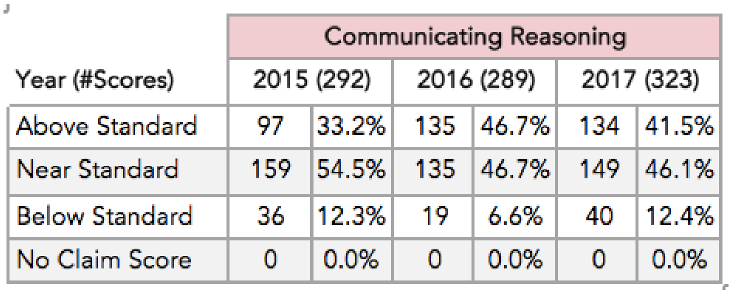
Findings: ELA CAASPP Claims: More students are performing near or above in all claims areas in 2017 as compared to 2015.

MATH CAASPP CLAIMS RESULTS – THREE YEAR VIEW – PART I



	Concepts & Procedures						Problem Solving and Modeling & Data Analysis					
Year (#Scores)	2015 (292)		2016 (289)		2017 (323)		2015 (292)		2016 (289)		2017 (323)	
Above Standard	137	46.9%	157	54.3%	163	50.5%	109	37.3%	108	37.4%	142	44.0%
Near Standard	96	32.9%	89	30.8%	92	28.5%	152	52.1%	148	51.2%	140	43.3%
Below Standard	59	20.2%	43	14.9%	68	21.1%	31	10.6%	33	11.4%	41	12.7%
No Claim Score	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

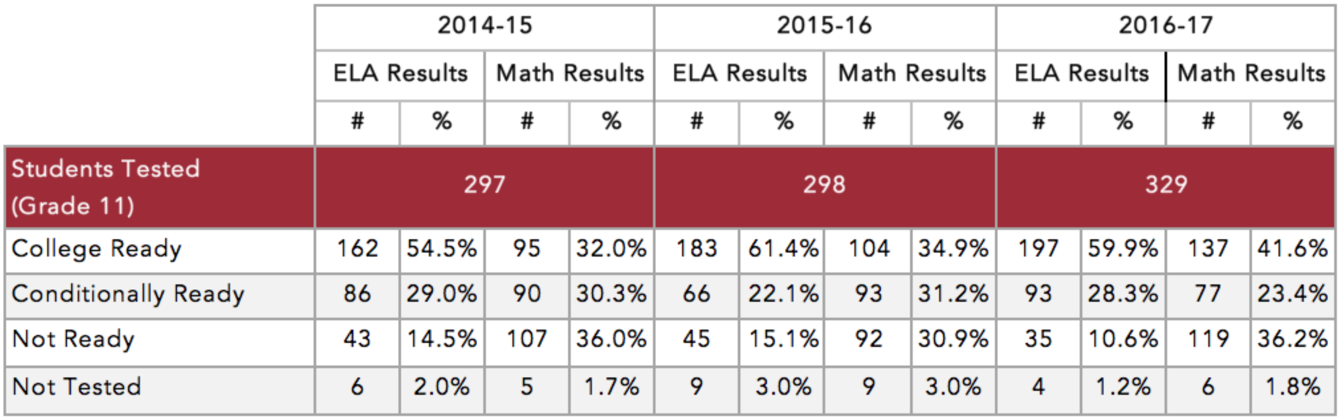
MATH CAASPP CLAIMS RESULTS – THREE YEAR VIEW – PART II



	Communicating Reasoning					
Year (#Scores)	2015 (292)		2016 (289)		2017 (323)	
Above Standard	97	33.2%	135	46.7%	134	41.5%
Near Standard	159	54.5%	135	46.7%	149	46.1%
Below Standard	36	12.3%	19	6.6%	40	12.4%
No Claim Score	0	0.0%	0	0.0%	0	0.0%

Findings: Math CAASPP Claims: Our math results on the CAASPP have not moved in a positive direction over the three year period; in fact, student performance in these claim area appear to have stagnated.

EAP COLLEGE READINESS – THREE YEAR VIEW

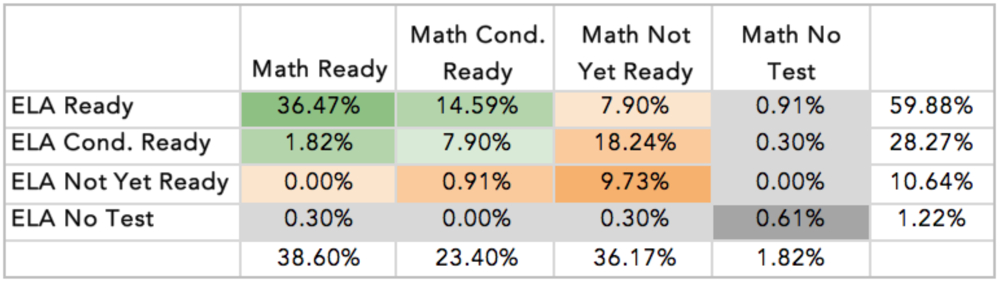


	2014-15				2015-16				2016-17			
	ELA Results		Math Results		ELA Results		Math Results		ELA Results		Math Results	
	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested (Grade 11)	297				298				329			
College Ready	162	54.5%	95	32.0%	183	61.4%	104	34.9%	197	59.9%	137	41.6%
Conditionally Ready	86	29.0%	90	30.3%	66	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%

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

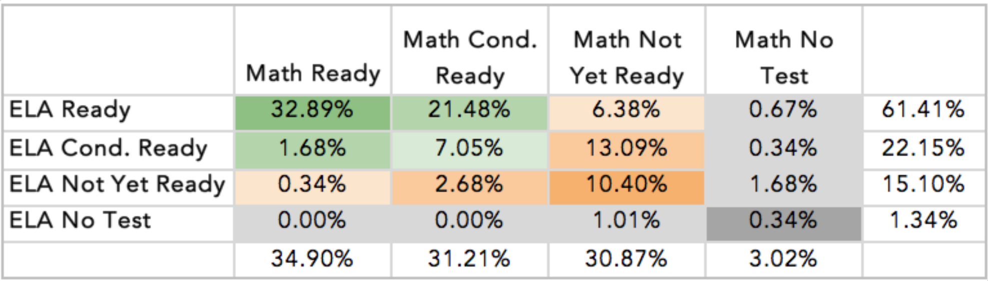
BHS EAP RESULTS OVER TIME: THREE YEAR COLLEGE READINESS OVERVIEW

Table 1: Percentage of students in each classification – 2017 Administration (327 students)



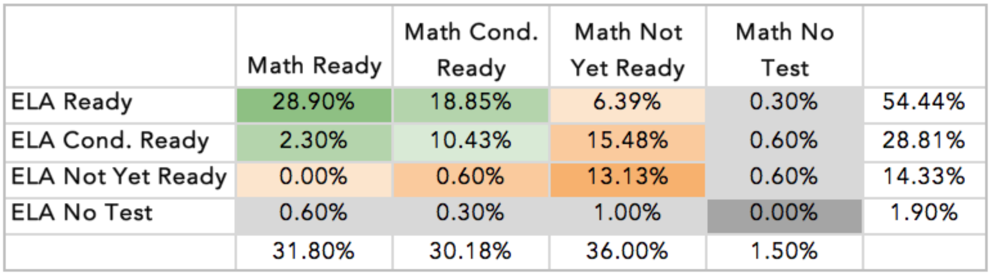
	Math Ready	Math Cond. Ready	Math Not Yet Ready	Math No Test	
ELA Ready	36.47%	14.59%	7.90%	0.91%	59.88%
ELA Cond. Ready	1.82%	7.90%	18.24%	0.30%	28.27%
ELA Not Yet Ready	0.00%	0.91%	9.73%	0.00%	10.64%
ELA No Test	0.30%	0.00%	0.30%	0.61%	1.22%
	38.60%	23.40%	36.17%	1.82%	

Table 2: Percentage of students in each classification – 2016 Administration (298 students)



	Math Ready	Math Cond. Ready	Math Not Yet Ready	Math No Test	
ELA Ready	32.89%	21.48%	6.38%	0.67%	61.41%
ELA Cond. Ready	1.68%	7.05%	13.09%	0.34%	22.15%
ELA Not Yet Ready	0.34%	2.68%	10.40%	1.68%	15.10%
ELA No Test	0.00%	0.00%	1.01%	0.34%	1.34%
	34.90%	31.21%	30.87%	3.02%	

Table3: Percentage of students in each classification – 2015 Administration (297 students)



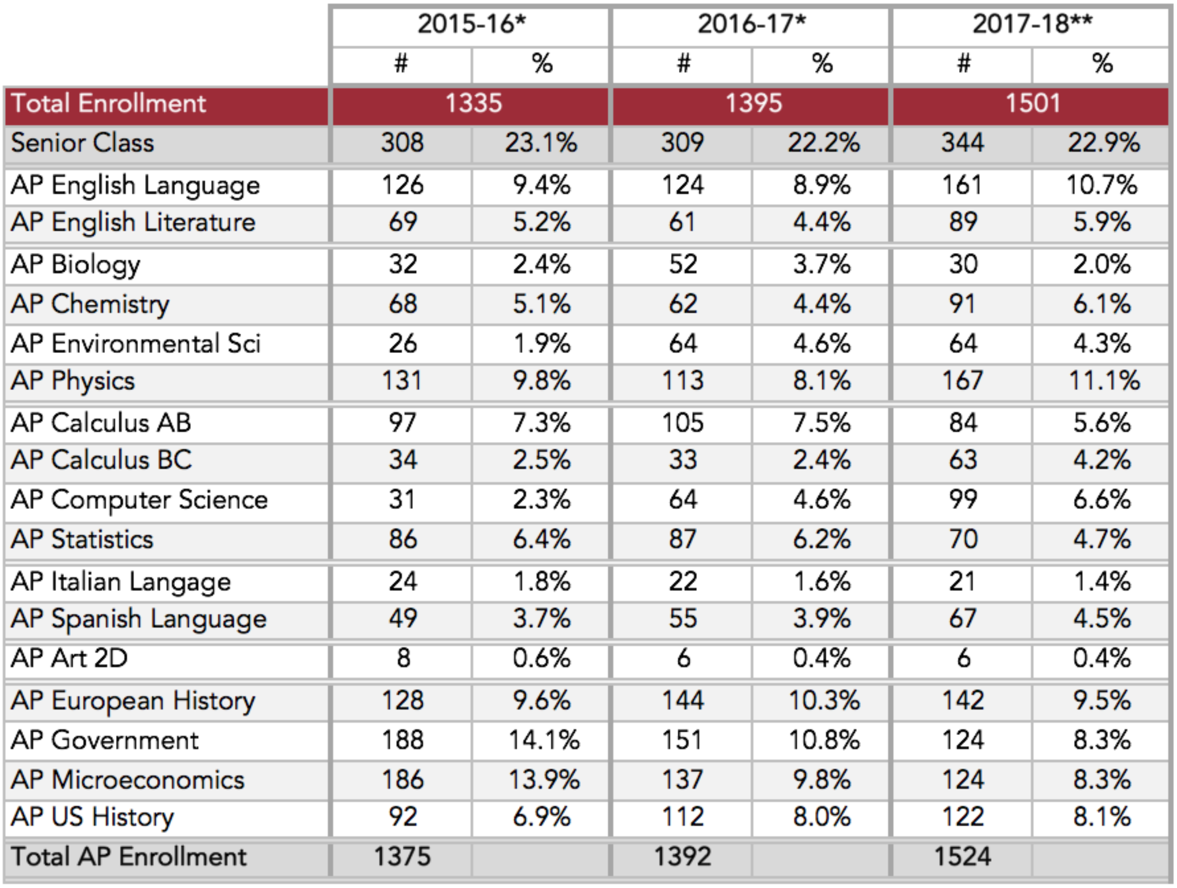
	Math Ready	Math Cond. Ready	Math Not Yet Ready	Math No Test	
ELA Ready	28.90%	18.85%	6.39%	0.30%	54.44%
ELA Cond. Ready	2.30%	10.43%	15.48%	0.60%	28.81%
ELA Not Yet Ready	0.00%	0.60%	13.13%	0.60%	14.33%
ELA No Test	0.60%	0.30%	1.00%	0.00%	1.90%
	31.80%	30.18%	36.00%	1.50%	

Findings: The total percentage of students performing in the dark green ‘College Ready’ zone has increased from 28.9% in 2015 to 36.47% in 2017. The percentage of students in the lighter green ‘Conditionally Ready’ zones has decreased from 31.58% in 2015 to 25.82% in 2017. The total students in the green zones (scoring ‘Conditionally

Ready' or higher on both tests) has increased slightly from 60.48% on 2015 to 62.29% in 2017 and the percentage of students performing below the 'Conditionally Ready' zone has declined slightly in this three year snapshot.

AP COURSE ENROLLMENT – THREE YEAR OVERVIEW

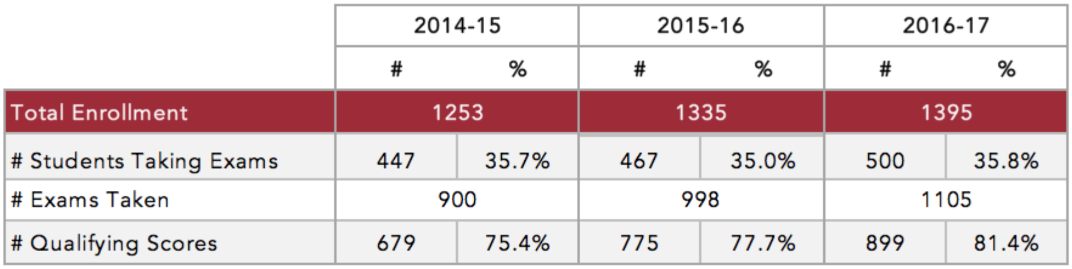
Notes: * End of Year; ** August 11, 2017



	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 Langage	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	

Findings: 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.

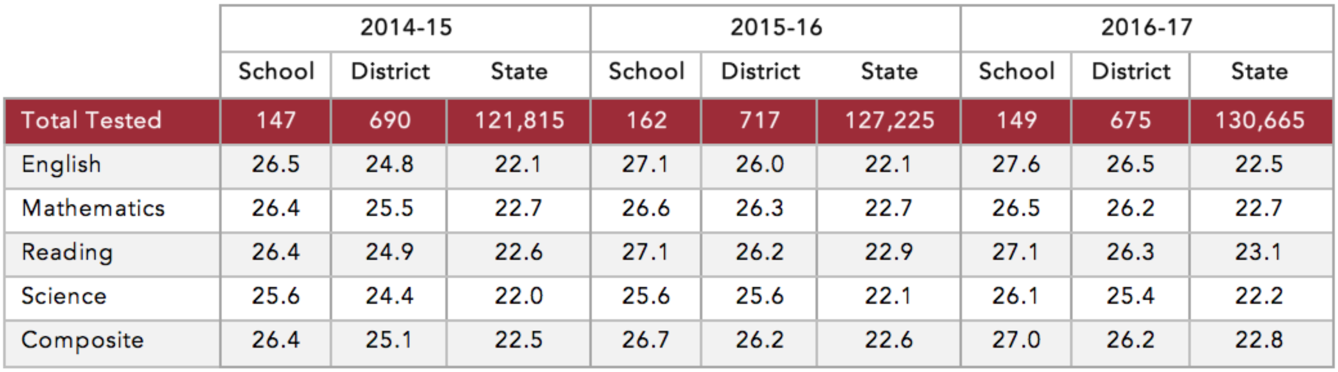
AP TESTING RESULTS – THREE YEAR OVERVIEW



	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Total Enrollment	1253		1335		1395	
# Students Taking Exams	447	35.7%	467	35.0%	500	35.8%
# Exams Taken	900		998		1105	
# Qualifying Scores	679	75.4%	775	77.7%	899	81.4%

Findings: The overall number of students taking exams has increased at the same rate as enrollment from 2014-15 to 2016-17. However, the number of qualifying scores has increased from 75.4% in 2015 to 81.4% in 2017.

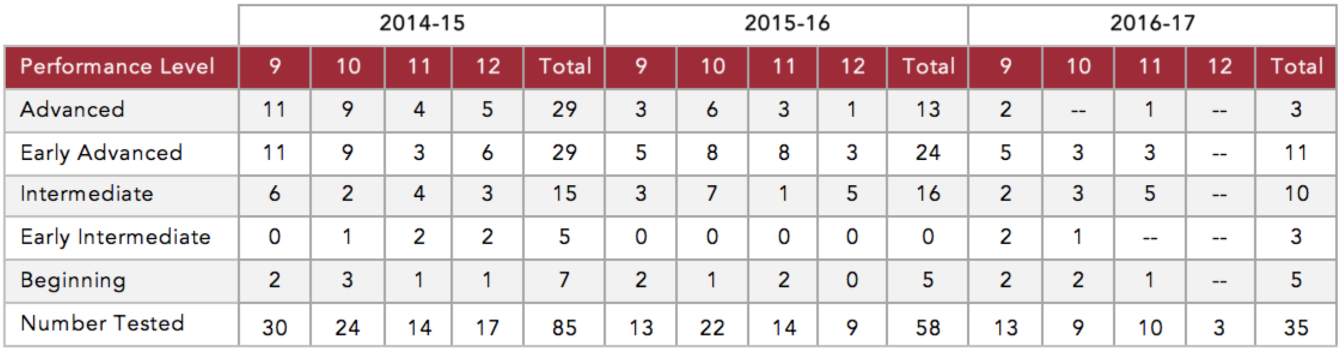
ACT: AVERAGE ACT SCORES BY SCHOOL DISTRICT, AND STATE – THREE YEAR OVERVIEW



	2014-15			2015-16			2016-17		
	School	District	State	School	District	State	School	District	State
Total Tested	147	690	121,815	162	717	127,225	149	675	130,665
English	26.5	24.8	22.1	27.1	26.0	22.1	27.6	26.5	22.5
Mathematics	26.4	25.5	22.7	26.6	26.3	22.7	26.5	26.2	22.7
Reading	26.4	24.9	22.6	27.1	26.2	22.9	27.1	26.3	23.1
Science	25.6	24.4	22.0	25.6	25.6	22.1	26.1	25.4	22.2
Composite	26.4	25.1	22.5	26.7	26.2	22.6	27.0	26.2	22.8

Findings: BHS student performance on the ACT consistently outpaces that of the San Mateo Union High School District and the State of California.

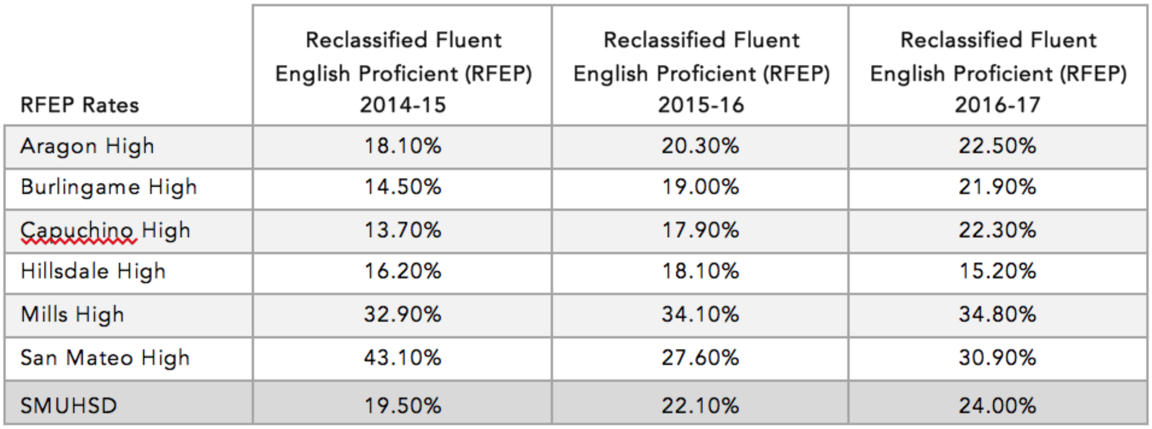
CELDT RESULTS: NUMBER OF STUDENTS AT EACH OVERALL PERFORMANCE LEVEL – THREE YEAR OVERVIEW



	2014-15					2015-16					2016-17				
Performance Level	9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total
Advanced	11	9	4	5	29	3	6	3	1	13	2	--	1	--	3
Early Advanced	11	9	3	6	29	5	8	8	3	24	5	3	3	--	11
Intermediate	6	2	4	3	15	3	7	1	5	16	2	3	5	--	10
Early Intermediate	0	1	2	2	5	0	0	0	0	0	2	1	--	--	3
Beginning	2	3	1	1	7	2	1	2	0	5	2	2	1	--	5
Number Tested	30	24	14	17	85	13	22	14	9	58	13	9	10	3	35

Findings: The number of students we have taking the CELDT test at BHS has decreased dramatically over this time period, from 85 students in 2014-15 to only 35 students in 2016-17, with a smaller percentage of those students performing at an advanced rate as before. This is most likely the result of the closure of EL courses at BHS.

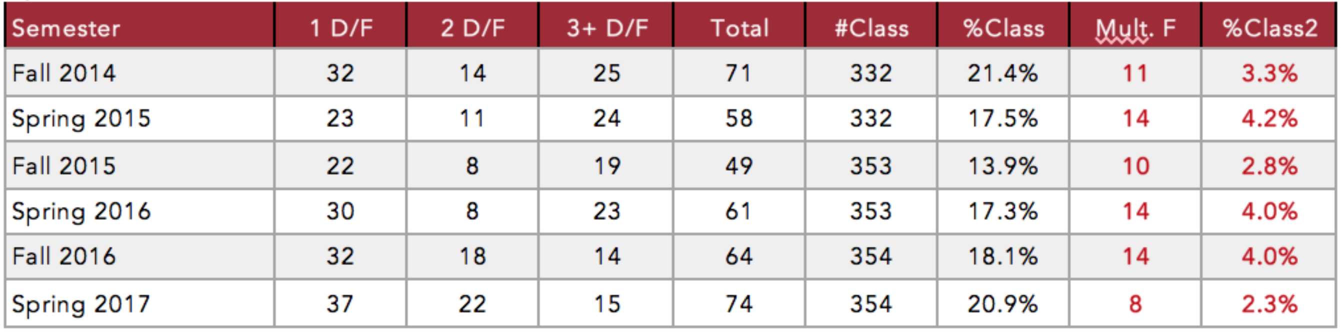
EL RECLASSIFICATION RATE – DISTRICTWIDE – THREE YEAR OVERVIEW



RFEP Rates	Reclassified Fluent English Proficient (RFEP) 2014-15	Reclassified Fluent English Proficient (RFEP) 2015-16	Reclassified Fluent English Proficient (RFEP) 2016-17
Aragon High	18.10%	20.30%	22.50%
Burlingame High	14.50%	19.00%	21.90%
Capuchino High	13.70%	17.90%	22.30%
Hillsdale High	16.20%	18.10%	15.20%
Mills High	32.90%	34.10%	34.80%
San Mateo High	43.10%	27.60%	30.90%
SMUHSD	19.50%	22.10%	24.00%

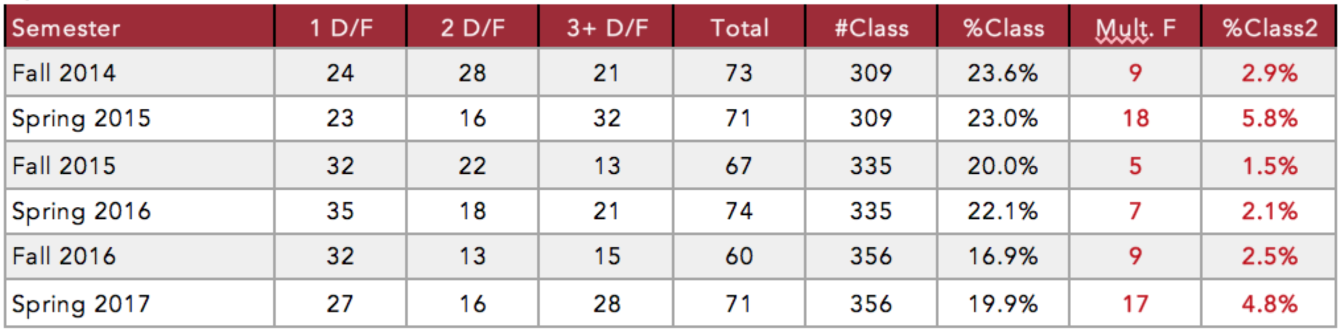
Findings: The reclassification rate of students at BHS has increased from 14.5% in 2014-15 to 21.9% in 2016-17.

D/F ANALYSIS FOR GRADE 9 – THREE YEAR OVERVIEW



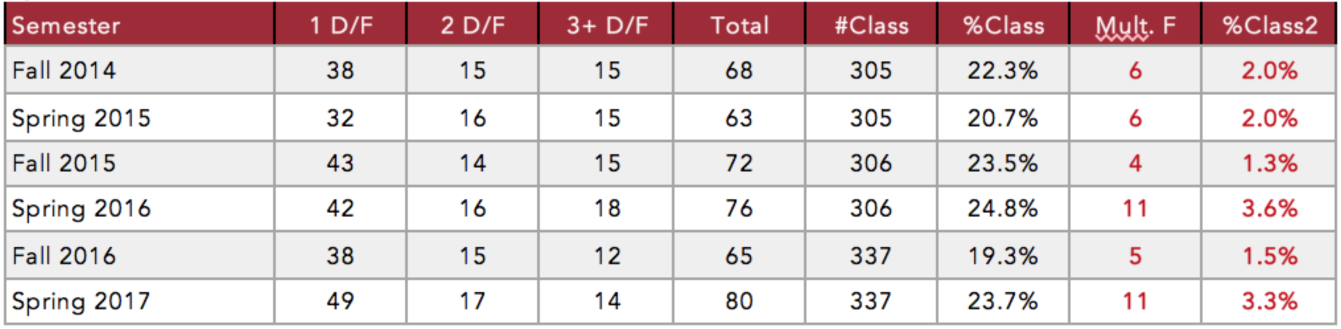
Semester	1 D/F	2 D/F	3+ D/F	Total	#Class	%Class	Mult. F	%Class2
Fall 2014	32	14	25	71	332	21.4%	11	3.3%
Spring 2015	23	11	24	58	332	17.5%	14	4.2%
Fall 2015	22	8	19	49	353	13.9%	10	2.8%
Spring 2016	30	8	23	61	353	17.3%	14	4.0%
Fall 2016	32	18	14	64	354	18.1%	14	4.0%
Spring 2017	37	22	15	74	354	20.9%	8	2.3%

D/F ANALYSIS FOR GRADE 10 – THREE YEAR OVERVIEW



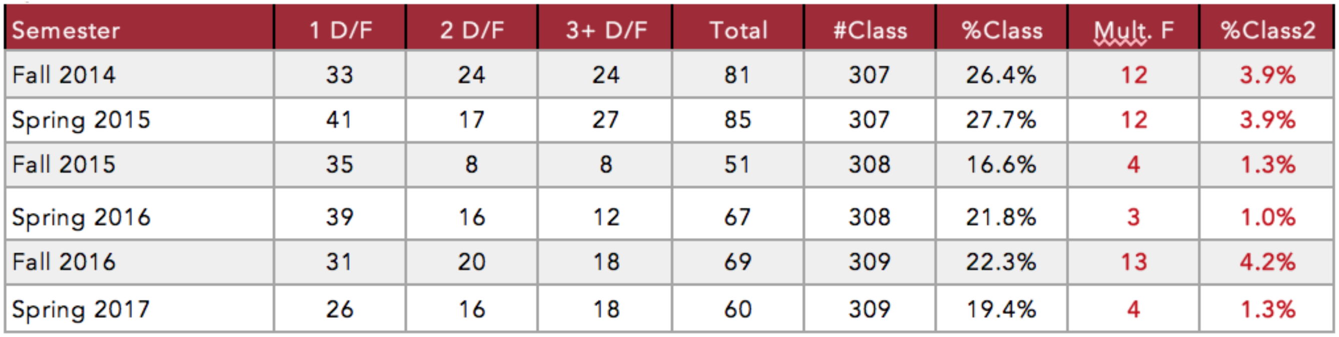
Semester	1 D/F	2 D/F	3+ D/F	Total	#Class	%Class	Mult. F	%Class2
Fall 2014	24	28	21	73	309	23.6%	9	2.9%
Spring 2015	23	16	32	71	309	23.0%	18	5.8%
Fall 2015	32	22	13	67	335	20.0%	5	1.5%
Spring 2016	35	18	21	74	335	22.1%	7	2.1%
Fall 2016	32	13	15	60	356	16.9%	9	2.5%
Spring 2017	27	16	28	71	356	19.9%	17	4.8%

D/F ANALYSIS FOR GRADE 11 – THREE YEAR OVERVIEW



Semester	1 D/F	2 D/F	3+ D/F	Total	#Class	%Class	Mult. F	%Class2
Fall 2014	38	15	15	68	305	22.3%	6	2.0%
Spring 2015	32	16	15	63	305	20.7%	6	2.0%
Fall 2015	43	14	15	72	306	23.5%	4	1.3%
Spring 2016	42	16	18	76	306	24.8%	11	3.6%
Fall 2016	38	15	12	65	337	19.3%	5	1.5%
Spring 2017	49	17	14	80	337	23.7%	11	3.3%

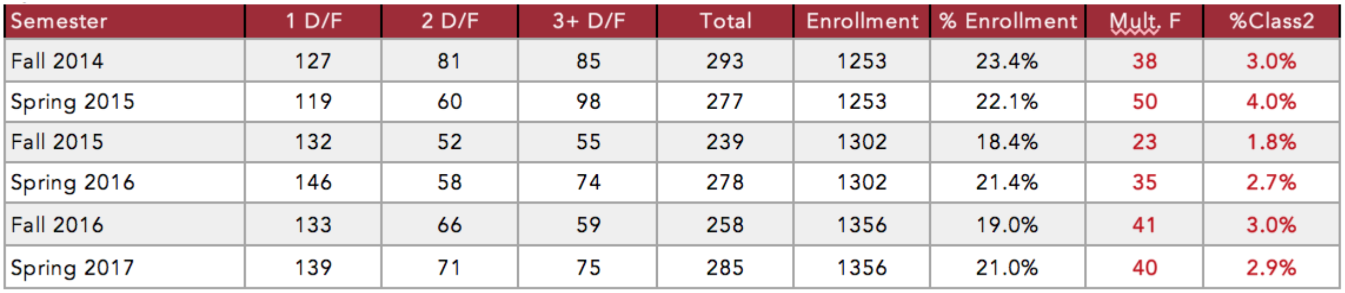
D/F ANALYSIS FOR GRADE 12 – THREE YEAR OVERVIEW



Semester	1 D/F	2 D/F	3+ D/F	Total	#Class	%Class	Mult. F	%Class2
Fall 2014	33	24	24	81	307	26.4%	12	3.9%
Spring 2015	41	17	27	85	307	27.7%	12	3.9%
Fall 2015	35	8	8	51	308	16.6%	4	1.3%
Spring 2016	39	16	12	67	308	21.8%	3	1.0%
Fall 2016	31	20	18	69	309	22.3%	13	4.2%
Spring 2017	26	16	18	60	309	19.4%	4	1.3%

Findings: Over 15% of the student body at BHS earns D/F grades every semester. However, the percentage of students earning multiple 'F' grades is relatively small, staying consistently under the 5% mark with only one exception.

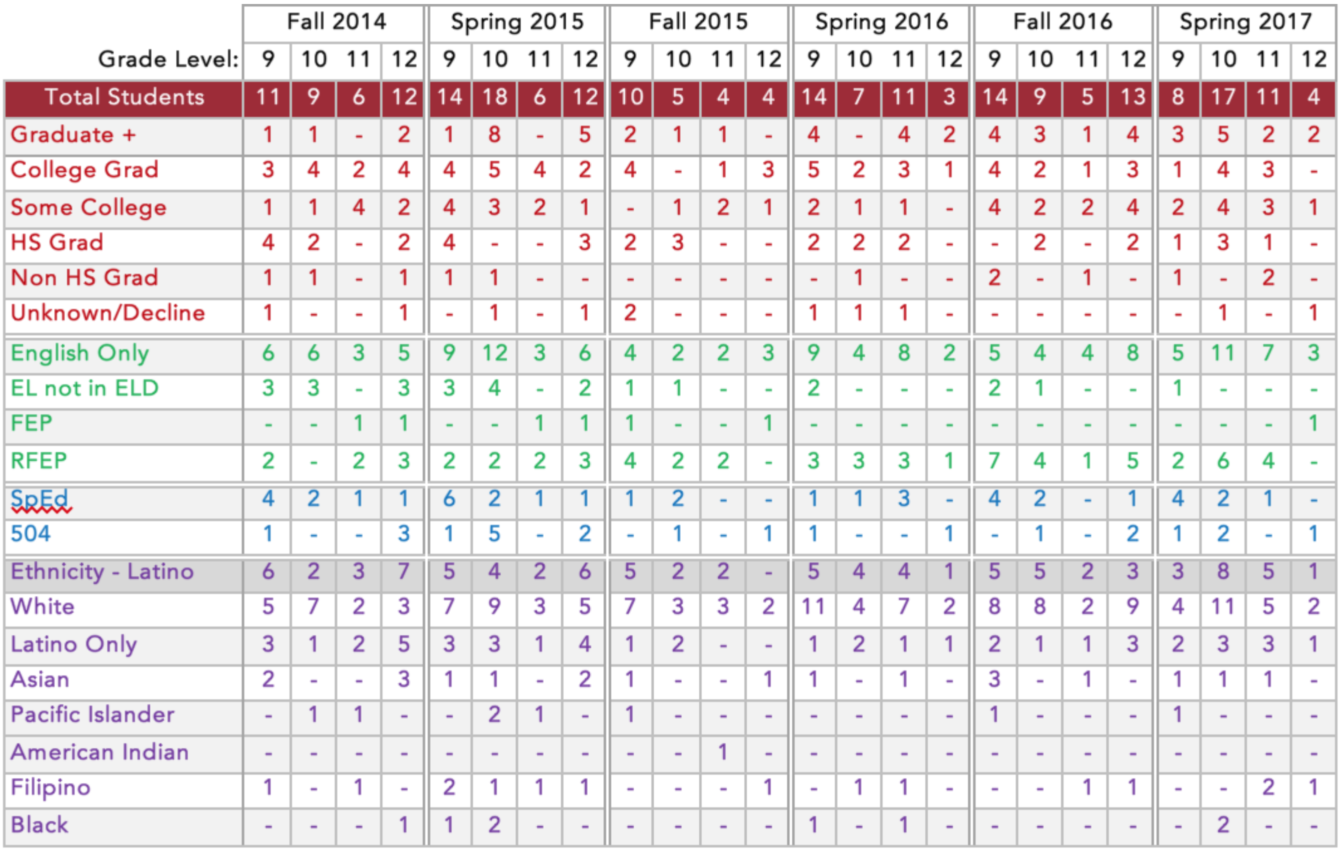
D/F ANALYSIS FOR ALL GRADES - THREE YEAR OVERVIEW



Semester	1 D/F	2 D/F	3+ D/F	Total	Enrollment	% Enrollment	Mult. F	%Class2
Fall 2014	127	81	85	293	1253	23.4%	38	3.0%
Spring 2015	119	60	98	277	1253	22.1%	50	4.0%
Fall 2015	132	52	55	239	1302	18.4%	23	1.8%
Spring 2016	146	58	74	278	1302	21.4%	35	2.7%
Fall 2016	133	66	59	258	1356	19.0%	41	3.0%
Spring 2017	139	71	75	285	1356	21.0%	40	2.9%

Findings: The overall student population earning ‘D/F’ grades over each of the past six semesters has remained relatively constant, and the total percentage of students earning multiple ‘F’ grades has remained at 4% or below over the same time period.

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



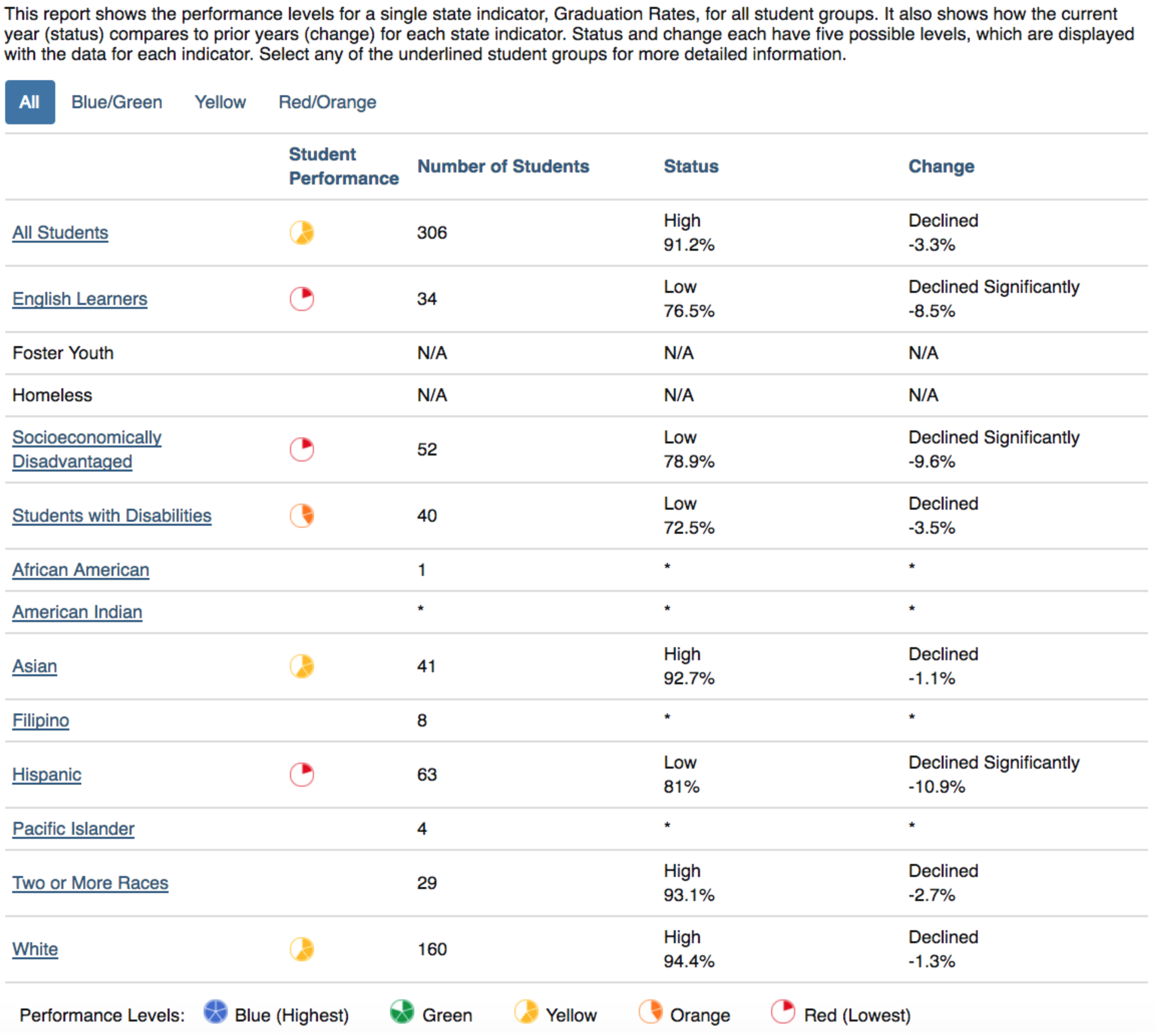
	Fall 2014				Spring 2015				Fall 2015				Spring 2016				Fall 2016				Spring 2017			
Grade Level:	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12
Total Students	11	9	6	12	14	18	6	12	10	5	4	4	14	7	11	3	14	9	5	13	8	17	11	4
Graduate +	1	1	-	2	1	8	-	5	2	1	1	-	4	-	4	2	4	3	1	4	3	5	2	2
College 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	-	-

Findings: 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 us 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 Priority 5: Pupil Engagement

The California School Dashboard provides data regarding student achievement based on LCFF criteria. The following charts are pulled from the BHS Dashboard, and provide the school with objective data on the performance of our students.

LCFF RUBRIC: GRADUATION RATE FOR SPRING 2017



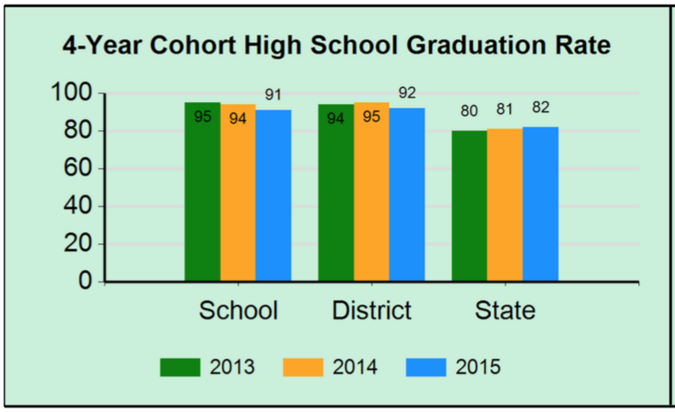
This report shows the performance levels for a single state indicator, Graduation Rates, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

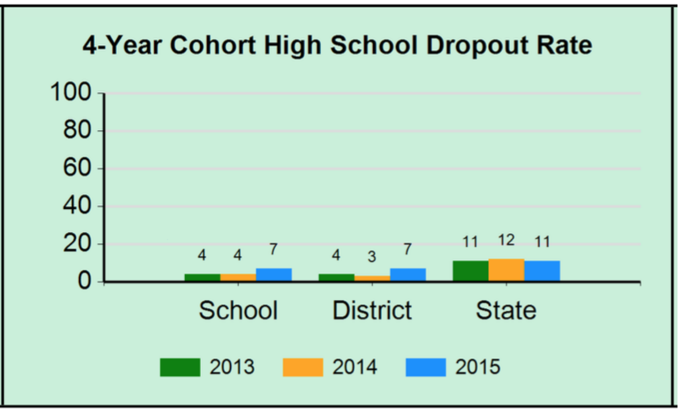
	Student Performance	Number of Students	Status	Change
All Students	🟡	306	High 91.2%	Declined -3.3%
English Learners	🔴	34	Low 76.5%	Declined Significantly -8.5%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged	🔴	52	Low 78.9%	Declined Significantly -9.6%
Students with Disabilities	🟠	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%

Performance Levels: 🔵 Blue (Highest) 🟢 Green 🟡 Yellow 🟠 Orange 🔴 Red (Lowest)

Findings: There is a decline in the number of students that remain in our 4-year cohorts, resulting in a lower than desired Graduation Rate. While we are able to assist nearly every student that begins their senior year at BHS to graduate from our school, our overall graduation rate is not where we would like it to be. This is especially true in our English Learner, SED, SWD, and Latino subgroups.

LCFF 4-YEAR COHORT GRADUATION AND DROPOUT RATE - THREE YEAR OVERVIEW



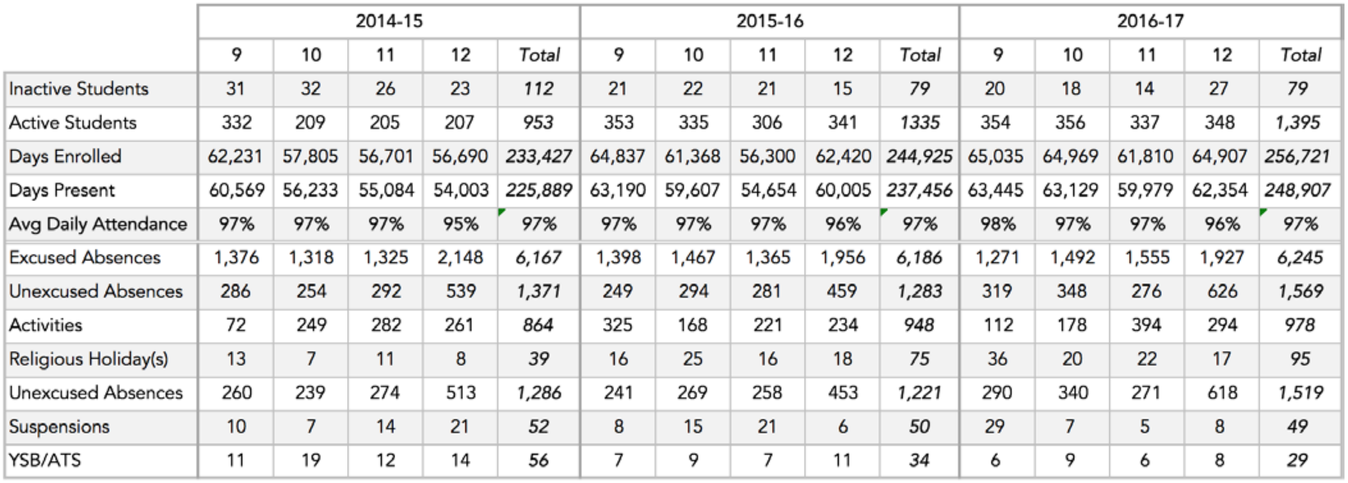


Findings: Our graduation rate over the time periods covered in this report have declined, from 95% in 2013 to only 91% in 2015. There is a calculation included on the DataQuest website that will allow us to better understand why this may be; a better understanding of this will help us assist more students in graduating from Burlingame High School.

LCFF RUBRIC: CHRONIC ABSENTEEISM FOR SPRING 2017

The California School Dashboard gave Burlingame High School a score of ‘N/A’ in this area. There is no charted information for our school regarding absenteeism for this period.

AVERAGE DAILY ATTENDANCE BY TYPE AND GRADE - THREE YEAR OVERVIEW



	2014-15					2015-16					2016-17				
	9	10	11	12	*Total*	9	10	11	12	*Total*	9	10	11	12	*Total*
Inactive Students	31	32	26	23	*112*	21	22	21	15	*79*	20	18	14	27	*79*
Active Students	332	209	205	207	*953*	353	335	306	341	*1335*	354	356	337	348	*1,395*
Days Enrolled	62,231	57,805	56,701	56,690	*233,427*	64,837	61,368	56,300	62,420	*244,925*	65,035	64,969	61,810	64,907	*256,721*
Days Present	60,569	56,233	55,084	54,003	*225,889*	63,190	59,607	54,654	60,005	*237,456*	63,445	63,129	59,979	62,354	*248,907*
Avg Daily Attendance	97%	97%	97%	95%	*97%*	97%	97%	97%	96%	*97%*	98%	97%	97%	96%	*97%*
Excused Absences	1,376	1,318	1,325	2,148	*6,167*	1,398	1,467	1,365	1,956	*6,186*	1,271	1,492	1,555	1,927	*6,245*
Unexcused Absences	286	254	292	539	*1,371*	249	294	281	459	*1,283*	319	348	276	626	*1,569*
Activities	72	249	282	261	*864*	325	168	221	234	*948*	112	178	394	294	*978*
Religious Holiday(s)	13	7	11	8	*39*	16	25	16	18	*75*	36	20	22	17	*95*
Unexcused Absences	260	239	274	513	*1,286*	241	269	258	453	*1,221*	290	340	271	618	*1,519*
Suspensions	10	7	14	21	*52*	8	15	21	6	*50*	29	7	5	8	*49*
YSB/ATS	11	19	12	14	*56*	7	9	7	11	*34*	6	9	6	8	*29*

Findings: In reviewing the Average Daily Attendance chart, it is clear that there is sharp decline in attendance for students in 12th grade, with a huge spike in the number of ‘excused’ and ‘unexcused’ absences as compared to the other three grade levels.

INDICATIONS FROM STUDENT PERCEPTION DATA

The San Mateo Union High School District participates in the California Healthy Kids Survey (CHKS) every other year. The staff at BHS use the data from the CHKS to help us better understand student perceptions of the school and engagement in the classroom. The following are pieces of data from our most recent CHKS data from 2015-16, as the results from the 2017-18 data were not available at the time of writing this document.

Reasons for Absence [Agree + Strongly Agree]	**Grade 9**	**Grade 11**
Does not apply - I didn’t miss any school	54%	37%
Illness (feeling physically sick), including problems with breathing or your teeth	39%	52%
Felt very sad, hopeless, anxious, stressed, or angry	6%	16%
Didn’t get enough sleep	6%	26%
Were behind in schoolwork or weren’t prepared for a test or class assignment	4%	17%

[Data from 2015-16 CHKS - Student Report]

Findings: Older students indicate a 10-20% rise in absenteeism for reasons stemming from lack of preparation for class, lack of sleep, and from feelings of stress, anxiety, and sadness.

Academic Motivation [Agree + Strongly Agree]	**Grade 9**	**Grade 11**
I try hard at school because I am interested in my work.	70%	66%
I work hard to understand new things at school.	82%	82%
I am always trying to do better in my schoolwork.	86%	83%

[Data from 2015-16 CHKS - Student Report]

Findings: For the most part, our students report that they work hard to understand new concepts and do better in their schoolwork. There is a small decline in students reporting being interested in the work they are asked to complete.

Student Connectedness and Engagement [Agree + Strongly Agree]	**Grade 9**	**Grade 11**
I feel close to people at this school.	68%	78%
I feel like I am part of this school.	68%	61%
Opportunities for meaningful participation: I do interesting activities.	72%	65%
Opportunities for meaningful participation: I do things that make a difference.	45%	39%

[Data from 2015-16 CHKS - Student Report]

Findings: Over 60% of BHS students report feeling connected to the school and feel close to people at the school. Fewer students feel that they do things at school that make a difference.

Staff Perspective: Learning Readiness & Engagement [Agreement: Most / Nearly All]	**All**
Students at this school are motivated to learn.	87%
Students are well-behaved.	78%

[Data from 2015-16 CHKS - Staff/Teacher Report]

Findings: Most staff members find that students are motivated to learn and are well-behaved.

Staff Perspective: Student Engagement & Behavior [Agreement: Moderate/Severe Problem]	**All**
Cutting class or Truancy is a problem.	49%
Disruptive student behavior is a problem.	25%
Lack of respect of staff by students is a problem.	17%
Student depression or mental health issues are a problem.	78%

Vandalism is a problem.	8%
Harassment and bullying is a problem.	35%
Physical fighting between students is a problem.	2%
Theft is a problem.	14%
Student alcohol and drug use is a problem.	54%
Student tobacco use is a problem.	11%

[Data from 2015-16 CHKS - Staff/Teacher Report]

Findings: The staff at BHS indicate that the biggest problems faced on campus surround student depression and mental health issues, student alcohol and drug use, and truancy/cutting classes.

Staff Perspective: Perceived Student Physical Health [Agreement: Nearly All/Most]]	**All**
Students arrive at school alert and rested.	62%
Students are healthy and physically fit.	94%

[Data from 2015-16 CHKS - Staff/Teacher Report]

Findings: While the BHS staff report that students appear to be physically fit and healthy, 38% of staff are not in agreement that students arrive alert and rested.

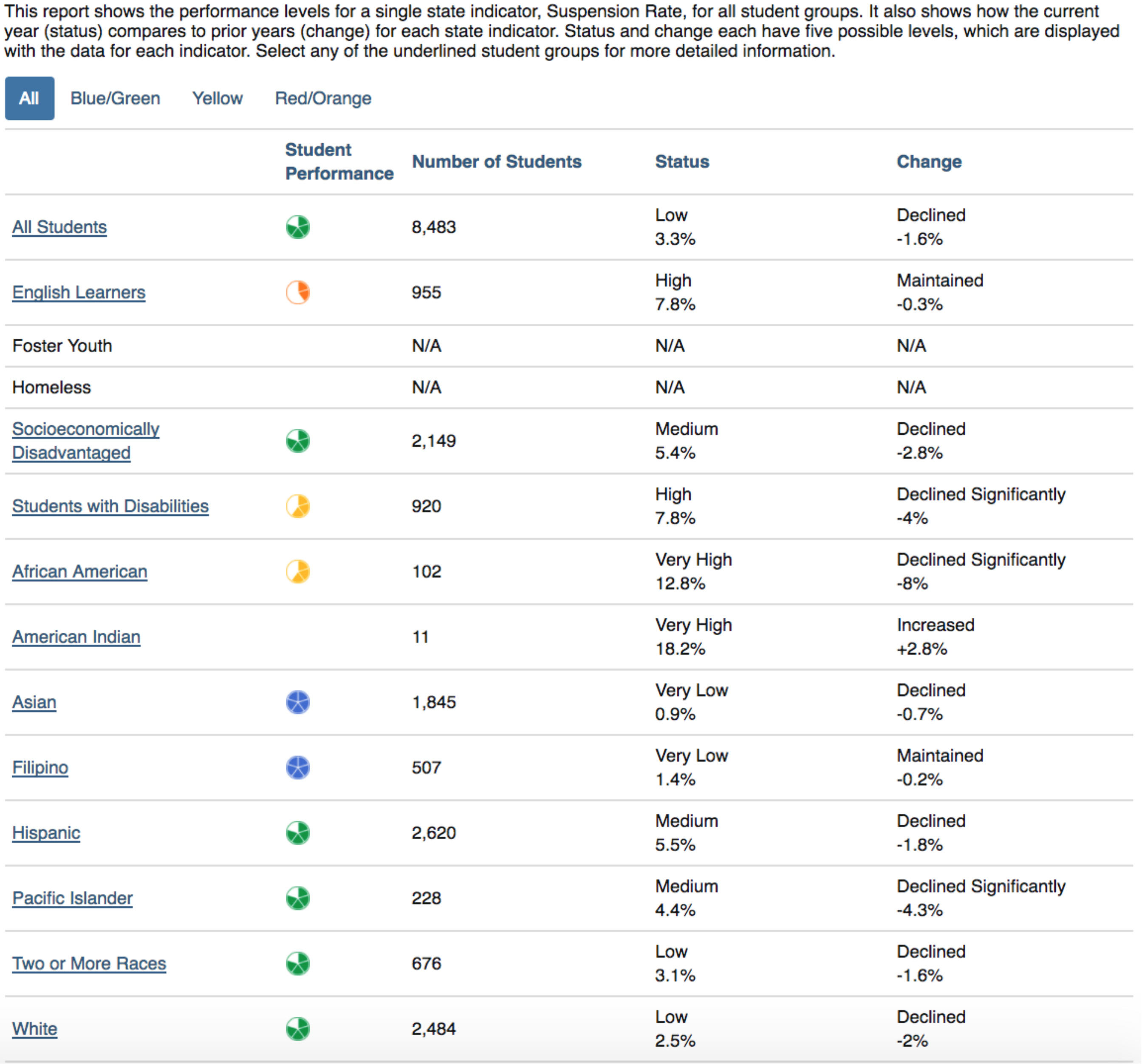
Staff Perspective: Discipline & Counseling [Agree + Strongly Agree]	**All**
The school clearly communicates to students the consequences of breaking school rules.	73%
This school handles discipline problems fairly.	62%
This school effectively handles discipline and behavioral problems.	63%
This school provides adequate counseling and support for students.	89%

[Data from 2015-16 CHKS - Staff/Teacher Report]

Findings: The BHS staff finds that the school clearly communicates consequences for breaking rules and provides adequate counseling and support for students. There is a decline, however, in the number of staff who agree that discipline problems are handled effectively or fairly.

LCFF Priority 6: School Climate

LCFF RUBRIC: SUSPENSION RATES FOR SPRING 2017



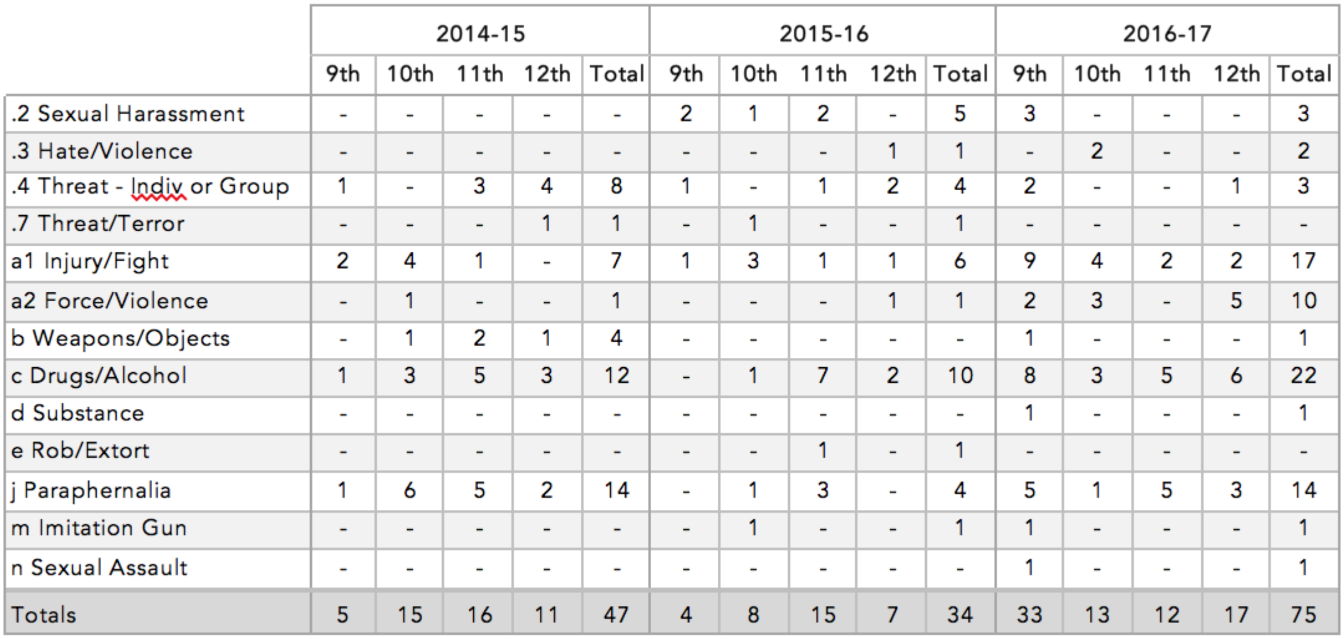
This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students	🟢	8,483	Low 3.3%	Declined -1.6%
English Learners	🟠	955	High 7.8%	Maintained -0.3%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged	🟢	2,149	Medium 5.4%	Declined -2.8%
Students with Disabilities	🟡	920	High 7.8%	Declined Significantly -4%
African American	🟡	102	Very High 12.8%	Declined Significantly -8%
American Indian		11	Very High 18.2%	Increased +2.8%
Asian	🔵	1,845	Very Low 0.9%	Declined -0.7%
Filipino	🔵	507	Very Low 1.4%	Maintained -0.2%
Hispanic	🟢	2,620	Medium 5.5%	Declined -1.8%
Pacific Islander	🟢	228	Medium 4.4%	Declined Significantly -4.3%
Two or More Races	🟢	676	Low 3.1%	Declined -1.6%
White	🟢	2,484	Low 2.5%	Declined -2%

Findings: Overall, our suspension rates have decreased over time, as indicated in the number of 'declined' stats on the right side of this chart. There is room for improvement, as there is a higher incidence of suspension for students in the EL, SWD, and African American subgroups.

STUDENT DISCIPLINE: SUSPENSIONS BY GRADE – THREE YEAR OVERVIEW

Note: More than one code is often used in each suspension case.

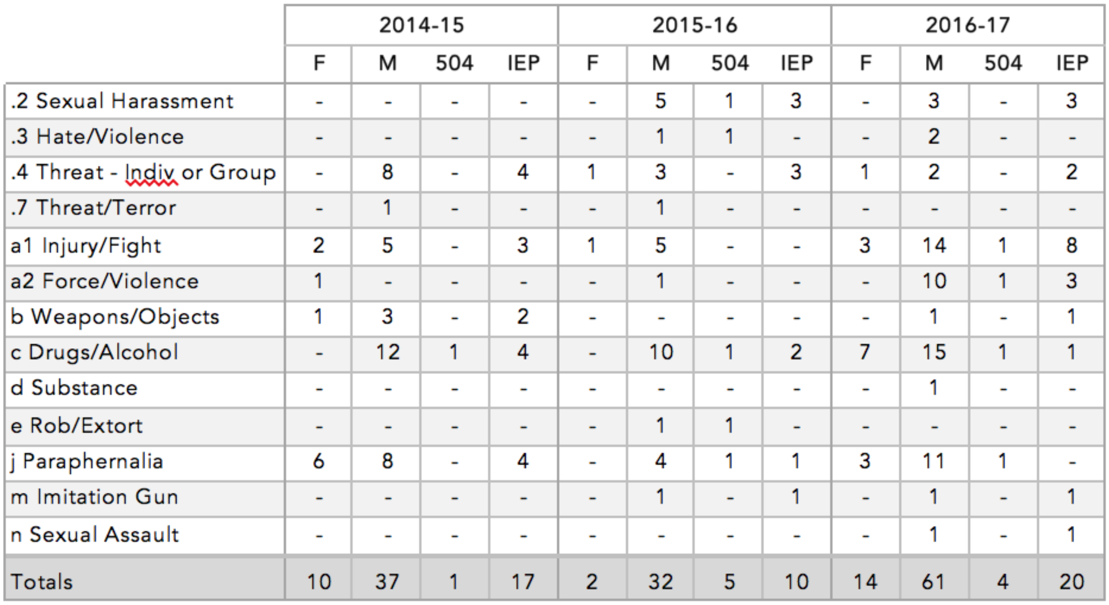


	2014-15					2015-16					2016-17				
	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total
.2 Sexual Harassment	-	-	-	-	-	2	1	2	-	5	3	-	-	-	3
.3 Hate/Violence	-	-	-	-	-	-	-	-	1	1	-	2	-	-	2
.4 Threat - Indiv or Group	1	-	3	4	8	1	-	1	2	4	2	-	-	1	3
.7 Threat/Terror	-	-	-	1	1	-	1	-	-	1	-	-	-	-	-
a1 Injury/Fight	2	4	1	-	7	1	3	1	1	6	9	4	2	2	17
a2 Force/Violence	-	1	-	-	1	-	-	-	1	1	2	3	-	5	10
b Weapons/Objects	-	1	2	1	4	-	-	-	-	-	1	-	-	-	1
c Drugs/Alcohol	1	3	5	3	12	-	1	7	2	10	8	3	5	6	22
d Substance	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
e Rob/Extort	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-
j Paraphernalia	1	6	5	2	14	-	1	3	-	4	5	1	5	3	14
m Imitation Gun	-	-	-	-	-	-	1	-	-	1	1	-	-	-	1
n Sexual Assault	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Totals	5	15	16	11	47	4	8	15	7	34	33	13	12	17	75

Findings: The total number of codes used in suspension cases has risen from 47 in 2014-15 to 75 in 2016-17, with a notable rise in the areas of injury/fight, force/violence, and drugs/alcohol in this three-year snapshot. It is also important to point out that this is the total number of suspensions and students may be counted more than once if they were suspended more than one time in any school year.

STUDENT DISCIPLINE: SUSPENSIONS BY GENDER & PROGRAM – THREE YEAR OVERVIEW

Note: More than one code is often used in each suspension case.



	2014-15				2015-16				2016-17			
	F	M	504	IEP	F	M	504	IEP	F	M	504	IEP
.2 Sexual Harassment	-	-	-	-	-	5	1	3	-	3	-	3
.3 Hate/Violence	-	-	-	-	-	1	1	-	-	2	-	-
.4 Threat - Indiv or Group	-	8	-	4	1	3	-	3	1	2	-	2
.7 Threat/Terror	-	1	-	-	-	1	-	-	-	-	-	-
a1 Injury/Fight	2	5	-	3	1	5	-	-	3	14	1	8
a2 Force/Violence	1	-	-	-	-	1	-	-	-	10	1	3
b Weapons/Objects	1	3	-	2	-	-	-	-	-	1	-	1
c Drugs/Alcohol	-	12	1	4	-	10	1	2	7	15	1	1
d Substance	-	-	-	-	-	-	-	-	-	1	-	-
e Rob/Extort	-	-	-	-	-	1	1	-	-	-	-	-
j Paraphernalia	6	8	-	4	-	4	1	1	3	11	1	-
m Imitation Gun	-	-	-	-	-	1	-	1	-	1	-	1
n Sexual Assault	-	-	-	-	-	-	-	-	-	1	-	1
Totals	10	37	1	17	2	32	5	10	14	61	4	20

Findings: The vast majority of students disciplined with a suspension are male with a disproportionate number of them supported by an IEP. This finding was also indicated by a disproportionality study conducted by SMUHSD *in 2016-17. It is also important to point out that this is the total number of suspensions: students may be counted more than once if they were suspended multiple times in any school year.*

STUDENT DISCIPLINE: SUSPENSIONS BY ETHNICITY & RACE – THREE YEAR OVERVIEW

Note: More than one code is often used in each suspension case.

	2014-15					2015-16					2016-17				
	Latino	White	Asian	Black	Other	Latino	White	Asian	Black	Other	Latino	White	Asian	Black	Other
.2 Sexual Harassment	-	-	-	-	-	1	3	-	-	1	3	-	-	-	-
.3 Hate/Violence	-	-	-	-	-	-	1	-	-	-	-	2	-	-	-
.4 Threat - Indiv or Group	3	5	-	-	-	1	3	-	-	-	-	3	-	-	-
.7 Threat/Terror	-	1	-	-	-	1	-	-	-	-	-	-	-	-	
a1 Injury/Fight	4	2	1	-	-	-	2	2	-	1	6	7	2	-	2
a2 Force/Violence	1	-	-	-	-	1	-	-	-	-	1	6	2	-	1
b Weapons/Objects	3	1	-	-	-	-	-	-	-	-	-	1	-	-	-
c Drugs/Alcohol	8	3	1	-	-	3	4	-	1	2	7	12	1	-	2
d Substance	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
e Rob/Extort	-	-	p	-	-	-	-	-	-	1	-	-	-	-	
j Paraphernalia	7	6	-	1	-	-	3	-	-	1	1	11	1	-	1
m Imitation Gun	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-
n Sexual Assault	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Totals	26	18	2	1	0	7	17	2	1	6	19	44	6	0	6

Findings: The majority of suspension cases involve white students; however, there is a disproportionate number of Latino suspensions when compared to the overall number of Latino students in BHS demographic data. It is also important to point out that this is the total number of suspensions: students may be counted more than once if they were suspended multiple times in any school year.

STUDENT DISCIPLINE: EXPELLABLE OFFENSES BY GRADE – THREE YEAR OVERVIEW

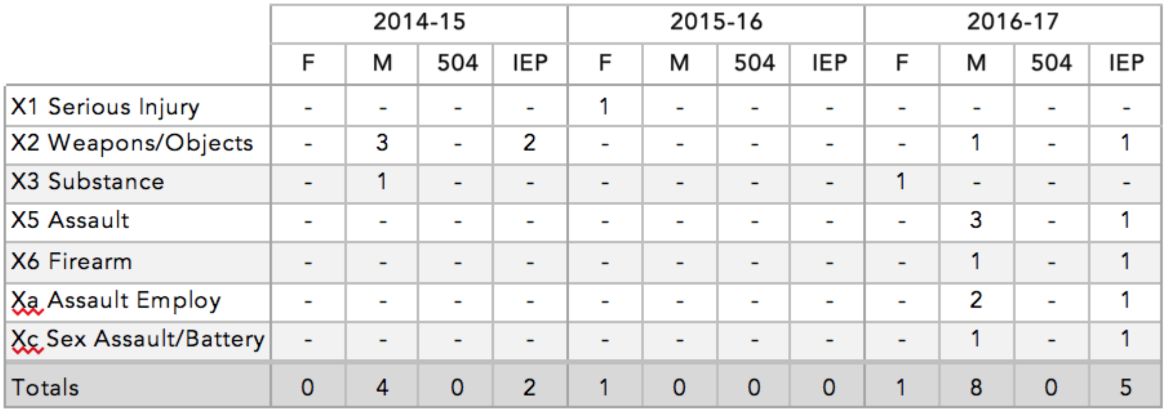
Note: More than one code is often used in each case; recommendations for expulsion do not automatically result in expulsion.

	2014-15					2015-16					2016-17				
	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total
X1 Serious Injury	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-
X2 Weapons/Objects	-	1	1	1	3	-	-	-	-	-	1	-	-	-	1
X3 Substance	-	-	1	-	1	-	-	-	-	-	-	-	1	-	1
X5 Assault	-	-	-	-	-	-	-	-	-	-	1	-	-	2	3
X6 Firearm	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Xa Assault Employ	-	-	-	-	-	-	-	-	-	-	1			1	2
Xc Sex Assault/Battery	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Totals	0	1	2	1	4	0	0	1	0	1	5	0	1	3	9

Findings: While the total number of expellable offenses is low, it has increased from a total of 4 in 2014-15 to 9 in 2016-17.

STUDENT DISCIPLINE: EXPELLABLE OFFENSES BY GENDER & PROGRAM – THREE YEAR OVERVIEW

Note: More than one code is often used in each case; recommendations for expulsion do not automatically result in expulsion.

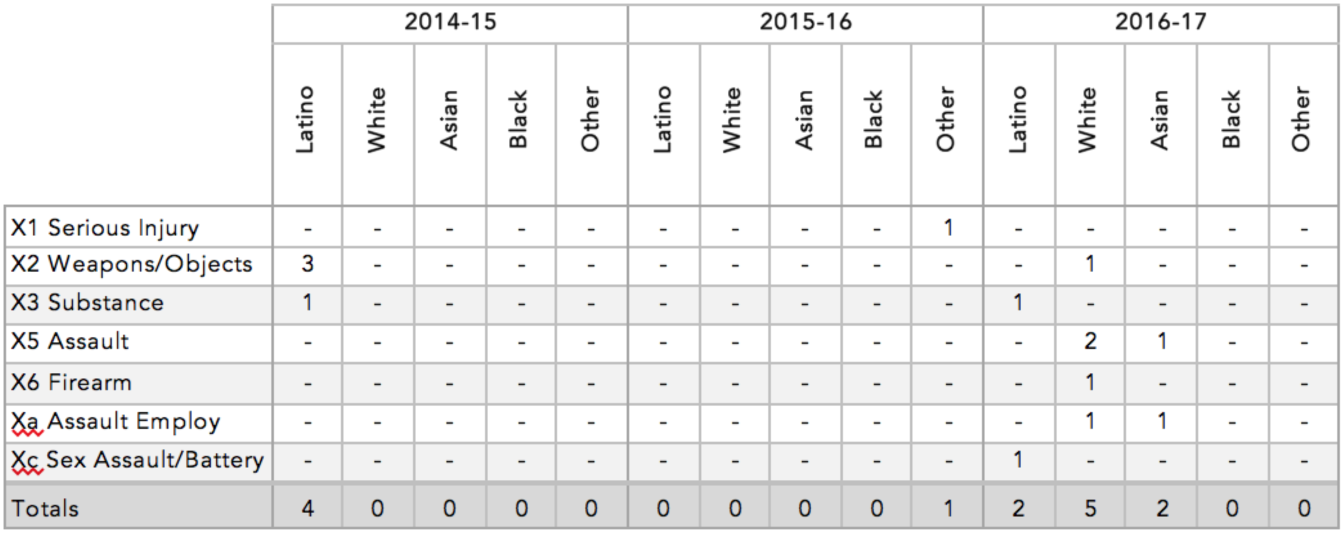


	2014-15				2015-16				2016-17			
	F	M	504	IEP	F	M	504	IEP	F	M	504	IEP
X1 Serious Injury	-	-	-	-	1	-	-	-	-	-	-	-
X2 Weapons/Objects	-	3	-	2	-	-	-	-	-	1	-	1
X3 Substance	-	1	-	-	-	-	-	-	1	-	-	-
X5 Assault	-	-	-	-	-	-	-	-	-	3	-	1
X6 Firearm	-	-	-	-	-	-	-	-	-	1	-	1
Xa Assault Employ	-	-	-	-	-	-	-	-	-	2	-	1
Xc Sex Assault/Battery	-	-	-	-	-	-	-	-	-	1	-	1
Totals	0	4	0	2	1	0	0	0	1	8	0	5

Findings: Most expellable offences are committed by male students; a disproportionate number of them have IEPs. This is consistent with data from the SMUHSD disproportionality study in 2016-17.

STUDENT DISCIPLINE: EXPELLABLE OFFENSES BY ETHNICITY & RACE – THREE YEAR OVERVIEW

Note: More than one code is often used in each case; recommendations for expulsion do not automatically result in expulsion.



	2014-15					2015-16					2016-17				
	Latino	White	Asian	Black	Other	Latino	White	Asian	Black	Other	Latino	White	Asian	Black	Other
X1 Serious Injury	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-
X2 Weapons/Objects	3	-	-	-	-	-	-	-	-	-	-	1	-	-	-
X3 Substance	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-
X5 Assault	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-
X6 Firearm	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
Xa Assault Employ	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-
Xc Sex Assault/Battery	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Totals	4	0	0	0	0	0	0	0	0	1	2	5	2	0	0

Findings: The majority of expellable offenses are committed by white students, followed in a relatively proportionate manner with Latino and Asian students when compared to our student demographic data. This is consistent with data from the SMUHSD disproportionality study in 2016-17.

STUDENT DISCIPLINE: OTHER INFRACTIONS BY GRADE – THREE YEAR OVERVIEW

Note: More than one code is often used in each incident.

	2014-15					2015-16					2016-17				
	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total
Auto/Parking	-	-	-	3	3	-	-	4	22	26	1	-	3	12	16
Off Campus	-	14	3	4	21	9	18	21	29	77	12	9	11	17	49
Dress Code	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
Electronic Device	44	46	26	28	144	34	41	4	32	111	64	39	45	30	178
Fraud/Forgery	-	5	4	5	14	2	4	3	2	11	2	5	9	9	25
Academic Integrity	14	7	7	3	31	15	14	12	6	47	30	12	14	5	61
Truancy/Cut	59	91	87	156	393	70	112	154	163	499	54	85	79	82	300
Stealing	-	3	-	2	5	1	3	-	1	5	7	2	-	3	12
Tobacco	1	2	2	3	8	-	-	1	-	1	7	2	4	2	15
Obscene/Profane	10	4	7	14	35	8	9	7	7	31	25	12	17	3	57
Bullying	1	-	-	2	-	1	-	1	1	-	5	-	-	1	6
Totals	129	172	136	220	654	140	201	207	263	808	208	166	182	164	720

Findings: The total number of disciplinary infractions has remained relatively constant in the neighborhood of 700 in 2014-15 and 2016-17 with an increase in 2015-16 to over 800. The majority of infractions pertain to truancy and electronic device issues, followed by students found off campus and those having difficulty with obscenity and profanity.

STUDENT DISCIPLINE: OTHER INFRACTIONS BY GENDER & PROGRAM – THREE YEAR OVERVIEW

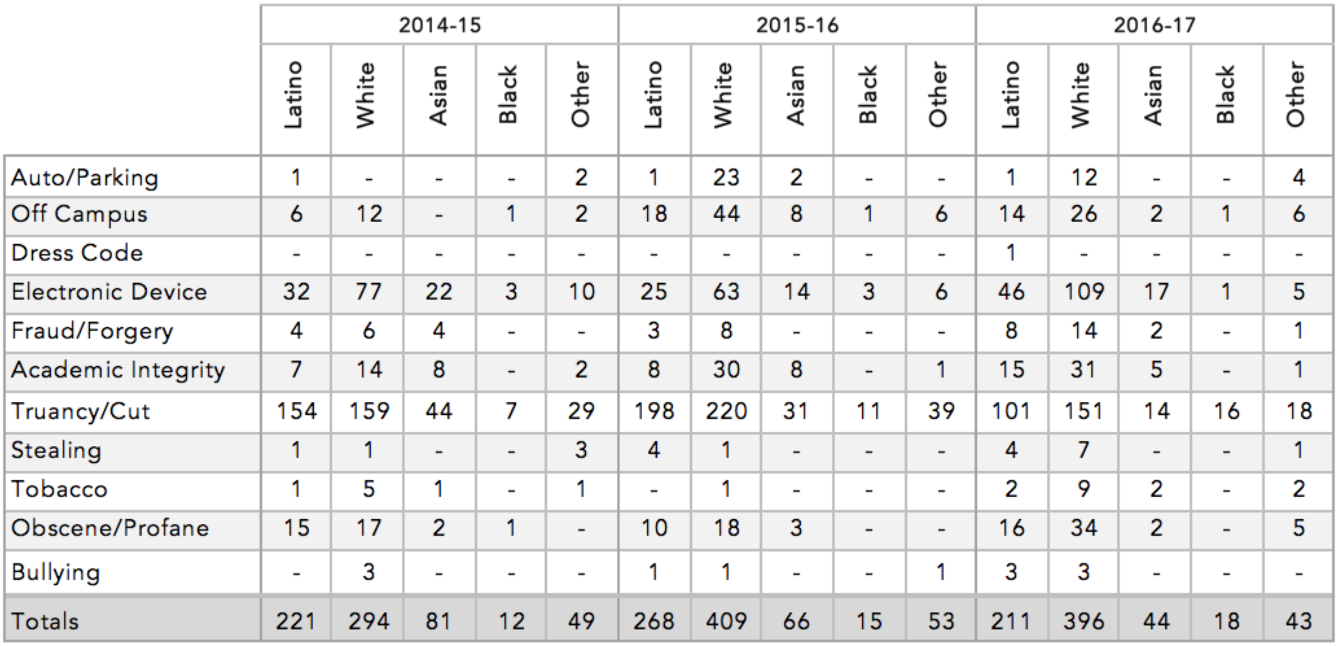
Note: More than one code is often used in each incident.

	2014-15				2015-16				2016-17			
	F	M	504	IEP	F	M	504	IEP	F	M	504	IEP
Auto/Parking	-	3	-	-	7	19	-	5	5	11	3	2
Off Campus	5	16	4	4	15	62	5	13	23	26	4	8
Dress Code	-	-	-	-	-	-	-	-	-	1	-	-
Electronic Device	46	98	12	27	34	77	8	15	63	115	12	24
Fraud/Forgery	4	10	2	2	2	9	-	2	12	13	1	-
Academic Integrity	6	25	-	1	10	37	-	4	22	39	3	6
Truancy/Cut	146	249	14	111	212	287	27	102	137	163	12	65
Stealing	2	3	1	-	2	3	-	3	3	9	-	3
Tobacco	1	7	1	-	-	1	-	1	3	12	-	3
Obscene/Profane	1	34	2	18	4	27	3	12	7	50	-	10
Bullying	-	3	-	1	-	3	1	2	2	4	-	1
Totals	211	448	36	164	286	525	44	159	277	443	35	122

Findings: Males have twice as many disciplinary infractions on campus as their female counterparts; students with IEPs are disciplined in a disproportionately higher manner. This is consistent with data from the SMUHSD disproportionality study in 2016-17.

STUDENT DISCIPLINE: OTHER INFRACTIONS BY ETHNICITY & RACE – THREE YEAR OVERVIEW

Note: More than one code is often used in each incident.



	2014-15					2015-16					2016-17				
	Latino	White	Asian	Black	Other	Latino	White	Asian	Black	Other	Latino	White	Asian	Black	Other
Auto/Parking	1	-	-	-	2	1	23	2	-	-	1	12	-	-	4
Off Campus	6	12	-	1	2	18	44	8	1	6	14	26	2	1	6
Dress Code	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-
Electronic Device	32	77	22	3	10	25	63	14	3	6	46	109	17	1	5
Fraud/Forgery	4	6	4	-	-	3	8	-	-	-	8	14	2	-	1
Academic Integrity	7	14	8	-	2	8	30	8	-	1	15	31	5	-	1
Truancy/Cut	154	159	44	7	29	198	220	31	11	39	101	151	14	16	18
Stealing	1	1	-	-	3	4	1	-	-	-	4	7	-	-	1
Tobacco	1	5	1	-	1	-	1	-	-	-	2	9	2	-	2
Obscene/Profane	15	17	2	1	-	10	18	3	-	-	16	34	2	-	5
Bullying	-	3	-	-	-	1	1	-	-	1	3	3	-	-	-
Totals	221	294	81	12	49	268	409	66	15	53	211	396	44	18	43

Findings: While the majority of disciplinary actions for minor infractions are metered out to White students; Latino students are disciplined at a disproportionately higher rate than their peers. This is consistent with data from the SMUHSD disproportionality study in 2016-17.

CALIFORNIA HEALTHY KIDS SURVEY RESULTS

Burlingame High School students and staff members completed the California Healthy Kids Survey in 2015-16 and most recently in October 2017. We are looking forward to getting the results from the most recent survey in February 2018. We take the results of the survey seriously and share our findings from the reports with various stakeholders, including our staff, students, parents, and district office. The following are some of the results and findings from our most recent reports.

Student/Teacher Relations [Agree + Strongly Agree]	**Grade 9**	**Grade 11**
The teachers at this school treat students fairly.	72%	71%
I feel safe at my school.	82%	86%

[Data from 2015-16 CHKS - Student Report]

Findings: Most BHS students feel safe at school and feel that teachers treat students fairly. We believe there is room for improvement with these numbers and have engaged in discussions about homework and grading practices across campus.

School Safety: Violence and Victimization [Agreement: happened 1 time or more]	**Grade 9**	**Grade 11**
During the past twelve months, how many times on school property have you…		
… had mean rumors or lies spread about you?	19%	38%
… had sexual jokes, comments, or gestures made to you?	22%	34%
… been made fun of because of your looks or the way you talk?	19%	26%

… been made fun of, insulted, or called names?	25%	34%

[Data from 2015-16 CHKS - Student Report]

Findings: BHS students report an increase in all of the areas listed above, including the spread of rumors or lies, the use of sexually harassing language, and bullying behavior.

School Safety: Weapons, Fights, Illegal Drugs [Agreement: happened 1 time or more]	**Grade 9**	**Grade 11**
During the past twelve months, how many times on school property have you...		
… been shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	10%	10%
… been afraid of being beaten up?	6%	6%
… been in a physical fight?	3%	4%
… been threatened with physical harm or injury?	3%	5%
… been threatened or injured with a weapon (gun, knowfe, club, etc.)?	0%	3%
… been offered, sold, or given an illegal drug?	8%	24%

[Data from 2015-16 CHKS - Student Report]

Findings: Most BHS students have not dealt with these issues; however, nearly 25% of 11th grade students reported that they have been offered, sold, or given an illegal drug on school property in the past year (prior to participating in this survey).

Student Alcohol & Drug Use - Lifetime [Agree + Strongly Agree]	**Grade 9**	**Grade 11**
Alcohol	11%	59%
Marijuana	4%	39%
Inhalants	2%	3%
Cocaine	1%	3%
Ecstasy, LSD, or other psychedelics	1%	5%
Prescription pain kills, Diet Pills, or other prescription stimulant	8%	16%

[Data from 2015-16 CHKS - Student Report]

Findings: Most 9th grade students at BHS are not engaging in the use of alcohol or drugs. There is a marked increase in the number of students who have tried alcohol, marijuana, or prescription drugs in the years between 9th and 11th grade.

Student Alcohol & Drug Use - Past 30 Days [Agree + Strongly Agree]	**Grade 9**	**Grade 11**
Alcohol (at least one drink)	6%	45%
Binge drinking (5 or more drinks in a row)	1%	22%
Marijuana	1%	23%
Inhalants	1%	2%
Prescription medications to get 'high' or for reasons other than prescribed	2%	3%
Other drug, pill, or medicine to get 'high' or for other than medical reasons	1%	1%
Any drug use	3%	24%
Heavy drug use	1%	12%
Any alcohol or drug use	8%	48%

[Data from 2015-16 CHKS - Student Report]

Findings: The vast majority of BHS 9th grade students did not report engaging in any drug or alcohol use within the 30-days preceding this survey. In contrast, nearly half of the 11th grade students reported 'any alcohol or drug use' during the same time period. The percentage of students at BHS reporting alcohol use or binge drinking was nearly double that of the district average, which resulted in an 'Alcohol Awareness Month' in April 2017, just prior to Prom.

Student Mental Health [Agreement]	**Grade 9**	**Grade 11**
Chronic sad or hopeless feelings in the past 12 months.	18%	28%
Seriously considered attempting suicide in the past 12 months.	9%	15%

[Data from 2015-16 CHKS - Student Report]

Findings: Nearly 30% of 11th grade BHS students reported chronic sadness or hopeless feelings, and 15% reported suicidal ideation at some point in 12-months prior to the survey. In comparison to the reporting of 9th grade students, there is a marked decrease in student mental health over time.

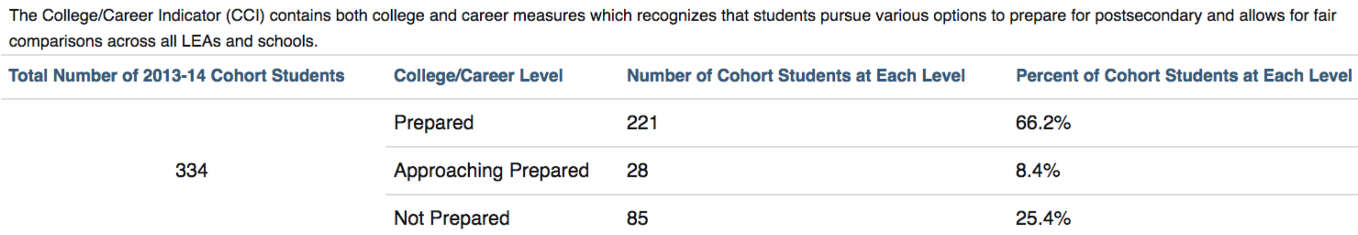
Participation in Sports Team - Past 12 Months [Agreement]	**Grade 9**	**Grade 11**
None	18%	29%
1 team	31%	30%
2 teams	23%	23%
3 or more teams	27%	18%

[Data from 2015-16 CHKS - Student Report]

Findings: Most students at BHS are connected to the school through Athletics, with 50% of 9th graders and 41% of 1th grade students participating on two or three teams.

LCFF Priority 7: Access to a Broad Course of Study

LCFF RUBRIC: ACADEMIC ACHIEVEMENT FOR SPRING 2017

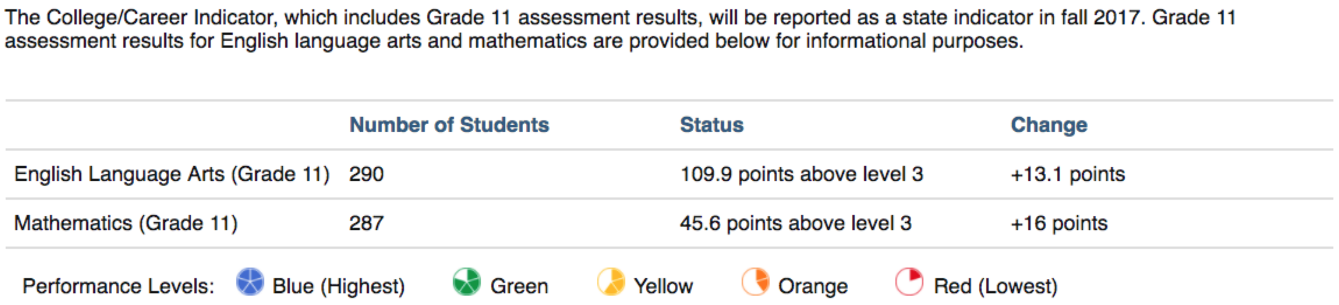


The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
334	Prepared	221	66.2%
	Approaching Prepared	28	8.4%
	Not Prepared	85	25.4%

Findings: We are interpreting this chart as baseline data; we are looking forward to reviewing this information over time alongside our own data collection including AP courses and completed 2-year CTE pathways. Almost two thirds of our students are prepared for college accordingly to this data; we would like to increase that number.

LCFF RUBRIC: COLLEGE/CAREER INDEX & PREPAREDNESS REPORT FOR SPRING 2017



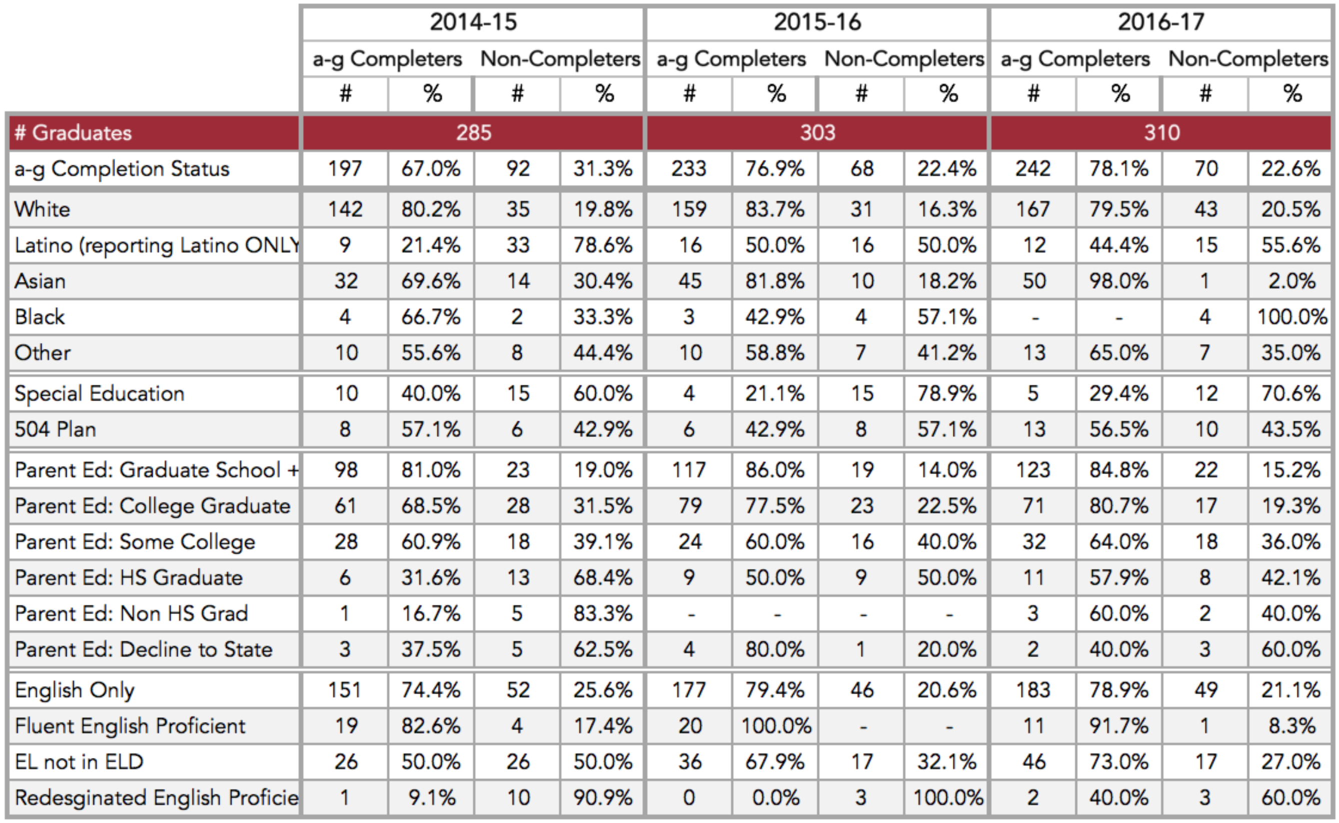
The College/Career Indicator, which includes Grade 11 assessment results, will be reported as a state indicator in fall 2017. Grade 11 assessment results for English language arts and mathematics are provided below for informational purposes.

	Number of Students	Status	Change
English Language Arts (Grade 11)	290	109.9 points above level 3	+13.1 points
Mathematics (Grade 11)	287	45.6 points above level 3	+16 points

Performance Levels: ● Blue (Highest) ● Green ● Yellow ● Orange ● Red (Lowest)

Findings: We are using this chart as baseline data as well, as this was the first year that this particular chart has been available for study from the state.

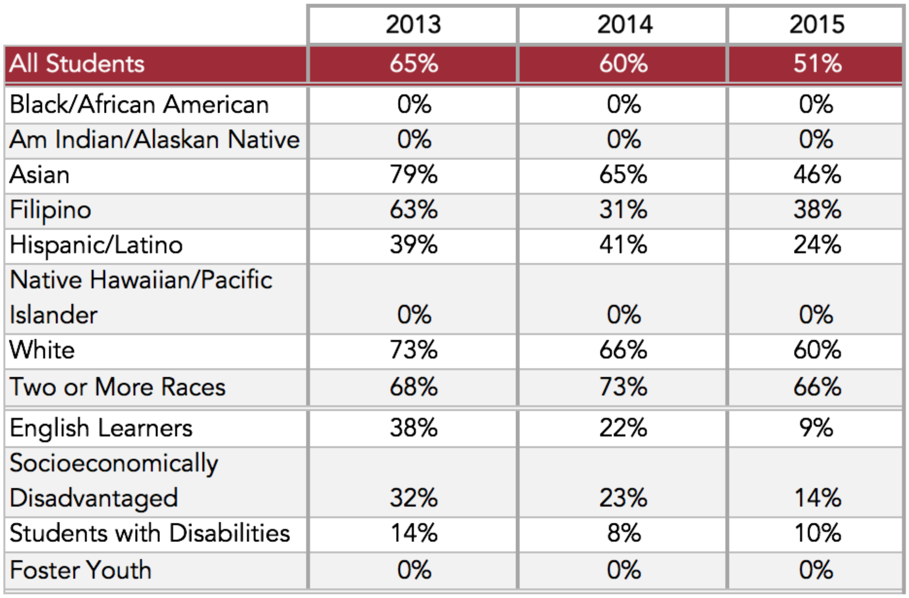
STUDENT ACHIEVEMENT: A-G COMPLETION RATES WITH DEMOGRAPHICS, SPECIAL PROGRAMS, PARENT EDUCATION LEVEL, AND LANGUAGE FLUENCY – THREE YEAR OVERVIEW.



	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%
Redesginated English Proficie	1	9.1%	10	90.9%	0	0.0%	3	100.0%	2	40.0%	3	60.0%

Findings: Our 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 plan, parents with some college or less, and those in our EL population are not fairing as well in this measurement of college readiness.

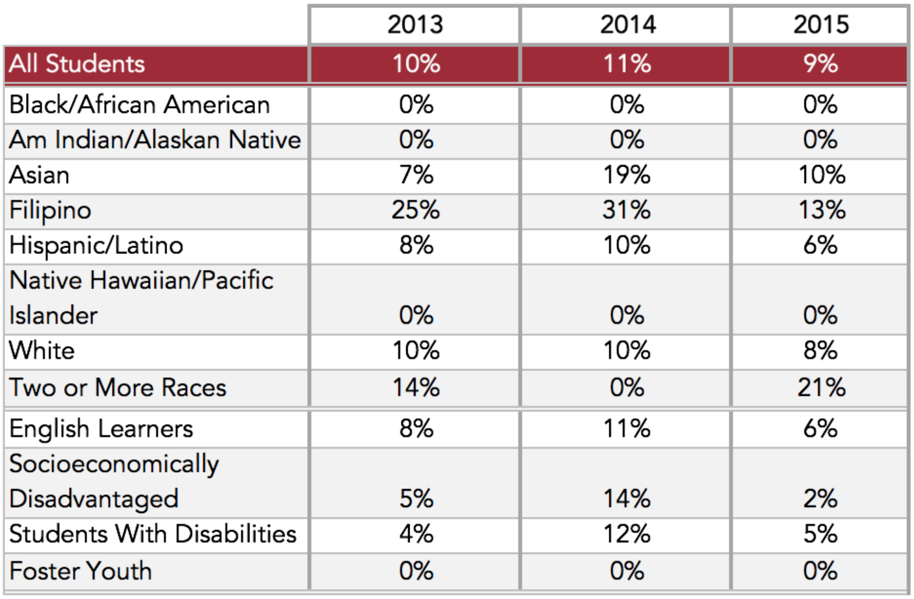
LCFF PERCENTAGE OF 4-YEAR COHORT THAT COMPLETED ‘A-G’ REQUIREMENTS BY STUDENT GROUPS - THREE YEAR OVERVIEW



	2013	2014	2015
All Students	65%	60%	51%
Black/African American	0%	0%	0%
Am Indian/Alaskan Native	0%	0%	0%
Asian	79%	65%	46%
Filipino	63%	31%	38%
Hispanic/Latino	39%	41%	24%
Native Hawaiian/Pacific Islander	0%	0%	0%
White	73%	66%	60%
Two or More Races	68%	73%	66%
English Learners	38%	22%	9%
Socioeconomically Disadvantaged	32%	23%	14%
Students with Disabilities	14%	8%	10%
Foster Youth	0%	0%	0%

Findings: The information provided by the State does not match the information that we are able to gather from our student information system. As such, we are looking to better understand how the state computes these numbers so we can better support our 4-year cohorts in completing the ‘a-g’ requirements.

LCFF PERCENT OF 4-YEAR COHORT THAT COMPLETED AT LEAST 1 CTE PATHWAY BY STUDENT GROUPS - THREE YEAR OVERVIEW



	2013	2014	2015
All Students	10%	11%	9%
Black/African American	0%	0%	0%
Am Indian/Alaskan Native	0%	0%	0%
Asian	7%	19%	10%
Filipino	25%	31%	13%
Hispanic/Latino	8%	10%	6%
Native Hawaiian/Pacific Islander	0%	0%	0%
White	10%	10%	8%
Two or More Races	14%	0%	21%
English Learners	8%	11%	6%
Socioeconomically Disadvantaged	5%	14%	2%
Students With Disabilities	4%	12%	5%
Foster Youth	0%	0%	0%

Findings: This is a measurement that we are just beginning to use as we support our CTE teachers in the creation of 2+ year pathways and support our students in fitting these pathways into their schedules over time. Currently, only 9-11% of our 4-year cohorts complete a 2-year CTE pathway.

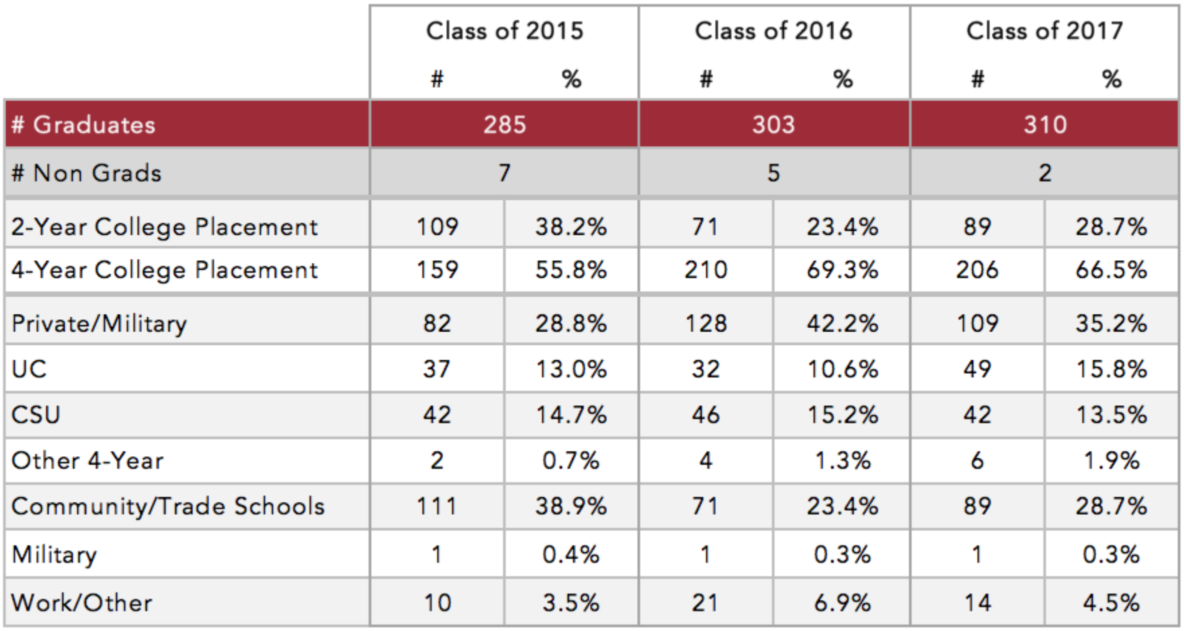
LCFF Priority 8: Other Pupil Outcomes

Burlingame High School is fortunate to have a good deal of financial support from the San Mateo Union High School District and from our BHS Parent Group and various Booster Groups. Funding from the district level supports a spending of just over $12,909 per pupil expenditures. Burlingame High School is not a Title I school and does not receive other Federal Funds.

To support additional programs and provide materials not covered in this per pupil amount, our Booster Groups support the funding of Freshman Athletics, the Italian Boosters, Performing Arts and Music events, as well as supporting our Cheer squad. The Excellence Fund, facilitated by the BHS Parents Group, raises nearly $400,000 annually to help fund additional classroom sections for smaller class sizes in targeted subject areas, purchase laptops and electronic equipment for use in classrooms, and support our student outreach programs through PAWS and EXPLORE. Teachers are also provided with special funding to support classroom activities, materials, and supplemental curricular items.

The Burlingame Parent Group has assisted in connecting BHS with alumni to facilitate additional resources and funding. Several BHS alumni have been very generous in support of specific improvement projects. Donations include the Umland Fund for improvements to the BHS Athletic facilities and a donation for updating technology in the BHS Library.

GRADUATE COLLEGE PLACEMENT REPORTING - THREE YEAR OVERVIEW



	Class of 2015		Class of 2016		Class of 2017	
	#	%	#	%	#	%
# Graduates	285		303		310	
# Non Grads	7		5		2	
2-Year College Placement	109	38.2%	71	23.4%	89	28.7%
4-Year College Placement	159	55.8%	210	69.3%	206	66.5%
Private/Military	82	28.8%	128	42.2%	109	35.2%
UC	37	13.0%	32	10.6%	49	15.8%
CSU	42	14.7%	46	15.2%	42	13.5%
Other 4-Year	2	0.7%	4	1.3%	6	1.9%
Community/Trade Schools	111	38.9%	71	23.4%	89	28.7%
Military	1	0.4%	1	0.3%	1	0.3%
Work/Other	10	3.5%	21	6.9%	14	4.5%

Findings: Overall, the students of Burlingame High School are focused on attending college after completing high school at BHS.

E: Schoolwide Learner Outcomes

Given a review of the data, Burlingame High School continues to see improvement in both classroom grades and standardized testing results. Although specific measurements were not attached to the former schoolwide learner outcomes, we continue to see improvement in data points most closely associated with the previous ESLRs. As part of the WASC process, we have revisited our SLOs and we are in the process of attaching specific data points to monitor schoolwide learner outcomes.

F: Perception Data

At Burlingame High School, we find stakeholder feedback to be an invaluable component of identifying the health and

Student View: Caring Adults at School [Agree + Strongly Agree]	**Grade 9**	**Grade 11**
At my school, there is a teacher of some other adult...		
… who really cares about me.	67%	78%
… who notices when I'm not there.	64%	75%
… who listens to me when I have something to say.	79%	85%
… who believes I will be a success.	78%	86%

[Data from 2015-16 CHKS - Student Report]

Findings: Most students feel that they are cared for, believed in, and heard by adults on the BHS campus. The percentage of students reporting agreement in these areas appears to increase over time.

Parent Perspective: Academic Orientation [Agree + Strongly Agree]	**All**
School promotes academic success for all students.	89%
School provides high quality instruction.	84%
School encourages students of all races to enroll in challenging courses.	74%
School has adults that really care about students.	87%
School has high expectations for all students.	81%

[Data from 2016-17 CHKS - ParentReport]

Findings: Most parents responding to the survey in September 2017 agreed that the BHS provides a challenging and accessible academic environment for all students.

Parent Perspective: School Safety, Respect, and Sensitivity [Agree + Strongly Agree]	**All**
School is a safe place for students.	89%
School has clean and well-maintained facilities and properties.	93%
School provides quality programs for my child's talents, gifts, or special needs.	76%
School provides quality counseling and supports for students with social or emotional needs.	68%
School treats all students with respect.	89%
School promotes respect of all cultural beliefs and practices.	86%
School provides culturally appropriate materials.	63%
School provides quality sports, clubs, or other activities to meet my child's needs.	89%

[Data from 2016-17 CHKS - ParentReport]

Findings: Most BHS parents find that the school is a safe place for all students. The lower scoring areas regarding counseling and supports for students with social/emotional needs and culturally appropriate materials had higher rates of parents indicating that they didn't know how to respond to the question.

Parent Perspective: Student Behavior [Agreement: Problem/Significant Problem]	**All**
Racial/ethnic conflict	3%
Tobacco use	32%
Electronic cigarette use	53%
Alcohol & drug use	63%

[Data from 2016-17 CHKS - ParentReport]

Findings: BHS parents indicated high rates of concern about student use of electronic cigarettes, alcohol, and drugs.

Parent Perspective: Parent Involvement[Agree + Strongly Agree]	**All**
School keeps me well-informed about school activities.	94%
Teachers at this school communicate with parents about what students are expected to learn in class.	81%
School promptly responds to my phone calls, messages, or emails.	74%

[Data from 2016-17 CHKS - ParentReport]

Findings: Most BHS parents report high rates of satisfaction with communication from the school.

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

LITTLE
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2017
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10

CHAPTER 3

FOCUS GROUPS

SAN MATEO UNION HIGH SCHOOL DISTRICT

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

LITTLE BIG GAME 2017
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CHAPTER 3

FOCUS GROUP A: ORGANIZATION

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has 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. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: 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.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Burlingame High School (BHS) had an established mission and vision statement created in response to previous WASC Self-Studies. However, after reviewing the former Mission and Vision statements and in response to school/community profile data and shifting priorities and interests, the Mission and Vision statements were revised during the current WASC Self-Study. The BHS Mission is aligned with the district LCAP and is anchored in the belief that all students can learn and be college and career ready. The BHS Mission: "Panther Promise" 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." Through the WASC process, Burlingame High School also developed and updated Schoolwide Learner Outcomes. These outcomes address future global competencies. The BHS Schoolwide Learner Outcomes are:	• BHS Mission Statement • BHS Schoolwide Learner Outcomes • BHS Website • BHS School Profile • Spanish Honors Society • Service Clubs • Service Commission • Leadership Class • College & Career Center • Senior Awards Night • Naviance training • Jefferson Awards • Open enrollment for advanced and AP classes • Counseling presentations • College Fair

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 develop 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. • Contribute to the community in ways that are meaningful and demonstrate empathy. The BHS community regularly reviews student performance data, including the CAASPP, the A-G requirements, and Student Perception data from the Healthy Kids Survey at Curriculum Council Meetings (comprised of Department Heads), Faculty and Staff Meetings, School Advisory Council (SAC: Site Council) meetings, Parent Group meetings and with BHS students in various leadership capacities. BHS uses data disseminated at these various meetings to assess student performance, school culture, and to ensure school goals and improvement plans are being met, with emphasis on closing the achievement gap and improving the performance of all students at BHS.	• Financial Aid presentations and workshops

Burlingame High School has been active in transitioning to the College and Career Readiness Standards (Common Core) 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, equipping them with the proper support and resources needed. The community also provides support through its College and Career Center and its counselors for students whose futures embrace work or the military. BHS is focused on building a culture and mindset of inclusiveness and service both on campus and within the Burlingame community. The BHS Leadership class, “People, Action, Work and Service” (PAWS) Learning Program, and the BHS Service Commission are dedicated to building a more cohesive and positive community within Burlingame High School and the surrounding community.	

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: 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.

A1.2. Prompt*: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
At BHS, there are numerous school and community groups that provide input and feedback towards the creation and refinement of the Burlingame High School vision, mission, and schoolwide learner outcomes. Groups providing input and feedback include Professional Learning Communities (PLCs), Curriculum Council, School Advisory Committee, student clubs, BHS Parent Group, ELAC, Latino Parent Group, instructional coaches, department councils, and the Associated Student Body (ASB) and Leadership Class. Through structured discussion held by administrators, counselors, teachers, parents, and students, the BHS school community evaluates and establishes the effectiveness of the school’s mission, vision, and schoolwide learner outcomes in relation to the overall school program. School goals are reviewed annually at the beginning of the school year with school staff and key stakeholders. For example, participation in Athletics, Student Leadership, Clubs, Band, Drama, Robotics and other activities at BHS fosters a sense of community and involvement for students. These varied activities	• 2014 3-year Interim WASC Progress Report • Department PLC Goals • BHS School Goals • Professional Development Agenda & Calendar • Staff Meetings Agendas • BHS Curriculum Council Agendas • SAC Agendas • BHS Parents’ Group Involvement in Field trips and Other School Activities • Student Surveys • Peer-tutoring

assist in the development of social responsibility, a desired outcome resulting active participation of BHS students. In addition, local businesses often sponsor school activities, like the BHS Yearbook, reflecting school goals addressing school spirit. The Burlingame Rotary Club, the Job Shadow program, and numerous field trips connect students to the business community, developing in students an understanding of the importance of community and resiliency. Through the WASC process of collecting and examining student data, the BHS Curriculum Council introduces drafts of the Mission, Vision and Schoolwide Learner Outcomes to departments and other stakeholder groups for discussion and revision. Once the BHS Community reviews and refines these documents, they are edited for continuity and presented to SAC. This process allows for input from all community stakeholders, including BHS parents and students. The document is further refined before being presented to BHS staff for final approval. Throughout the entire process, the Leadership team and WASC Focus group leaders check to ensure that the goals have the proper balance of inclusiveness and specificity to account for the diverse needs of all stakeholders.	• Student handbook

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

A1.3. Indicator: 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.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Students, parents, and other members of the school and business community at BHS demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the SMUHSD 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. BHS provides all students and parents with a digital copy of the BHS Student Handbook and by requiring parents to sign the document, verifying an understanding of the BHS Honor Code, policies, and regulations. The parent's signature assures that they have read and understand BHS's Mission, Vision, and Schoolwide Learner Outcomes, and policies outlined in the student handbook. In practice, however, some students and parents oppose some of the policies, values and/or Schoolwide Learner Outcomes, especially when instances arise involving their child. Often, in these situations, individuals fight	• SMUHSD LCAP • SMUHSD Board Agenda's and minutes • BHS Staff Agendas • Parent Group: Latino Parent Group, Black Parent Association, BHS Parents' Group, Drama Boosters, Music Boosters, Italian Boosters, Athletic Boosters, Spirit Boosters (Cheer) Associated Student Council • CC and SAC Agendas • Student Contract • SAC meetings

to have consequences not apply to a student when their child has committed an infraction or integrity violation. These struggles can complicate matters, suggesting that there is not always 100% commitment to the school policies. There are numerous groups in the Burlingame High School community that provide input and feedback regarding the school’s vision, mission, and schoolwide learner outcomes. Curriculum Council consists of department heads and school administration, while the School Advisory Council consists of certificated and classified staff, administrators, students, and parents. SAC invites all parents to participate, but the participation is not always representative of the full diversity of the families at Burlingame High School. Student, parents, and other members of the BHS community receive information in various ways. The SMUHSD enacts an annual process of LCAP engagement by which District leadership holds meetings with representative students, staff, parents, and other school community members. This process is outlined in detail in the “Stakeholder Engagement” section of the District LCAP (pages 42-48). These meetings with students, parents and community groups met the statutory requirements for LCAP stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with representative parents of pupils identified in Ed. code section 42238.01 as well as internal stakeholders - certificated and classified staff. The groups consulted included: • LCAP Parent Advisory - comprised of the required Parent Advisory Committee representation as well as members of the broader community. • LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) - comprised of the parents of EL's from across all the school sites and English Learner Advisory Committees (ELAC’s) • School Site Councils (SSC's) across all sites. • Site Leadership Teams (comprised of administrative and teacher leadership) across all school sites. • Associated Student Body (ASB) Representatives - from across all school sites. • Collective Bargaining Units - both classified and certificated. • District Curriculum Coordinators • Site administrators • Superintendent's Cabinet and Council	• BHS site letters • Robo calls to parents • Curriculum Council meetings • Student handbook

The SMUHSD and BHS have built strong relationships with our families, in particular our parent volunteers, and our community partners including cities and partner districts we serve. The SMUHSD accomplishes these partnerships through a variety of communication tools. • A twice-a-semester Superintendent eNews highlighting our staff and student accomplishments, parent education events, community wide events, and changes in policies or direction. • Individual messages/emails to our families from our Superintendent with reflections on how to best serve our students. • A general eNews newsletter that is distributed 2-3 times a month on general matters of interest. • Multi-lingual outreach: all flyers, notes of key importance and announcement to families are delivered in English, Spanish and Traditional Chinese. • Districtwide events are interpreted in Spanish and Chinese. • New websites (DO and all schools) with increased accessibility, functionality, navigation and improved user experience launches December 1, 2017. • Strong press relations with our local press. The SMUHSD always responds promptly to media inquiries and because of the relationships we have built, are often called upon to offer perspective on education topics of broad interest. • Twice-a-semester opinion guest pieces by our Superintendent in our local newspaper on topics such as the importance of embracing racial and cultural diversity. • Regular individual contact with cities and homeowner associations on important matters of shared interest. • Periodic presentations to the various City Councils by our students and our administrators on topics of shared interest. • Presentations and discussions at homeowner association meetings. • Regular postings of “latest news” on our home page, and social media outlets (Facebook and Twitter). • Regular district-wide emails to families on Parent Events (such as on college preparation and mental health topics) and important messages about student well-being. • Monthly meetings with our PTO and middle school partner PTA parent leaders. • Extensive community engagement with our neighbors via community workshops on topics such as stadium lights and employee housing and individualized stakeholder meetings with community partners.	

A2. Governance Criterion

The governing board (a) has 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; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The SMUHSD policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff. The SMUHSD complies with all state Education Codes and has an attendant set of local policies and administrative regulations. The SMUHSD's policies related to specific duties and roles of the governing board and district administration are outlined in District policy, BP 2000 related to Administration. In summary, these policies indicate that district administration performs the essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non-instructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy. Furthermore, the Board and Superintendent work together as a team in the exercise of district governance. The Board and Superintendent have established protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board	• SMUHSD Board Agendas and notes • Administrative Regulations • SMUHSD Handbook • District Handbook for Faculty and Personnel • SMUHSD website • BHS Handbook

meeting operations and communications between the Superintendent and the Board. In addition, the SMUHSD publishes a hard copy and online required resource called Parents Rights and Responsibilities (PR&R). This booklet is clear in the roles and guidelines of the SMUHSD. It is carefully edited and reviewed for accuracy for the benefit of our staff and families. SMUHSD distributes key Board policies in multiple languages and displays them in common areas and classrooms throughout each school site providing guidance to our staff and students. Each school publishes a handbook distributed at the beginning of each year which reiterates SMUHSD guidelines, but also offers additional information on each school's unique policies based on their student body. District leadership meets regularly with school sites through regularly scheduled meetings including Management Policy Group (District Leadership and site principals) Assistant Principal Meetings, Curriculum and Instruction Council (Department Chairs from all sites by discipline), and site meetings with Curriculum Department. Principals also attend SMUHSD 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.*

Findings	Supporting Evidence
The SMUHSD and BHS are committed to providing students a variety of means to meet the academic and personal goals of students. Technology and online instruction are used to provide increased engagement and access for students. The SMUHSD District is committed to updating technology infrastructure and access so students and teachers can regularly incorporate the use of technology in instructional practice an in support of student learning. The SMUHSD Technology Support Group (TSG) provides significant 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. BHS teachers review the policy with classes on a regular basis as many of our teachers have computer carts in their classrooms for daily use.	• SMUHSD Acceptable Use Policy • SMUHSD Website- TSG • Biology teachers' Acceptable Use Contract, Cyber Safety Site, Chromebook How To; • BHS SPSA • Naviance

The BHS school community bases the use and implementation of technology on individual teacher preference, supporting teacher comfort levels with numerous training opportunities during both the school year and summer; moreover, the SMUHSD provides teachers with Schoolloop for grading and communicating with students and families AERIES, for monitoring attendance; Google email and applications for creating websites, collaborative projects, spreadsheets, etc. During the 2017-18 school year, some BHS teachers are piloting CANVAS for full implementation in the 2018-19 school year, replacing Schoolloop. Students may also access the Online Site Credit Recovery (OSCR) system to assist in completing credits in courses they have received a D or F grade. Students work with the Counseling and Career staff to use Naviance, a web-based system to assist students in college selection and applications and career search.	

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
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. As indicated in A2.1, these role clarifications are outlined in BP 2000. The SMUHSD School Board sets and monitors district policy and oversees the SMUHSD budget while the Superintendent and district professional staffs enact policy and operate the schools. 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”	• SMUHSD Website: Board Policies and Administrative Regulations • SMUHSD LCAP • SMUHSD Board Agendas • SMUHSD Savvy Source • SMUHSD Newsletter • Superintendent E-Mail • i.e. E-mail communications regarding starting the school day after 8:30am • School start time survey

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.

SMUHSD Board agendas and minutes are posted in the main office at Burlingame High School above the sign-in sheet for all staff to access.

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.

In communicating directly to the faculty and staff, 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 relationship between the governing board and the professional staff is reviewed as issues arise that need to be communicated with faculty and staff.

Union leadership conveys information to the site staff through the SMUHSDTA Building President at monthly meetings.

The SMUHSD often reaches out to staff at the schools when district policies are in flux, soliciting staff feedback through surveys and questionnaires.

SMUHSD provides excellent information and updates to its employees regarding health care and planning for retirement.	

Governing Board and Stakeholder Involvement

A2.3. Indicator*: Parents, community members, staff and students are engaged in the governance of the school*

A2.3. Prompt*: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	**Supporting Evidence**
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). SAC notes are generated at each meeting and posted on the BHS website. SMUHSD LCAP meetings are held to garner parent and community feedback for the SMUHSD LCAP. BHS has a dedicated Parent Outreach Coordinator who is multilingual and communicates with all families. This tremendous resource allows for seamless communication and interaction with our ethnically diverse population. BHS Parent Group Meetings are held monthly and provide opportunities to learn about school improvement efforts as well as to provide opportunities for input and feedback. The weekly Parents' Group Newsletter and monthly Highlights provide information on past and upcoming school-related events and activities. The English Learner Advisory Council (ELAC) meets quarterly and reviews school initiatives and provides feedback to BHS administration and the Parent Outreach Coordinator. The SMUHSD English Learner Advisory Committee (DELAC) also meets 1-2 times per semester to review SMUHSD-wide EL concerns. BHS Parents also have the opportunity to learn about school governance and provide feedback during monthly Parent	• School Advisory Council Notes • Family Engagement Coordinator • District LCAP • Open House, Back to School Night • Parent Nights: all grade levels (counseling department) • Parent Group Meetings/agendas • SAC Agendas • Latino Outreach • Athletic Booster • Music Booster • Parent Auto dialer: Daily • Weekly Parent Group newsletter • Monthly Highlights • Music, Athletics, Drama, Spirit Boosters, GATE Parents meeting minutes • BHS Schoolloop Home page • Student Council meeting minutes

Meetings. BHS Parent Booster groups which include Athletics, Music, Drama, Spirit, and GATE exist on campus to support various programs and have monthly meetings. BHS students play a key role in the BHS's governance. Student Leadership and monthly Student Council meetings give BHS students the opportunity to disseminate information. They also plan and implement a variety of activities for the student body, e.g., multi-cultural assembly, Career Day, rallies. 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 though District Newsletters, website, and robo calls. Please see responses in A1.1, A1.2, and A1.3 for additional information.	

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The San Mateo Union High School District (SMUHSD) is committed to the evaluation and monitoring of the annual LCAP. Regular reports are made for the Board of Trustees by District Administration including progress on district goals and the Eight State Priorities. The Director of Curriculum and District personnel collect and present school and District data to insure progress in meeting	• LCAP • SMUHSD Board Reports • Superintendent Goals • BHS WASC and SPSA • Principal's Goals • SMUHS Budget reports

LCAP Goals. Additional presentations focused on instructional goals and programs are regular aspects of District Board meetings. The SMUHSD Board of Trustees are active in reviewing District initiatives and overall student performance. SMUHSD benefits from having insightful and thoughtful Trustees who are keenly interested in student well-being and academic performance. The Superintendent creates annual goals in addition to the District LCAP goals and presents these to the Board with a mid-year and end of year report. Site goals are aligned to District LCAP and Superintendent goals to ensure cohesion and alignment between the District and school sites. In addition to the SPSA, site principals create yearly goals aligned with District initiatives and meet with the Superintendent as part of the evaluation process and to review progress on site and District goals. BHS and other District schools make annual reports to the Board regarding school goals and initiatives, the Single Plan for Student Achievement, and School Safety Plan. Regular budget reports are held at Board meetings to ensure the fiscal health of the schools and District and in relation to new initiatives or special programs.	

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
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 complaints are reviewed on a quarterly basis and the overall procedures are reviewed annually by the local governing board. These procedures are accessible on the SMUHSD website and are posted at each school site. The SMUHSD has clearly established and effective complaint and conflict resolution procedures. BHS splits its administrators by grade level (9/10 and 11/12) and supports parents and families to resolve conflicts and complaints.	• Williams Uniform Complaint Procedures • Conflict Resolution • SMUHSD Board agendas and minutes

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. 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.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: 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.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence=
Burlingame High School is committed to building consensus amongst all stakeholders and to continuously 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) regularly looks at 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.	• Single Plan for Student Achievement (SPSA) • School Accountability Report Card • Curriculum Council meeting agendas • SAC Meeting agendas • Staff Meeting agendas • Scholastic Math Inventory and SRI • Peer observations • Healthy Kids Survey • D and F lists • College attendance/enrollment breakdowns

BHS approaches the WASC process as an authentic opportunity to build broad-based and collaborative commitment to assess student performance and to refine and revise school improvement efforts. 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.	

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	**Supporting Evidence**
Burlingame High School ensures the analysis of student performance and student perception data is reviewed regularly. 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, UC a-g, D and F rates by course and teacher, CAASPP, AP enrollment and pass rates, CELDT, Healthy Kids Survey Data. BHS continues to grow a data driven mindset along with data analysis protocols for school improvement efforts. BHS Administration, TOSA's, and Department heads are involved and responsible for creating school plans and monitoring progress of student performance as aligned with District LCAP and the SPSA. In response to the revised schoolwide learner outcomes, BHS is committed to reviewing both perception and disaggregated student performance data in support of improved student outcomes. Discipline specific departments and course alike PLC's 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.	• SMUHSD LCAP • BHS SPSA • Student performance data • CC Agendas and notes • SAC agendas and notes

Please see A3.1 for additional information. Site and District Data is reviewed and analyzed at the SMUHSD level and at Leadership Meetings involving the District's seven school sites.	

Staff Actions/Accountability to Support Learning

A3.3. Indicator: 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.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	**Supporting Evidence**
BHS leadership involves staff in shared decision making and works to build consensus around priority goals and school action plans. Processes and practices include consensus building at Curriculum Council and School Advisory Council. BHS uses data to identify and support areas of concern to build opportunities for reflection, discussion, and individual and collective accountability in support of student learning throughout all programs. BHS initiates school improvement efforts through teacher led efforts, from site administration, as well as through District initiatives. Site TOSA's and Department Chairs are instrumental in building cohesion and shared decision making. BHS school leadership and staff are committed to shared decision making and are open to feedback and self-reflection. Site and District initiatives are presented at staff meetings and opportunities for feedback are regular. Some examples include the Master Schedule creation, WASC and SPSA planning,	• Curriculum Council "Roles and Responsibilities" • School Advisory Council Responsibilities • CC and SAC Meeting Norms • 9th Grade Teachers' 3 recommendations

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	**Supporting Evidence**

Burlingame High School has various existing structures for internal communication, planning, and resolving differences among the staff or administration. SMUHSD and BHS leadership coordinates and collaborates 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. 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. When differences do occur, administrators, department chairs or building representatives assist in resolving differences. Administrators work to be accessible to provide support as needed.	• Email • Schoolloop • Aeries • Some departments have common preps • PLCs • Teachers association and building president • Faculty Meeting agendas • Department meeting agendas

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and* *preparation.*

Findings	Supporting Evidence
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. In situations where a candidate does not have the proper credential prior to the start of the assignment, the District's credential analyst works with the candidate and the San Mateo County Office of Education to ensure that the candidate obtains a proper credential prior to beginning work. Once the individual is employed, the SMUHSD uses its Instructional Coach Program, along with a robust evaluation system to maintain the high quality teaching practice that the SMUHSD expects from its certificated employees. With a teaching staff consisting of seasoned teachers as well as graduates fresh from their credential program, the SMUHSD strives to ensure all are provided with continuous professional development and training suited to the point in their career in which they find themselves. The faculty and staff at Burlingame High School are highly qualified and have various professional certifications and qualifications. Department heads and the administration help facilitate the hiring process through the review of online applications. Once potential candidates are selected, they are brought in for interviews with members of the BHS administration and staff. A recommendation is then made after checking references. Teachers are credentialed through the California Commission on Teacher Credentialing. The state and SMUHSD require teachers to renew their credentials periodically, as required by the California Commission on Teacher Credentialing. BHS administration, department chairs, TOSA's (teachers on special assignment), and other school leaders guide the staff in maintaining a curriculum focus in line with current state standards. This curricular focus is especially relevant with the emphasis on Common Core and new frameworks in many content areas. New teachers participate in the District's Beginning Teacher Support and Assessment program and are provided additional	• Department of Justice Background Check • Second Ed Credential • Data on percentage of staff with clear credentials, intern credentials, master's degrees, and PhDs. • Data for Highly Qualified Teachers

opportunities for professional support and professional development. The SMUHSD Governing Board conducts an annual evaluation of the Superintendent. This evaluation process is outlined in Board Policy (BP 2140). In addition, the SMUHSD governing board receives reports on the academic and social-emotional progress of students in SMUHSD schools and provides input to the Superintendent in the ongoing monitoring of school progress and corrective actions	

Staff Assignment and Preparation

A4.2. Indicator: 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.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
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. New teachers also receive additional support from an orientation for all new teachers, introducing proper SMUHSD procedures and policies, while providing support and instruction in key instructional applications. BHS holds a new teacher orientation prior to the beginning of each school year to orient new staff to site priorities and practices. BHS will often cover the expense of site-specific curriculum related Professional Development, especially if a teacher is teaching a new course. This resource is based on teacher request and need. The SMUHSD has a New Teacher Induction Program (formerly BTSA) partnered with the District's Instructional Coaching program. New teachers attend four professional development days throughout the course of the school year. Teachers receive credit towards their induction program. Professional	• Calendar of new teacher professional development dates • TOSA (Teacher on Special Assignment) • New teacher workshop agenda • Instructional coach/new teacher collaboration logs • Agenda of PD days and conferences, workshops and webinars • Master Schedule development • Instructional Coach Model

development courses focus on methodology, classroom management, and best practices. Beginning roughly five years ago, teachers participating in the District evaluation process are assigned an Instructional Coach to support teachers in the development of relevant and effective instructional practices. Professional Development days operate at the school, district, department, and personal levels. 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, BHS department chairs work with the administration to assign teachers according to their strengths, interests, and training.	

Defining and Understanding Practices/Relationships

A4.3. Indicator: 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.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	**Supporting Evidence**
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 BHS administration creates and annually reviews the BHS Leadership Teams and Responsibilities document that clearly delineates the responsibilities of each administrator for all staff. BHS Administration is committed to supporting best practices and faculty and staff are responsible and supportive of creating a cohesive and productive school environment. School policies and expectations tend to be well established with occasional review necessary to ensure continued effectiveness.	• District Handbook • SMUHSD website • Burlingame High School Home Page • Department and Staff Meetings • Meeting Norms • ELA Curriculum Expectations • ELA CCSS Curriculum Priority Guides • Differentiation between AS (Advanced Placing) and CP (College Preparatory) • ELA Literature Choices • Faculty meetings, Curriculum

Through specific teacher leadership positions such as the PD and ITC Coordinator positions as well as with Department Chairs, communication around policies and practices are frequent and opportunities for feedback are regular. 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. Course descriptions exist for all SMUHSD adopted courses. Departments have used a variety of tools including curriculum maps and other vertical integration resources to align and prioritize content.	council meetings minutes, department meetings. • Board approved course descriptions • "*Need to know* vs. *nice to know*" curriculum map developed by PLC

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

A4.4. Indicator: 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.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	**Supporting Evidence**
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 TOSA's). Priority schoolwide areas of emphasis have included work around the development of professional learning communities, Constructing Meaning literacy strategies, use of instructional technology and 1-1 carts, 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 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	• PD Agendas • PD evaluation results • Form requires justification of each PD request • Instructional Coach and collaborating teacher Collaboration logs • Targeted growth areas for teachers and students • Students semester grades • PD and ITC Job Descriptions • District TOSA's • Council Agendas • Humanities Institute Agenda • POW Week

the 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), the SMUHSD has invested in District Coordinators to support the implementation of new standards by each of the District's school sites. District TOSA's include a PD Coordinator, ITC Coordinator, Science/NGSS Coordinator and English and Math Council Coordinators. 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. 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.

Additional supports for professional development include Peer Observation Weeks in the Fall and Spring semesters.

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.

Although it is challenging to make a direct correlation between these efforts and improved student learning, BHS continues to positive trends in student performance data.

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	**Supporting Evidence**
The SMUHSD in collaboration with the Evaluation Committee 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. At the beginning of each year, BHS Administration reviews the new expectation of the evaluation process with specific attention to recent changes in the evaluation process. Beginning in 2016, the SMUHSD began using Canvas as part of the evaluation process. After initial challenges coordinating the new process and the new technology, teachers and administrators are reporting increased understanding and capability with Canvas. Though the evaluation process and through other direct supports, BHS implements effective and supportive supervision and evaluation procedures. Teachers with a low evaluation score receive guidance and support through Peer Assistance and Review. The process continues for an additional year if needed and an outside Instructional Coach may work directly with the teacher. Instructional Coaches and administrators work with teachers to establish SMART goals that guide lesson planning and teaching goals. There are regular (1 observation cycle every 6 weeks meetings between the Instructional Coach and teacher being evaluated to promote growth related to the established goals. Teachers and the Instructional Coaches both contribute to a collaboration log that details the teacher's attempts to meet the goals established. Although still somewhat new in practice, the Instructional Coaching model has significantly improved the evaluation process and professional feedback for teachers on evaluation cycle. In addition, Department Chairs and PLC's provide direct support for teachers to promote professional growth of all staff. Classified staff are assigned and evaluated by a direct supervisor from the administrative staff. New classified staff members are	• Evaluation Handbook • Instructional Coaches Collaboration Log • Summary of Evidence • PAR • Bi-annual evaluation scores and feedback • Summary of Evidence, Collaboration Log • Peer Observation Week/feedback forms • Classified evaluation form

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

The human, material, physical, and financial resources are 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.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: 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.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
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 and the School Advisory Council are responsible for assuring school goals are supported through specific actions and available site resources. School resources are shared with the Site Council as appropriate. BHS receives discretionary funds for site based professional development, for instructional coaches, and from the BHS Parent Group. Parent Group money is coordinated through the Parent Group with feedback and suggestions from the principal and from direct requests from teachers ("Special Projects"). BHS teachers, administration and support staff have ongoing conversations regarding the needs of students and what resources are available to support the meeting of these needs. Wellness counselors are available for all BHS students to address mental health issues that may impact student learning. The SMUHSD annual LCAP and Single Plan for Student Achievement refinement processes are linked to the SMUHSD budgeting process so that resources are aligned to student outcome priorities. The District has three core goals: 1. SMUHSD will provide High Quality Teaching and Learning environments to all students by: a. Providing 21st Century facilities and learning tools (digital and analog) to all students b. Ensuring access to the highest quality staff—educators, support staff and leaders - who receive effective and differentiated professional development c. Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills 2. The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps. 3. The SMUHSD will continue to enhance and improve the social-emotional health of its students by:	• SMUHSD LCAP • SMUHSD LCAP Parent Meetings • BHS SPSA • BHS Mission, Vision, SLOs • SAC agendas • Parent Group Special Projects • GATE Funds • College & Career Center • Peer-tutoring within Guided Studies • Academic Tutoring Center after school.

- Providing high quality mental health supports. - Offering initiatives and activities intended to lower student stress and improve student connectedness. Aligned to these three broad goals are 21 discrete outcome measures to which all sites have aligned their improvement efforts and resources. In addition, school sites have aligned their respective SPSAs to these overarching outcome measures, as well as some local measures particular to each school site. There is a dedicated College and Financial Aid Advisor and Career Center Assistant who focuses on career building strategies and skills for BHS students. All BHS Students have access to Naviance and the various college and career tools within the system. Academic Support is available for all BHS students in the form of peer tutoring within guided studies classes and after school in the Academic Center. Instructional aides are also assigned to assist students with IEPs in the classroom.	

Practices

A5.2. Indicator: 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.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	**Supporting Evidence**
Every year, the SMUHSD Board of Directors adopts the budget for the following fiscal year. Prior to adoption, Fiscal Services meets with all departments and sites to obtain input for the budget. The SMUHSD has an annual audit conducted by independent auditors. The auditors will conduct interim and year-end testing prior to issuance of the audit report to ensure fair presentation of financial statements and compliance with generally accepted accounting principles. 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.	- District Budget - District accounting practices - BHS Site Budget - BHS Department budgets - BHS Departments plan; conferences, materials, and programs worth investing.

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. At BHS, the Accounting Technician also works closely with the BHS Parent Group to assist with Parent Group spending.	

Facilities

A5.3. Indicator: 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.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	**Supporting Evidence**
BHS has created an environment to ensure that all students can access their curriculum equitably. All site buildings were modernized through the community support of three separate bond measures over the past 12 years. Through the modernization projects, BHS has upgraded the original main school building (the A-Building), and remodeled or newly constructed the library, D-wing, C-wing, student cafeteria, and most recently with the construction of the F-Building. BHS also has an extensive presence of technology to help with differentiated instruction and to provide an innovative learning environment to all students. The significant improvements to the BHS facility and campus provide an updated and safe physical environment that compliments the school's historic, architectural charm. As such, students and staff alike take pride in establishing and maintaining a safe environment for meeting the needs of all students. BHS is ADA compliant. There are ramps for students and handicapped accessible doors. The BHS Health Aide also keeps and distributes keys for students who need to access the elevators. There is limited parking on site, which can get even more limited when BHS hosts district-wide meeting in the Alumni Room on	• Modernization Plans • School Safety Plan • Maintenance Staff • Ramps for students, and handicapped accessible doors • Ana Herold - Health Aid - Keys to elevators • Computer Carts • Addition of new learning environments (F Building) to support CTE classes. • Dedicated College and Career Center and staff • Healthy Kids Survey

campus. Student parking is offered to students through a random-lottery process. All parking stalls on campus at BHS are clearly marked. The custodial and maintenance staffs at BHS are quick to respond to any facility issues. However, there have been certain issues, such as heating, that still need to be improved.	

Instructional Materials and Equipment

A5.4. Indicator: 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.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, and textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	**Supporting Evidence**
The SMUHSD maintains high quality instructional materials for all students in all subjects at all school sites. In line with this, the SMUHSD complies with the Williams Settlement timelines related to ensuring that each student has sufficient instructional materials. Reports of the sufficiency of instructional materials are given to the school board within the first two months of the school year that demonstrate the efficacy of these materials. BHS Students have access to computers in many classrooms and there are many mobile laptop carts. BHS teachers have access to computer labs that accommodate full classes of students. In addition, the SMUHSD has initiated an annual 1-1 Technology Pilot proposal which has provided roughly 18 BHS teachers with a lap top cart for daily instruction. BHS receives sufficient site funds to support instructional supplies and the overall academic program. With additional support from the BHS Parent Group, BHS is fortunate to have the resources necessary to provide an exceptional educational experience for all students. Parent Group funds support the purchase of science consumables, allocations for additional staffing (2 sections), academic intervention and peer tutoring, and for STEM activities to name a few. The BHS Math Department coordinates with other schools within	• Textbook Request Form • District forms on SMUHSD website • SMUHSD 1-1 Grant Application • BHS Tech Inventory • Biology classes are using books that are more than a decade old • 16 teachers have their own classroom Chromebook carts.

the SMUHSD to pilot and adopt curriculum based on new CCSS standards and best teaching practices. Grant funding is usually available to explore new software and tech resources. The BHS Parent Group approves $100,000 annually to support school and/or teacher requests for Special Projects. Art, Drawing, and Ceramics classes at BHS work with limited resources and have to creatively allocate their funds to last the entire year CTE teachers at BHS request special funding from the Parent Group to support technology needs (cameras, etc.). The CTE incentive grant has provided equipment and sections for expansion of photography and computer programming classes. Policies and procedures for acquiring instructional materials can be slightly confusing between changing District policies and due to the various options for obtaining support from the Parent Group. However, these obstacles are easily navigated and become familiar with time.	

Well-Qualified Staff

A5.5. Indicator: 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.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
BHS and the SMUHSD have significant resources available to support the hiring, nurturing, and on-going professional development of a well-qualified staff. The District Human Resources Department works closely with BHS and other school sites to attract highly qualified classified and certificated staff. BHS administration works closely with certificated staff to identify, interview, and recruit the well-qualified staff. The SMUHSD's first LCAP Goal is related to continuing to provide a high quality staff across the SMUHSD. This goal includes specific outcomes and activities related to recruiting a diverse, high-	• SMUHSD LCAP • SMUHSD Curriculum Department processes • Parent Group Grants • New Teacher and Department Council Specific Professional Developments • Visionary Teacher Fund

quality faculty, and furthermore, providing high-quality professional development that is informed by the needs of students and aligned across the school sites. This professional learning is further differentiated by subject matter departments called, Curriculum Councils across the district. The SMUHSD apportions monies from the General Fund, State Categorical and Federal Title II resources to support these differentiated professional learning activities. Hence, Burlingame High School is provided with adequate funding to support the hiring, nurturing, and ongoing professional development for staff. Resources are available for BHS teachers 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. In addition to off-site professional development opportunities, BHS is also able to provide some paid opportunities for teachers/PLC's to collaborate in the creation of curricular/pacing maps, Unit Guides, common assignments and assessments, and common grading practices. While Burlingame High School is fortunate to have the resources it does, it may not always be clear as to which approach for funding a teacher or staff member should pursue, due to the varying of funding sources for specific areas. Please refer to A4.2, A4.4 and A4.5 for additional information.	

Long-Range Planning

A5.6. Indicator: 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.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	**Supporting Evidence**
As of 2014-15 school year, the SMUHSD has utilized the new process of the *Local Control Funding Formula* and attendant *Local Control Accountability Plan* to identify critical student learning/social-emotional needs to allocate resources to address those needs. While the SMUHSD still has work to do to tightly	• SMUHSD LCAP and LCAP Parent meetings • District Curriculum Council Meetings • Director of Curriculum meets

align these processes, it has worked with stakeholders to identify common student needs, establish a set of aligned and common measurable student outcomes, to coordinate the site-planning and resource allocation processes to align with the LCAP continuous improvement procedures. BHS participates with various SMUHSD councils for understanding the goals and plans of the SMUHSD district office. Each department sends a representative to meet with their counterparts at a district wide meeting where initiatives are shared. All BHS department chairs attend monthly meetings to hear the new policies, regulations, programming, and curriculum updates for the district.	annually with BHS SAC to review LCAP • BHS SPSA and WASC Plans

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Burlingame High School has an established mission and vision statement that are aligned with the district LCAP. The BHS mission and vision statements are created with input from faculty, staff, community members, and other stakeholders. While there are numerous groups who provide input and feedback in the shaping and refining of the school's vision and objectives, Burlingame High School needs to improve the participation of underrepresented groups and voices. Various parent groups provide feedback in the creation of schoolwide learner outcomes, and BHS parents participate in the WASC self-study process, and students are active participants on the Site Advisory Council. Utilizing staff, such as the site Parent Involvement Coordinator, can help increase the participation of underrepresented stakeholders.

The SMUHSD Board has clear policies regarding the roles of the governing board and the administration. The BHS school-site administration is kept well informed regarding the SMUHSD policies and procedures, and the BHS site staff receives monthly email newsletters and updates from the SMUHSD Superintendent. However, overall communication from the SMUHSD board to the BHS school-site staff could be improved.

The BHS school-site effectively handles conflicts and complaints. Students and parents sign a code of conduct prior to the school year, and are made aware of all SMUHSD and BHS policies. The administrators at Burlingame High School are organized to best serve the students, and the two assistant principals and the dean support students and families to resolve conflicts and complaints.

Burlingame High School has a strong collaborative environment, through which the faculty and staff work to continuously improve the site. Activities such as the Site Advisory Council, Peer Observation Week, and the WASC self-study help bring together significant stakeholders, and foster a sense of teamwork and collaboration. Curriculum Council brings together administration and faculty department heads to collaborate and to ensure the staff has a role in the decision making process. There's effective communication throughout BHS, as faculty and staff have various means of electronic communication with each other, parents, and students. BHS administration and teachers on special assignment support teacher growth and collaboration through Professional Learning Communities and a multitude of professional development opportunities.

The faculty and staff at Burlingame High School are highly qualified professionals, and through a thorough hiring process, the most qualified applicants are presented with offers. The SMUHSD supports new teachers with a two-year guidance and training program. Tenured teachers are evaluated every four years, and administration and instructional coaches provide feedback and guide teachers going through the evaluation process.

Burlingame High School is fortunate to have available resources to allocate at the site. These resources ensure that students are receiving the necessary support in the classroom and on the rest of campus. Whether it’s through the addition of laptop carts in certain classrooms, or the addition of a new building that is equipped to handle CTE classes, the resources at Burlingame High School are allocated in a way to best serve our students.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. Burlingame High School has a strong tradition of academic excellence and a high achieving school culture, which is reflected in strong enrollment in AP and AS classes, and the support of the Academic Center.
2. BHS has a highly collaborative culture as well as existing frameworks for departments and professional learning communities to work together.
3. BHS strongly values professional development by building PD into the school year, using instructional coaches to support faculty on evaluations, and in recruiting participants for Peer Observation Week.

Notes:

- Strong tradition of academic excellence and high achieving school culture

- Numerous School and Community Groups involved.
    - PLC’s, Parent Groups, Site Council, Curriculum Council
    - Strong fundraising
- Dedicated staff focused on college and career guidance, resources, and support
- Professional Development built into the school year
- Instructional Coaches available for faculty on the evaluation cycle
- Significant participation of students in athletic programs, music productions, extra- curricular and service activities
- Strong enrollment in AP and AS classes
- Faculty involved in POW (Peer Observation Week) Voluntarily observing colleagues and giving feedback on observed classes
- Huge participation of parent groups
- Tutoring Center
- Wellness Counseling
- College and financial aid advisor.
- ELL coordinator
- Office hours available as a key resource
- 79% of the graduating class of 2017 completed a-g requirements - the highest in the district
- Templates are provided for many PLC common tasks

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

1. 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.
2. Improved communication and strengthened alignment of priorities between the SMUHSD and BHS is needed.
3. BHS needs to improve involvement from underrepresented stakeholders.

Notes:

- New principal and administrative team in coordination with Department Chairs and teachers leaders are establishing new protocols for assessment of student performance, data priorities, protocols for building consensus and for decision making.
- Continued and widespread emphasis on building a more cohesive and connected school culture on a daily basis, as well as through additional activities or events.
- (A4.4) Measuring the effect of professional development on the learning of students is an area of growth that needs to be addressed.
- Get modern textbooks (hard or digital) to all teachers
- Improve access to Chromebook/computer carts and internet/Wi-Fi connectivity and speed
- Find ways to get greater involvement by traditionally less represented parents (e.g., low SES,

immigrant)
- Clearer method of communicating Board agenda ideas with school sites
- While there have been improvements in technology, there is still work to do in adopting and implementing widespread use of current technologies
- Limited access to PD opportunities for specific departments (PE, VAPA, Counselors)
- A more collaborative relationship with the district office and school sites
- Lack of understanding and knowledge about board policies and decisions
- Lack of access to computers for math. Only one cart for entire department, and without access for it every day, it’s tough to plan out use for lessons.
- Providing guidance and purpose to our non-college bound populations

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

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CHAPTER 3

FOCUS GROUP B: CURRICULUM

SAN MATEO UNION HIGH SCHOOL DISTRICT

Category B: Standards-based Student Learning: Curriculum

Based on the criteria in each category:

1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Burlingame High School uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.	• New Teacher Program Agenda • District Professional

Since the last self-study report in 2012, SMUHSD has shifted toward an emphasis on College and Career Readiness standards for all students. SMUHSD's Professional Development team has taken the lead in assisting teachers in this transition. The SMUHSD Professional Development team provides support, training and resources related to content specific knowledge and practices, content-embedded language and literacy skills, culturally responsive teaching, and content-embedded digital literacy skills. It is committed to bringing current education research to the attention of all teachers in the district. Many teachers at BHS, including all new teachers, are trained and assisted in the development of their curriculum in the aforementioned support areas. BHS's site-specific Professional Development team supports staff in the understanding and implementation of alternative methods of assessment, both formative and summative, as a way to bring more meaning to our instruction.	Development Plan • Curricular Library
World Languages The World Language Department a BHS is fully committed to provide students with skills and competencies that will enable them to become engaged world citizens. Cultural competence, technology integration and real world tasks drive the Curriculum. All World Language department members are part of one or more PLC (Professional Learning Communities) and collaborate on a regular basis. This collaboration includes discussions and consensus regarding teaching philosophy, department goals, grading practices (SBG - Standard Based Grading), curriculum development, and calibrating and analyzing assessments. This alignment guarantees that students enrolled in World Language courses receive uniform and meaningful instruction. The World Language department strongly believes in keeping abreast with the most current best practices and philosophies in education. The World Language Department at BHS has a strong tie to Stanford World Language Project (SWLP). Most BHS World Language teachers are leading or participating in SWLP workshops in Lesson Design, Unit Design, Assessment, Technology, and Leadership. The Stanford workshop presenters introduce the most recent pedagogical research and discuss the application. Thus, it is effective for the World Language	**World Languages** • PD - SWLP • District WL workshop • AP seminars • CLTA conference • CLTA Santa Barbara Summer Institute • District summer institute: Constructing Meaning/Equity in Education • Webinars

department at BHS to collaborate in terms of how the lessons are delivered and assessments conducted. In addition, there are SMUHSD workshops for World Language teachers that focus on engaging activities for enhancing students' communicative skills. The SMUHSD's World Language teachers meet and share their instructional experiences and skills to meet students' needs and interests.	
Health The Health Department teachers at BHS recently attended a Constructing Meaning conference, as well as a Professional Learning Community (PLC) conference. Health teachers have used the current research, knowledge and practices attained at these conferences to strengthen student writing skills, design effective structured student speaking activities and built stronger reflection skills. All of these instructional practices have been added to the Health curriculum. Since the last WASC visit, BHS Health teachers attended recent professional development addressing Gender and Sexuality Spectrum training. Health teachers at BHS also attend Health Connected's Teen Talk High School training. The Teen Talk curriculum is a comprehensive sexuality education curriculum designed to help educate 14-18 year olds about sexuality and sexual health. The Health PLC has attended a number of SMUHSD PD days/workshops that cover argumentative writing, expository writing, creating formative assessments and analysis of student work. All teachers in the Health department align themselves to the Health curriculum administering the same instruction, activities, and formative and summative assessments.	**Health** • Constructing Meaning (CM) Conference • PLC Conference, AZ • Health Connected Human Sexuality Training • SMUHSD PD Days/Workshops
Counseling The BHS counselors attend conferences throughout the year that address four-year college eligibility for all public universities in California, as well as those in other states. BHS Counselors attend workshops that address relevant issues related to gender, sexuality, learning differences, as well as the supports available, including student and family rights. This information is then incorporated into the BHS counseling curriculum for student and parent presentations and 1:1 student meetings. BHS counselors also present information on emotions such as	**Counseling** • UC/CSU conference • Classroom curriculum delivery calendar • SRT Meetings • SST Meetings

love and depression in specific classrooms; these specific teaching sessions facilitated by BHS counselors assist teachers in approaching sensitive subjects.	
Math With the shift in the California teaching standards related to Mathematics, the BHS Math Department is looking at new textbooks for Algebra 1, Geometry, and Algebra 2. In the Spring of 2017, teachers are piloting two standards-aligned curricula with the goal of adopting one in Fall, 2018. The BHS Math Department attends a variety of Professional Development presentations and conferences, including SMUHSD Professional Development sessions that have focused on current educational research and practices. These activities allow BHS Math teachers to present and teach from the most current curriculum for students enrolled in all Math courses. Last year, teachers attended the National Council of Teachers of Mathematics (NCTM) conference in San Francisco, instructing and presenting teachers with current educational math research and practices. The BHS Math Department incorporates growth mindset research, emphasizing its use in the Geometry and Algebra I courses. In particular, utilization of Jo Boaler's Stanford course, which has been used in the Geometry and Algebra I courses, allows teachers to focus on correcting misconceptions regarding Math and the brain research supporting a growth mindset.	**Math** • Rubric used to evaluate math textbooks for piloting • NCTM conference • How to Learn Math. EDUC-115 (Online Stanford course)
English The BHS English Department regularly attends the English conference at Asilomar, hosted by the Curriculum Study Commission. This conference allows BHS English teachers to learn about current teaching practices in English. One outcome of this training is the implementation of Group-Worthy Tasks as a method for collaborative learning as well as Teaching to the Human Core (Social-Emotional Awareness in Curriculum). As a department, BHS English teachers integrate nonfiction texts to give deeper context to novels taught. This blend of genres is part of the BHS Department's work toward implementing College and Career Readiness through reading, writing, listening, and speaking. BHS English teachers have also made a commitment to shared academic language for continuity between courses.	**English** • Asilomar 65 • Scope & Sequence (vertical alignment) • Common Academic Language • English Department Meeting Agenda • New Teacher Program Agenda

BHS English teachers are committed to PLC collaboration and implementation of what was learned at a site PD meeting with Eric Twadell in terms of meeting structures and expectations thus strengthening PLC specific planning and decision-making related to summative assessment, grading practices and the process of responding to student learning. BHS English teachers are expected to focus on "Need to Know" standards when developing units of study and updating pacing plans for a given course. Several members of the BHS English department have been trained in Expository Reading and Writing Course (ERWC), Constructing Meaning and Assessment Practices through SMUHSD provided professional development. English teachers at BHS integrate these skills into curricular choices and alignment. The professional learning focus of SMUHSD includes curriculum design and assessment, classroom engagement, instruction, student and teacher support and outcomes. These goals are embedded into the SMUHSD New Teacher Academy. Sessions offered to new English teachers at BHS include topics such as culturally relevant instruction, Constructing Meaning, academic language and literacy, content specific knowledge and practices, content embedded literacy skills, and content embedded digital literacy skills. English teachers at BHS have access to colleagues Jim Burke's *The Common Core Companion* and use this text to bring current educational research into the curriculum.	
Science The BHS Science department has adopted the Next Generation Science Standards (NGSS) in planning and instruction. Specifically, the BHS Science department has adopted the "3-Year Model". This model consists of one year each of Biology, Chemistry, and Physics, with topics of Earth/Space Science incorporated into each year. Currently, the BHS Science Department is developing and implementing curriculum that addresses the requirements of NGSS. The NGSS can be thought of as a "3D" set of student achievement standards. The cornerstones of the NGSS include: 1) Disciplinary Core Ideas (DCI), 2) Cross Cutting Concepts (CCC), and 3) Science and Engineering Practices (SEP). To this end, The SMUHSD Administration has encouraged and supported all district Science teachers in the task of developing and	**Science** • Biology Course of Study (NGSS aligned, 2017) • Chemistry Course of Study (NGSS aligned, 2017) • Physics Course of Study (NGSS aligned, 2017) • ESS PEs in 3 Courses

implementing NGSS focused curriculum. Curriculum collaboration is important to SMUHSD. BHS Science teachers meet within their department, their on-site curriculum group (PLC) as well as their SMUHSD curriculum group. Furthermore, teachers attend local and national NGSS workshops (CAST Seminar May 2017, District Summer Science Curriculum Workshop) **Disciplinary Core Ideas**: Fundamental principles of Biology, Chemistry, Physics, and Earth/Space Science. **Crosscutting Concepts**: Patterns, Cause and Effect: Mechanism and Explanation, Scale, Proportion, and Quantity, Systems and System models, Energy and Matter: Flows, Cycles, and Conservation, Structure and Function, Stability and Change. **Science and Engineering Practices**: Asking Questions and Defining Problems, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Developing and Using Models, Constructing Explanations and Designing Solutions, Engaging in Argument from Evidence, Using Mathematics and Computational Thinking, and Obtaining, Evaluating, Communicating Information.	
Career Technical Education The Career Technical Education (CTE) department shares and discusses research about how to best prepare students for their future careers. BHS CTE Teachers attend industry-specific conferences to learn best practices for teaching their content areas. PBS chose our digital media teacher to go to Washington, D.C. to be trained. The Digital Media teacher also takes courses to learn the most effective techniques for teaching the latest versions of the Adobe Suite software programs. The BHS Architectural Design teachers attend the summer CITEA (California Industrial and Technology Educators' Association) conference in San Luis Obispo and an Advanced Manufacturing conference at De Anza College. Both conferences equip the BHS Architectural Design teachers with current pedagogy, practices and curriculum. The Foods/Culinary Teacher attends industry-specific	**Career Technical Education** • Conference descriptions • List of industry advisors/notes from CTE advisory meeting • Soft Skills Session Feedback • Copies of : 11 Components of a highly effective CTE program teacher reflections

conferences and those that focus on the 11 components of highly effective CTE programs. The Foods/Culinary teacher has also designed and presented professional development sessions regarding soft skills and career readiness. All BHS CTE teachers also have industry advisors to help ensure that their curriculum stays up-to-date and reflects the most current industry standards.	
Special Education The BHS Special Education Department is committed to supporting all students. Burlingame High School has a range of services that are provided to ensure that all students have access to the general curriculum. Students are included at BHS by the following levels: Full Inclusion, Resource, Directed Studies, Mental Health Services and Supports, Special Day Classes, Service and a Transition program for students that are 18-22 years of age. Further, BHS students that require additional support have access to a range of service providers, including Speech/Language Therapy, Behavior Therapists, Vocational Job Coaches, Occupational/Physical Therapists, and Adapted P.E. To maintain that each student receives a free and appropriate education (FAPE) outlined in their IEP, Burlingame High School is committed to the following guidelines for each student: BHS Special Education department creates supports and related services in order to meet the needs of students with specific needs, allowing these students access to the General Education curriculum. For BHS students with an Individualized Education Program (IEP), the BHS SPED department links annual goals that are aligned with grade-level academic standards. Currently, the BHS Special Education department includes students with Individualized Education Plans (IEP's) in the mainstream setting, per their IEP's in the least restrictive environment. Instructional assistants at BHS support students with IEPs in mainstream classes by maintaining and monitoring their accommodations outlined in their IEPs. BHS SPED Teachers and case managers meet regularly with Instructional Assistants to ensure students with IEPs are accessing educational materials to the furthest extent possible. There are 23 Instructional Assistants that work at Burlingame High School, and their work is imperative	**Special Education** • Application to Students with Disabilities • Individuals with Disabilities Education Act (IDEA 34 CFR §300.34, 2004). • AAC Curriculum Map • Diploma Vs. Certificate of Completion Outline

to students accessing educational materials. Further, the BHS Special Education Department's teachers have attended trainings and PLC learning groups on a bi-monthly basis on how to include students with special needs into the general curriculum. SMUHSD offers PD where there are breakout sessions for specific content areas to enhance understanding of specific student needs. These sessions are separated into two groups of students as determined by their IEPs: BHS students who are pursuing a High School Diploma, and BHS students who are pursuing a certificate of completion. BHS students who are in the Certificate of Completion pathway receive educational services until they are 22 years of age, while students on the diploma pathway receive services until they are 18 years of age. An outline of these requirements and affected service areas are provided in the evidence section.	
Social Science The BHS Social Science Department is implementing a variety of strategies gleaned from several training and professional development opportunities. All department members have attended several PD sessions on teaching critical reading and writing skills. In 2015-2106 BHS teachers, along with other SMUHSD Social Science teachers, focused on developing strategies around structured conversations in the classroom, such as seminar discussions in AP European History and CP Economics. The AP US History team has also developed curriculum around structured debates/discussions. All Social Science department PLC's have developed, implemented, and reflected upon lessons related to common academic language, dialoguing, and argumentation. BHS Social Science teachers have also received extensive training on the use of formative and summative assessments in order to build a guaranteed and viable curriculum in the BHS Social Science department. The PLC's in our department teach an agreed-upon curriculum, most with common assessments, literacy strategies, and content lessons. Over the past few years, the BHS Social Science department has made great strides in building agreed upon curriculum, at each grade level, centered upon CCR standards and articulation between grade level courses, regardless of academic level (AS, CP, or AP).	**Social Science** • District Social Science PD plan • Teacher reads for APUSH Exam • AP US and European course syllabi approved by College Board Curriculum Maps: • AP European History • AP United States Government and Politics • AP Microeconomics • US History • Modern World History
Physical Education Burlingame High School Physical Education teachers use current educational research related to maintain a viable, meaningful	**Physical Education** • Burlingame High School Evalumetrics Results: 2016-17

instructional program that prepares students for college, career, and life. PE students at BHS participate in annual Physical Fitness tests that measure student's flexibility, muscular strength, aerobic capacity and physical endurance. After submitting the data to the State of California's Department of Education, BHS receive the data and Physical Education teachers aggregate and compare these data to other schools in the SMUHSD. The previous year's BHS Physical Fitness test results are sent to the SMUHSD and BHS in the Fall of the following year. The Department shares the data at PE Council meetings and on site at Burlingame High School to shape curriculum and instruction.	• CAHPERD Conference 2017 • P.E. Dept. Head Training Academy • Water Safety Certification • 1st aid/CPR certification
Library The Burlingame High School Library utilizes current educational related research to maintain a viable, meaningful Instructional Program that prepares students for college, career, and life. The BHS Library offers various technical and academic resources in the form of a fully equipped computer lab, laptop cart, digital databases, and class textbooks/novels. The BHS Computer Lab in the Library contains 36 desktop PCs and the laptop cart holds 35 laptops all with connection to all BHS Library printers, Wi-Fi, and instructional related software for students. The BHS Library website further facilitates students' instruction with access to numerous research databases and citation tools, such as Gale In-Context and NoodleTools. The BHS Library collection is comprised of both fiction and nonfiction works in diverse subjects to support all courses as well as independent reading.	**Library** • BHS Library Resources • Data Base links to Public Library

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

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *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 "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
Burlingame High School has defined Academic Standards and College and Career-readiness Standards for each subject area, course, and/or program. At BHS, all departments have identified CCR and content standards for each subject, to varying degrees.	• District courses of study • Course syllabi; shared
Social Science The BHS Social Science department has identified content and CCR standards addressed for each class, in compliance with	**Social Science** Department goal and standards document. PLC curricular maps

SMUHSD Courses of Study. Additionally, standards are identified by each PLC in order to foster vertical integration within the Social Science Department. PLC's are currently developing and finalizing curricular maps which outline and demonstrate the CCR standards that are addressed in each unit/lesson.	(AP European History, CP US History) CA History-Social Science Framework
World Language The BHS World Languages department aligns with CCSS standards, American Council on Teaching Foreign Language (ACTFL), and identified contents in CA World Language Standards, which are currently being reworked. Moreover, there is vertical alignment for each language that is offered at BHS, including Chinese, Italian, and Spanish. The BHS World Language academic content is aligned with College Board standards and the A-G requirements of major colleges and universities.	**World Language** • BHS Course Catalog • Course Syllabus
Math Over the last few years, the BHS Math Department has collaborated to delineate core Math courses and specify content specific topics to align with the standards. Vertical alignment is also included, to some extent. The BHS Math department has also compiled and organized tasks and resources that align with standards in both the Algebra 1 and Algebra 2 courses. During BHS Math Department meetings, BHS Math teachers discuss the importance of ultimately selecting a curriculum that aligns with the standards. In determining the curricula to pilot, BHS Math teachers and other SMUHSD Math teachers have assessed the curricular options using a variety of criteria, including emphasis on content standards, differentiation, rigor and balance, spiraling, technology, and assessment. At the conclusion of the pilot phase, BHS selected Springboard Math as core curriculum resource for Algebra 1, Geometry, and Algebra 2. As SMUHSD Math teachers grow into this new resource, there will be a strong need in the next term to realign vertically with the goal of identifying essential learning standards that support each other in progression from year to year. With respect to the Advanced Placement courses, AP Calculus, AP Statistics, and AP Computer Science courses use textbooks and other resources that are aligned with AP standards.	**Math** • BHS Math Courses Overview • Algebra 1 Unit Resources • Algebra 2 Unit Resources • Math common core standards by subject • Initial rubric used to evaluate math textbooks for piloting • Algebra 1 syllabus • Algebra 2 syllabus • Pre-calculus syllabus • Geometry Syllabus • Finite Math Syllabus

Other course offerings in the BHS Math department, including Integrated 2, Finite Math, and Principles of Computer Science, serve to meet the academic needs for students in the appropriate Math course.	
Health The Health Department curriculum is designed around the California Health Education Content standards. BHS and SMUHSD Health teachers have identified and implemented the CCR standards in every unit of study. BHS Health teachers have aligned essential questions with these standards, incorporated project-based assessments, and have incorporated technology into every unit. BHS Health teachers are currently working on a live agenda that will include electronic links to all Pear Decks, PowerPoints, assignments and curriculum.	**Health** • Health Education Key Standards • Health Education Content Standards • CCR Standards • Key Standards and Essential Questions • Unit Maps
English BHS English teachers have an annual English department planning day to develop instruction by building coherence across courses and grades. BHS English teachers make curriculum decisions based on the SMUHSD English guiding document for minimum course expectations. This work also pulls from the priority guides, which indicate the essential standards expected in a Common Core English classroom. BHS English teachers consult with renowned English teacher on staff at BHS, Jim Burke, regarding the numerous books he has published as well as his expertise in teaching English at the secondary level. Representatives from the College of San Mateo (CSM) and Burlingame Intermediate School (BIS) meet and articulate with the BHS English Department to discuss the transition into and out of High School. These conversations help to ensure that all students enrolled in English at BHS are prepared with the skills necessary to succeed at all levels of their academic career.	**English** • SMUHSD Standard Priority Guide for English • Vertical Articulation
Career Technical Education BHS Career Technical Education (CTE) course syllabi use the CTE Anchor and Pathway Standards as a basis for instruction. BHS CTE teachers have worked with other SMUHSD CTE teachers to revise and align the SMUHSD Course of Study outlines to align with 2013 CTE standards. BHS CTE teachers in each pathway have determined which standards will be taught in the foundational	**Career Technical Education** • District courses of study • Course syllabi • APCS Course Syllabus • Self-assessments based on the 11 Elements of High-

and advanced courses. The BHS CTE PLC meets to develop common curriculum and practices around the CTE Anchor Standards, particularly those dealing with career-readiness skills common to all CTE subjects. In Fall 2016 and 2017, the CTE teachers from SMUHSD, including BHS CTE teachers, participated in a Professional Development day to review the CTE standards, the 11 Elements of High-Quality CTE Pathways and to share best practices around meeting both.	Quality CTE Pathways
Counseling The BHS Counseling department works with all BHS departments to assist with the completion of a-g annual submissions; BHS counselors also communicate frequently with BHS students and parents to determine pathways for students to complete requirements for college entry and UC/CSU eligibility.	**Counseling** • Graduation and College Entrance Requirement Chart • a-g evaluation and completion data collection
Visual and Performing Arts (VAPA) The VAPA Department course offerings at BHS all follow the established SMUHSD and California state Visual and Performing Arts standards. Visual Art projects at BHS provide students with knowledge of the Elements and Principles of Art and Design. Students self-reflect on their projects. An example of this is demonstrated through the Texture Drawing Project assigned to Art students. Choral Music Curriculum aligns with National Standards for Music Education developed by the Music Educators National Conference. The textbook “Experiencing Choral Music - Sight Singing (Proficient Level)” offers a curriculum that brings students with varying previous music experiences together and helps to align their skills to the proficient level of music literacy performance. Beginning and Advanced Drama courses at BHS follow SMUHSD and California state theatre standards. At the end of each year, Advanced Drama students at BHS present a public performance: an evening of One-Act directed by seniors and designed and performed by the entire class a production representing the culmination of their studies in theatre: directing, playwriting, designing and acting.	**VAPA** • Texture Drawing Project • One-Act Program 2017
Science SMUHSD has adopted the 3-Year Model Science Curriculum. In this model, Biology, Chemistry, and Physics are each taught as a	**Science** • Biology Course of Study

full year class. Earth/Space Science is incorporated into each of those three years. These classes meet the UC a-g lab requirements. Additionally, four AP level courses (Biology, Chemistry, Physics, and Environmental Science) are available for BHS students who choose to engage with Science at the college level. Currently, approximately 80% of the BHS student body takes an "a-g" level science class and the remaining 20% of the BHS student body takes an AP level science class.	(NGSS aligned, 2017) - Chemistry Course of Study (NGSS aligned, 2017) - Physics Course of Study (NGSS aligned, 2017) - ESS PEs in 3 Courses
Physical Education BHS follows defined academic standards and college-and career-readiness standards for Physical Education. The PE program at BHS emphasizes physical fitness, socialization, teamwork, sportsmanship, health concepts, movement skills, and the knowledge of activities. Additionally, the PE program at BHS aims to promote increased self-confidence, goal setting skills, and life-long benefits of wellness providing students with the necessary knowledge to assess one's own physical fitness, create an appropriate and effective exercise program, and reflect upon personal progress in striving for and maintaining a healthy lifestyle by helping the implementation and participation in a complete course of study for both freshmen and sophomore students. BHS PE teachers follow detailed physical fitness standards, skill and knowledge standards and responsible personal, social behavior and participation standards as outlined in the California State Physical Education Standards.	**Physical Education** - BHS PE Syllabus - Physical Education Model Content Standards for California Public Schools - SMUHSD PE 1-2 Course of Study - SMUHSD PE 3-4 Course of Study - PE Binder (Course of Study Guides & Assessments) - SMUHSD PE Standards

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Online curriculum is currently used in our OSCR (OnSite Credit Recovery), Summer School Blended Learning, Independent Study, and JumpStart programs. An a-g approved curriculum meets the requirements for graduation and UC/CSU eligibility. This option allows BHS students to make up D/F grades in coursework and to complete courses for graduation in a flexible manner. BHS Students enrolled in these specialized courses receive support from subject credentialed teachers in their online work, while BHS staff also monitors students to ensure accountability and adequate student engagement. BHS accepts completed online curriculum from approved outside sources primarily for remediation and course recovery purposes. BHS does not typically offer outside online course completion for	- District Summer School program listing. - OSCR classes: English, Social Science, and Math courses. - JumpStart program at CSM - Independent Study Program through Adult School and Special Education Services - Concurrent Enrollment - Contracts in Counseling Department

advancement or in lieu of graduation requirements. BHS students also have the option to complete online coursework through concurrent enrollment agreements with our community college partners (Skyline College and College of San Mateo) and WASC and UC/CSU approved providers.	

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *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.*

Findings	**Supporting Evidence**
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.	
Social Science Several PLC's in the BHS Social Science department develop common unit plans that address CCR and content standards. The BHS Social Science department has developed a shared plan toward developing CCR skills of critical reading and analysis. The AP European History team has completed a curricular map that identifies the connections to CCR standards. The AP US History team spent considerable time revising its syllabus to align with the revised exam and Common Core. The BHS Social Science department is continually working on skill and content alignment by classes and grade level.	**Social Science** • Social Science SOAPStone plan • Paragraph writing plan/standard • AP European History curriculum map • US History • Social Science Alignment
Health The BHS Health PLC has developed common unit plans, assignments and assessments that require students to produce evidence of knowledge and problem solving ability by meeting the standards outlined in the Health Framework for California Public Schools. BHS Health teachers also follow Health Education Key Standards that identify student "Need to Know" versus "Nice	**Health** • Health Framework for California Public Schools • Health Final Assessment - PSA • Decision Making Scenarios

to Know” that aligns with all SMUHSD Health classes. The BHS Health PLC has implemented a number of common formative assessments to check for understanding following concepts/skills taught. These assessments follow the pacing guide created by the SMUHSD Health Council. The BHS Health curriculum requires students to effectively communicate ideas and information on a daily basis, using daily journals, pair/share activities, and activities related to teaching strategies and concepts learned at the Constructive Meaning conference attended by all BHS Health teachers.	- Rubrics for Assessments - Key Standards and Essential Questions - Quizzes; pacing guides - Reflective journal writing, - Suicide Awareness and Prevention Scenarios; - Risky Behavior Scenarios
World Languages World Language teachers at BHS collaborate regularly to develop lesson plans that address the content standards; design activities that meet students’ needs and interests; and create common formative, as well as summative assessments, for students to demonstrate their understanding and communication skills. Both Spanish and Italian World Language teachers at BHS use the 4-point grading scale system to meet student needs in their ongoing process of learning. This system assists BHS students who are struggling in World Language and challenges students that are performing above average. The BHS World Language department uses different assessment categories such as: Interpersonal, Presentational, Content Knowledge, Interpretative to assess students’ knowledge and level of mastering the World Language content.	**World Language** Rubrics for the assessments
Math To create consistency between the concepts and skills taught and the academic standards, BHS Math PLC groups and teaching teams collaborate and use common assessments, such as quizzes, benchmark quizzes, tests, and MARS tasks. MARS tasks are high level thinking problems created by the Mathematics Assessment Resource Service. The BHS Math Department also creates pacing guides to align content specific Math concepts taught by BHS Math teachers with the academic standards. BHS Math teachers attended the Math Summer Institute in June, 2014 to be instructed on how to incorporate the standards into how Math curriculum is presented. The SMUHSD compiled its Common Core Essential Standards for Algebra 1, Geometry, and	**Math** - Quizzes and tests - Google calendars, Google document pacing guides - District CCSS Mathematics Courses - Mathshell-site for MARS tasks

Algebra II as well as some other resources for the all SMUHSD Math teachers.	
English The SMUHSD English Council helps oversee SRI (Scholastic Reading Inventory) testing of incoming freshmen to inform class and intervention placement. To develop digital literacy, five teachers in the BHS English department have computer carts within their classrooms, giving all BHS English students access to a laptop during that class period. BHS English teachers use different tech tools and incorporate technology into their class and lesson plans. Three BHS English teachers attended the Digital Bridge program in the summer of 2016, providing technology training for teachers to incorporate technology in the classroom, specifically for BHS English teachers who offering students 1:1 laptops. Digital Bridge builds on students' incoming technical skills by providing teachers with information and resources to use in the class.	**English** • SMUHSD Guiding Document for English Language Arts • Intervention Program • Digital Bridge
Career Technical Education CTE courses at BHS are primarily project-based classes. CTE teachers at BHS create projects that closely align to the standards and schoolwide learning outcomes and that require students to practice career-readiness skills, such as communication and problem-solving. For example, BHS Culinary Arts Students work in teams to prepare, plate and present food to serve at BHS school functions. These students are evaluated on their communication skills as well as their cooking skills. Through project based learning, Culinary students are able to develop a sense of social responsibility by serving the BHS School Community. Art of Video students at BHS produce a daily video bulletin, known as BTV, aired daily during fourth period to BHS students to communicate news to the entire school. In addition, Art of Video students participate in National Film Competitions. Architectural Design Students at BHS collaborate with Burlingame City planners and architects to reimagine specific areas of the City of Burlingame. BHS students working on this project presented their designs to members of the Burlingame City Council and the general public. Architectural Design Students at BHS also worked with the Boys & Girls Club to develop designs for a clubhouse remodel.	**Career Technical Education** • Project/Unit outlines • Examples of student projects (videos, designs, newspapers, yearbook, menus, pop-up planning) • Architectural Design Boys & Girls Club project example • The Burlingame B • List of guest speakers/guest speaker presentations • Architectural Design Student Portfolio example

Publication students at BHS learn graphic design and communication skills as they produce a yearbook for the BHS student body. Journalism students at BHS produce a bi-monthly newspaper, known as the Burlingame B that informs BHS students regarding local and national news issues. Culinary and Foods students at BHS learn about current trends in the nutrition and hospitality industries. Assignments and projects reflect these trends. Food Scientists, Chefs and Dieticians visit, present and speak to Culinary students at BHS about opportunities in these fields. Having real work-based learning projects with public audiences gives CTE students many opportunities to work on communication, collaboration and problem-solving as well as technical skills. At the end of the year, CTE teachers at BHS require students to create portfolios that reflect the skills they have gained over the course of the year to ensure that they have mastered the standards and schoolwide learner outcomes.	
Science The Science curriculum at BHS is congruent at the on-site class level as teachers of a common discipline (PLC) collaborate on common assessments (both formative and summative), shared calendar, and the incorporation of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. BHS Students enrolled in Science courses have extensive and regular opportunities to engage with and solve real-world problems through laboratory work and online research. In all Science courses at BHS, students gather evidence, both online and through laboratory experiments, to challenge, refine, and clarify models reinforcing the link between the classroom and real world experience.	**Science** • Biology website of shared resources • Chemistry shared resource • Oil spill containment challenge: solving real-world problems
Special Education Special Education Teachers at BHS collaborate in a variety of ways, including SPED department meetings, PLC meetings, student IEP meetings, 504 meetings, student SST meetings, and other student-related meetings to monitor and engage students in various curriculum areas. Curriculum supports for students adhered to the following	**Special Education** • Co-Teaching • IEP Meetings • SST Meetings • 504 meetings • PLC meetings

criteria: - BHS Special Education teachers and Instructional Assistants teach socially acceptable behavior, as determined by the student's' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system. Case managers plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to engage with appropriate curriculum. - BHS Special Education teachers and Instructional Assistants establish and enforce rules for behavior and procedures for maintaining an environment that supports learning for all students. BHS Student Case Managers confer with parents, administrators, school psychologists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development. - BHS Student Case Managers maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations. - BHS Student Case Managers work with general education teachers to establish clear objectives for all lessons, units, and projects, assisting in the communication of those objectives to students. - BHS Student Case Managers and General Education teachers develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings. - Behavioral interventions are collaborated between Special Education teachers, Behavior Therapists, School Psychologists, Wellness Counselors, the San Mateo County Mental Health Department, and other related professionals to ensure adherence to behavior intervention plans, a safe school environment, and to promote student learning. - BHS Special Education teachers and Instructional Assistants provide crisis intervention, as needed, for students and those in inclusive classrooms. Case managers establish and monitor data collection to ensure classroom interventions are appropriate. Special Education Teachers and Instructional Assistants ensure professionalism in staff development activities,	- Department meetings

curriculum development meetings, and other professional experiences throughout BHS.	
Physical Education To create consistency between the concepts and skills taught and the academic standards, BHS PE teachers, along with other SMUHSD PE teachers, collaborate and use common assessments within the SMUHSD, and analyze data such as quizzes, benchmark assessments, and specific activity tasks to align instruction and curriculum.	**Physical Education** • BHS PE PLC Agendas & Minutes • SMUHSD PE Council Agendas & Minutes • Burlingame High School Evalumetrics Results: 2016-17 • PE Binder

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *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.*

Findings	Supporting Evidence
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.	
Social Science The Social Science and English departments at BHS have implemented an agreed-upon format for paragraphing and sentence structure, centered upon a common set of academic vocabulary terms. BHS teachers implement a variety of speaking, listening and writing strategies based on CCR standards. At BHS, there are also significant cross-discipline conversations and informal integration of content and skills taking place. English teachers have adjusted the books and readings to align with what students in Social Science classes are working on. For example, 11th grade students read “The Things They Carried” during the Social Studies unit on Vietnam.	**Social Science** Common Language for CCSS Writing Instruction

Health The BHS Health curriculum is taught by two teachers that present Health topics alongside other content areas. Health teachers at BHS have a highly collaborative PLC that teaches the same topics and administers common activities, common formative assessments and common summative assessments every day. BHS Health teachers have aligned curriculum with the Biology and PE departments ensuring there is no needless repetition and that curriculum reinforces the other content areas. Articulation with the BHS PE department includes an agreement that Fitness is covered in PE, while Health teaches the Nutrition unit. Infectious Diseases Unit in Health delves into the topic with the agreement that Biology will reference this unit and build from it without covering the same information. Health teachers have begun articulation with Psychology, part of the Social Science department, for the same reason. BHS Health Teachers recently attended a Human Sexuality and Gender Identity/Spectrum training. The training and curriculum used is designed by Health Connected. Health Connected is the Bay Area-based comprehensive sexual health education program for youth, parents, and education professionals. The BHS Health curriculum includes a number of activities from the Health Connected training and curriculum guide. The BHS Health department also brings in three guest speakers every semester. Each of the three presentations is San Mateo County resources. The Health curriculum aligns with a scope and sequence that all SMUHSD Health courses teach, with student supports including daily planners and the Health topics schedule.	**Health** • Health Syllabus • Health Connected Teen Talk High School • Aligned Course Topics List Guest Speakers: • Star Vista (Suicide Awareness and Prevention) • Narcotics Anonymous (Drug Awareness and Prevention) • Rape Trauma Services (Consent and counseling/services)
Counseling BHS Counselors within the Counseling Department are available to work with departments on any topic related to students' academic, personal/social and career development. BHS Counseling curriculum presentations include information about academic, personal/social and career development. BHS Counselors coordinate with Guided Studies teachers to review graduation status, post-high school options and answer any life questions students have. BHS Counselors also support all BHS teachers to present different topics. For example, a BHS counselor	**Counseling** • Grade level and other classroom presentations. • Supplementary materials developed for each presentation. • BHS website information, presentations, links.

presented a unit on love at the request of a Mandarin World Language teacher. Counselors presented a unit on time management, depression and suicidal ideation for an English class after the student had just read Romeo and Juliet. BHS Counselors work alongside the BHS administration in the creation of the BHS Master Schedule. BHS Counselors also collaborate with the Special Education department and attend IEP's when relevant.	
World Languages The World Language AP curriculum is structured around six themes: 1) Beauty and Aesthetics; 2) Contemporary Life; 3) Families and Communities; 4) Global Challenges; 5) Personal and Public Identities; and 6) Science and Technology. These themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts as well as incorporate various disciplines. The themes may be combined, as they are interrelated.	**World Languages** AP Course syllabus
English The BHS English Department has aligned with the BHS Social Science department to incorporate historical fiction along the same timeline as what is taught in the BHS Social Science department. This brings a richer, more relevantly-aligned curriculum to students during that time period. The BHS English Department actively communicates with Guided Studies teachers. Guided Studies teachers send out a weekly report, informing English teachers which students will attend office hours to receive extra assistance in their class. There are also various conversations held between Guided Studies teachers and General Education teachers providing additional resources and/or progress reports supporting both Guided Studies students and teachers. For example, during Freshman year, the English department teaches *The Kite Runner*, at the same time Contemporary World Studies covers Middle Eastern History to 9th grade students. During their Junior year, the English department introduces *The Things They Carried* to 11th grade students, while the Social Science department begins teaching the Vietnam War. At BHS, Junior and Senior English courses synthesize a plethora of nonfiction supporting texts. Many historical documents, as well as nonfiction sources are used throughout the English curriculum,	**English** Student presentation sample with visual data points

particularly in Junior and Senior English courses, supporting cross-curricular instruction. Several BHS English teachers have attended Professional Development focusing on lessons designed for multi-genre writing. This training provides curriculum and training in writing including journal documentation, speech writing, and drawing, incorporating visual data into student presentations. The BHS English Department also offers Speech, a class providing students the opportunity to improve and practice their speaking and speech skills.	
Career Technical Education (CTE) BHS CTE teachers use the Academic Alignment Matrix included in the CTE Standards to ensure that their curriculum supports relevant standards in the academic disciplines. CTE instructors use Adobe for Education training in Video and Photo classes. In CTE classes that articulate with Community Colleges, curriculum is aligned with the appropriate Community College class.	**CTE**
Math The BHS Math department frequently incorporates science-based problems putting math concepts and skills learned in a real-world context. For example, BHS Pre-calculus students use parametric equations to model projectile motion, which is a Physics application. In Algebra 1, students do a Candy Catapult Project to model the path of a projectile, another Physics concept. In Algebra 2, students use exponential and logarithmic functions to solve half-life problems with radioactive elements. At BHS, many Math teachers participated in the Constructing Meaning training PD and incorporate strategies acquired encourage student language development, reading comprehension, and writing as it relates to Math.	**Math** • Algebra 1 Candy Catapult Project • Constructing Meaning Training

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.*

Findings	Supporting Evidence
Burlingame High School articulates regularly with feeder schools, local colleges and universities, and technical schools. Burlingame High School uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.	
Counseling The BHS Counseling Department works closely with community-partner intermediate and middle schools to help determine appropriate placement of students in Math and English courses. The two biggest feeder schools in the Burlingame community are Burlingame Intermediate School (BIS) and Crocker Middle School. Other feeder schools include, but aren't limited to, Bowditch, Parkside, St. Catherine's, Our Lady of Angels, Taylor and others, both public and private.	**Counseling** • District provided placement data • Counselor watch meetings and share information • Course selection materials
World Language BHS World Language teachers meet once a year during the Spring semester with the World Language teachers at the primary feeder schools, Burlingame Intermediate School (BIS) and Crocker Middle School. At this meeting, teachers discuss curriculum, pacing, placement, and the transition to Burlingame High School.	**World Language** Articulation Notes
CTE Many CTE pathways at BHS align with courses offered at local community colleges. CTE teachers articulate with various program directors at local junior colleges. The Art of Video teacher articulates with instructors teaching Video courses at the College of San Mateo. The Architectural Design I teacher articulates with the Architectural program director at Canada College, as well as instructors at the College of San Mateo. The Culinary courses offered at BHS align with a pathway at Mission College. Students in all of these classes earn Community College credit for passing the BHS CTE course with the requisite grade. BHS CTE teachers meet yearly with faculty at the local Community Colleges to make sure programs continue to be aligned and to renew articulation agreements. The CTE Department at BHS looks at the annual Perkins E-2 data to assess the impact of our programs on graduate outcomes. BHS CTE teachers also meet with their counterparts at one of the feeder schools (BIS), to discuss which engineering/architecture software used.	**CTE** • SMUHSD List of articulating classes • Articulations with College of San Mateo • Articulations with Skyline College • Articulations with Canada • Articulation with Mission College
Math The Math Department at BHS maintains a relationship with the Math Department of our main feeder school, Burlingame Intermediate School (BIS). The Algebra 1 teachers have met	**Math** • BHS/BIS Lesson Study • College of San Mateo Math

several times over the last few years with Math teachers from BIS to discuss curriculum, expectations, and transition for incoming 9th grader students. Additionally, BHS math teachers collaborated on a lesson study with two BIS teachers in Spring 2016. BHS Math teachers also attend the annual articulation meeting with the local Community Colleges to discuss changes in curriculum and the transition from high school to college.	Articulation Meeting notes from May 2015
English The BHS English Department meets with the Humanities teaching team from our primary feeder school, Burlingame Intermediate School (BIS), to discuss vertical alignment. In partnership with these teachers, BHS English teachers work to avoid overlap in texts and to ease the transition from 8th grade to 9th grade.	**English**
Physical Education The PE department at BHS maintains a solid relationship with the PE departments of our two main feeder schools: BIS and Crocker. The SMUHSD PE council regularly arranges for Middle School PE teachers from Crocker, BIS, Taylor, Bowditch, Borel, Bayside and Abbott to meet to discuss curriculum, instruction, and student expectations.	**Physical Education** • SMUHSD PE Council • Articulation Meeting Minutes • PE council meeting with feeder schools

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *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.*

Findings	Supporting Evidence
All 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. BHS provides for career exploration, preparation for postsecondary education, and pre-technical training for all students. Burlingame High School is an open access school. 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. The BHS Counseling department follows an annual master scheduling calendar that includes the orientation of all continuing students and incoming 9th graders on the availability of courses for each grade level. Students have a variety of methods to access information about the courses they would like to take to meet SMUHSD graduation requirements, including the Course Description Guide, Course Preview Day, and AP Course Meetings, along with the option to talk to teachers at Open House and Back to School Night. BHS Counselors host grade-level parent information nights to ensure families have accurate course information. In addition to class information on the BHS website, School Loop, and Canvas many teachers have separate web sites and are available by email, phone or personal meetings to discuss their recommendations for Student Course Placement. Connect Ed messages are sent home via telephone to remind/alert families about upcoming course selection opportunities. BHS students also have access to a full library of student-made videos that showcase elective and AP course offerings available at BHS. During the scheduling process, BHS students meet with School Counselors to discuss their course choices; this allows students to ask questions about their particular needs and provides guidance for students who may need assistance in making decisions between classes. BHS Counselors review transcripts and reach out to students about course remediation/recovery options Nearly all of the courses offered at BHS fulfill the UC/CSU a-g requirements, enabling all students to have 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 our OnSite Course Recovery class or with our community college partners, enabling	• Course Description Guide • Course Preview Day • AP Course Meetings • Open House • Student Orientation lessons • 1:1 Student Programming Meetings • Course Information Videos • Concurrent Enrollment Program • OSCR enrollment • Naviance

BHS students to recover courses needed for college entrance. BHS is the only school in the SMUHSD to offer a People, Action, Work, Service (PAWS) program, funded by the BHS Parents' Group. Through this program, BHS students can participate in field trips to a variety of different companies and organizations to explore their career interests. Additionally, BHS students can participate in small group and one-on-one job shadowing opportunities. The BHS PAWS Coordinator invites guest speakers and collaborates with teachers to bring career guest speakers into the classroom that align with their curriculum. The BHS Counseling department uses Naviance, an online college and career exploration tool, to assist BHS students in their college and career goals. Surveys are given to each grade level, annually, through class-led instruction. As part of the Counseling department, BHS has a College/Career Center Advisor, who coordinates college representative visits so that students can learn about particular colleges and universities. BHS also coordinates with SMUHSD to offer a district-wide college fair so that students can connect with admission representatives.	
The SMUHSD one-year Career Technical Education graduation requirement ensures that all students take a CTE course that exposes them to a variety of career options and creates opportunities for them to assess their own interests and explore possible careers. The BHS Career Coordinator helps introduce students to possible career options and collaborates with CTE teachers to develop opportunities for career exploration by bringing in guest speakers, setting up job shadows and informing students about internship and employment opportunities.	Career Day 2018

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *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?*

Findings	Supporting Evidence
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.	
Social Science Beginning in the Fall of 2016, the BHS Social Science department began the process of formalizing the vertical alignment of content materials and resources between the Grade 9 (Contemporary World Studies), Grade 10 (Modern World History, AP European History), Grade 11 (United States History, AP United States History), and Grade 12 (Economics, Government, AP Microeconomics, and AP Government) academic levels. Special attention has been given to the emphasis of historical-thinking skills, in partnership with the development of College and Career Readiness skills, across the breadth of the BHS Social Science curriculum. Economics provides a unit on personal finance including resume and cover letter writing, job search, preparing for an interview, money management and personal budget in addition to offering a stock market simulation In all courses BHS Social Science teachers directly connect content material with current events while having students utilizing the skill set of evidence evaluation and assessing multiple point of views. All BHS seniors in Government classes experience hands-on civics engagement through a community service assignment. Additionally, in Government BHS students analyze current political controversies and issues. In Psychology, BHS students investigate current research and data in regards to various topics such as gender-identity, teenage sleep patterns, and mental health.	**Social Science** • Social Science Department Curriculum Articulation Chart • Psychology syllabus
Health Teachers in the Health department at BHS have attended a number of district, site-based and community professional development opportunities to guide in building a more rigorous curriculum with emphasis in added technology. Health teachers at BHS have increased the rigor of our curriculum while formally checking for understanding throughout each lesson.	**Health** • Constructing Meaning Conference, Health Connected Curriculum Training, BHS formative assessment PD, BHS technology PD and Health Council reading and writing strategies PD. • Inside the Teenage Brain • Eating Disorders Lesson

BHS Health teachers have created more lessons that include technology and project-based learning. The entire Health curriculum is designed around real-life application. The Health curriculum requires students to journal write, assess their personal health, practice effective communication skills, research and teach about current risky behavior trends among teens, and peer edit problem-solving vignettes.	• PSA Final • Health Topics • Daily reflective journals, sleep journaling, individual health assessments, stress management plans, stress coping techniques, suicide awareness scenarios, internet safety scenarios, birth control stations, active consent communication activities, fishbowls and risky behavior scenarios.
Counseling BHS Counselors present to all grade levels twice a year, as well as meeting individually with each Junior and Senior BHS student to help them identify and navigate their BHS academic and social path and their post-high school options as well as yearly individual meetings at course selection time with each student. BHS Counselors relate their choice of study to particular college majors, as well as practical summer/school-year opportunities to help fuel student's interest in their investigation of career options. THE BHS Job Shadow Program allows BHS students to shadow, one-on-one or through a field trip experience, a professional or organization to see how different academic disciplines and skills relate to everyday careers and duties. The BHS Counseling Department supports a district-wide college fair, as well as advertises other local fairs so students can directly speak with admissions officers about their interests and how they can explore them post-high school. We invite college representatives to our campus to speak with students as well. Counselors refer students to district programs such as Middle College and Jump Start, both of which introduce students to college and career life. Through Middle College, students can explore more of their interests through community college classes at the College of San Mateo. Through Jump Start, students take a college/career readiness class which exposes them to different careers and gives them tools for success. BHS Counselors can also suggest Peninsula Alternative High School (PHS) as an alternative school for students. PHS offers work experience credit so that students can combine their passion for working while earning credits toward their high school diploma.	**Counseling** • Classroom Counseling Curriculum Presentations • Parent Night Presentations • Naviance interest and career exploration inventories • College Representative Visits • College Fair Flyer Mailing • Job Shadowing • District provided and presented alternative placement information (PHS, Middle College, Jumpstart, etc.)
World Language BHS Students have open access to select any language within the	**World Language**

World Language department, placed into the appropriate levels. To ensure the success of the student, World Language teachers provide input in various formats for students with different learning styles. For enhancing students' fluency and accuracy, the Department uses various activities, including online application to monitor students' progress in each communicative mode - interpretive, interpersonal, and presentational, introducing authentic materials for a deeper understanding of other cultures.	
CTE CTE courses at BHS integrate work-based learning experiences where students learn real-world applications of the skills taught. CTE content specific projects are designed to accurately reflect current industry practices, and CTE teachers have industry advisors who ensure the curriculum stays current, up-to-date and relevant as industries evolves. BHS CTE Teachers invite guest speakers to expose BHS students to professionals in a variety of careers and frequently take field trips to relevant work places. BHS CTE teachers use a variety of instructional strategies to support the success of all students, including making screencasts of software demonstrations available for students to review as needed, doing collaborative projects that allow students to get help from their peers, and giving individualized instruction. Instructional Aides work with the Exploring Technology Teacher to support Special Education students in the class. The SMUHSD CTE Council has worked with the SMUHSD English Language Development Coordinators to discuss best practices for supporting EL students and to plan joint professional development.	**CTE** • List of Guest Speakers • List of Industry Advisors • Field Trip Descriptions • Project Outlines • Architectural Design Boys & Girls Club project Review schedule - lists professionals who came in to work with students
Math The BHS Math Department offers a variety of courses to support accessibility to all students. Guided Studies is available to ninth-graders taking Algebra 1 as an additional period to support their success in Algebra 1. Integrated 2 is a bridge course between Geometry and Algebra 2 to support students who need additional practice prior to Algebra 2. For the past four years, the BHS Math department has offered an Algebra 1 co-taught class to support the needs of Special Education students. The BHS Math Department also offers a variety of options for the fourth year of math for all students. These courses include AP	**Math** • Math Department course pathways

Calculus, AP Statistics, Pre-Calculus, Finite Math, and the Math department plans to offer Math 190 (Pathway to Statistics) in the 2017-2018 school year. Finite Math is an alternative to Pre-Calculus. If students successfully complete Math 190, they will be eligible for placement into college-level math when starting community college. All math courses seek to incorporate world problems that model real-life scenarios. BHS Math teachers work closely with Special Education teachers to ensure the success of students with special needs.	
English Throughout the BHS English Department, multi-genre writing prompts facilitate the development of analytical writing skills for college and career. An example of this is a weekly writing portfolio assignment in the English II AS course. With the adoption of the CCSS ELA standards, the BHS English Department has included increasing quantities of non-fiction, ranging from article sets to full non-fiction texts such as *Into the Wild*. Novel and non-fiction units embrace guiding questions or themes that link core texts to real-world topics and experiences. Examples include the *Of Mice and Men* unit where freshman students analyze the text through the lens of ostracism, or the junior year which asks students to analyze texts relative to the American dream, e.g., *Great Gatsby.* In all classes at all levels, BHS English students complete at least one full research paper a year, going through the process of research, refinement of ideas, and writing. Students are also asked to complete smaller research tasks throughout the year. Journalism and speech elective classes taught by BHS English teachers provide real-world writing and speaking applications. Writing assignments in all BHS English classes include opportunities for developing argumentation, rhetorical analysis, career readiness, and grammatical awareness (No Red Ink).	**English** • Writing Portfolio assignment • Newsela.com • Noredink.com

The BHS English department uses writing folders that transfer exemplary student work samples from freshman through senior year so that growth can be monitored throughout the high school experience.	
Physical Education Physical Education classes at BHS are accessible to all students, and instructional practices and other activities facilitate access and success for special needs students. For example, instead of running, students who are diagnosed with aerobic-induced asthma are offered an alternate speed walking unit, completing the activity with specific times for success. 11th and 12th grade students at BHS are encouraged to continue their coursework in Physical Education by enrolling in Yoga or Weight Training, elective PE courses for upperclassmen at BHS.	**Physical Education** • Physical Education Model Content Standards for California Public Schools K-12 • BHS Health List of Students with Disabilities • Mile times, speed walking and fitness scores documents • SMUHSD Course of Study • PE 1 & 2 Curriculum Standards
Science Biology, the required Life Science course offered at BHS for all students, is a full inclusion course co-taught as a model for the past five years. The Department provides a support class both for Biology and Chemistry.	**Science** Master Schedule

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
BHS Students who have not completed courses toward graduation with satisfactory grades (C- or better) have the option to remediate their work to meet graduation and a-g requirements. BHS offers students the OnSite Credit Recovery (OSCR) class to fill this need for English, Social Science, and Math courses. OSCR makes use of the online Compass Learning system. BHS students also have the option to remediate coursework through other off-site and pre-approved online providers (i.e. Brigham Young University). BHS does not currently offer students the option to complete or make-up lab courses through online coursework.	OSCR Classes

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *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.*

Findings	Supporting Evidence
Wellness Counselors The Wellness Counselors at BHS gather information from the student, their parent(s) or guardian(s), and teacher(s) to indicate the student's current level of functioning. This information may also specify whether the student is exhibiting behaviors and/or symptoms that may impact their ability to strive academically. The Wellness Counselors then use this information to complete Mental Health assessments and create Mental Health treatment goals. In Guided Studies, teachers meet with students individually on a weekly basis to evaluate their progress in all of their classes and make goals for academic success. The BHS staff in the Career Center offers numerous support services to assist students and families on who are preparing for the transition to college. Sophomore and junior students at BHS take the PSAT in the Fall semester to help them gain test taking experience and to prepare for taking the SAT. The Career Center also provides support for BHS students who need assistance in signing up for SAT and ACT testing, and provides exam fee waivers for students and families that need financial assistance. The College & Financial Aid Advisor at BHS assists students and families with the financial aid process for college. The advisor is available to assist families in completing the FAFSA, the California Dream Act, and other financial aid and scholarship applications. College & Financial Aid Advisor also coordinates financial aid presentations for students and parents and acts as a liaison between the school and various community and school-based organizations that offer scholarship opportunities to Burlingame High School students. The Career Center hosts numerous college representative visits throughout the year to provide students with the chance to learn more about certain colleges and for them to meet and ask questions to people who work for the colleges and universities they'll be applying to. The Career Center has also hosted a	**Wellness Counselors** • Documentation: Mental Health Assessments, IEP Summaries, Progress Updates • Assessment tool: Functional Behavioral Assessment Profiler

number of college application workshops. The College and Financial Aid Advisor are available to assist students with questions about college applications or the process of applying to college. The Career Center staff at BHS meets with students and introduces them to Naviance, a college and career related website that all BHS students have access to. The Career Center meets with students annually to help them utilize the college and career tools within Naviance. The Career Center staff uses the data from student surveys in Naviance to connect students to various school and community-based opportunities.	

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	**Supporting Evidence**
Burlingame High School implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.	
Special Education As part of every Individualized Education Plan (IEP), BHS teams work annually to identify post-high school plans for each student and determine annual benchmarks for attaining those plans. Given the individual nature of each Transition Plan, students at BHS with IEPs receive a wide variety of options given the nature of their services. In cases of students preparing for college, strategies often include the completion of interest inventories, visits to local college, and assistance with the completion of college applications; for students who will need intensive supports as they move on from high school, meetings with the California Department of Rehabilitation are part of the transition experience to ensure that students have post-high school plans in place prior to graduation. Some students with IEPs transition to supports through the Golden Gate Regional Center and into community-based programs such as Project Search or district-based programs such as the BHS-based Adult Transition Program (also known as Burlingame University). The Adult Transition Program recently was evaluated from the California Diagnostic Center	**Special Education** • Transition Plans in IEPs • Interest Inventories • California Department of Rehabilitation • Golden Gate Regional Center • Project Search • Adult Transition Program • Diagnostic Center Report -

Based on need during the high school and adult transitional periods, some students have access to Behavior Therapists from various outside agencies. These therapists work with BHS students and staff to establish and monitor Behavior Support Plans in accordance with student IEPs. These Support Plans outline the services necessary for students to access educational materials to the furthest extent possible. Once in place, monitoring systems ensure access to the general curriculum.	
Counseling The BHS Counseling department believes in allowing each student equal access to discovering their passions and giving them to the tools to explore. The BHS Counseling Curriculum focuses on a different theme each year. In 9th grade, the focus is on students' transition to high school and identifying the plan. In the 9th grade, BHS counselors work with students to create their 4-year plan. BHS counselors meet with students who are struggling academically to provide them with remediation opportunities to broaden their options later. Students are also provided information about get-ahead options such as taking SAT subject tests and participating in the Community College Concurrent Enrollment program. BHS counselors use Naviance as a tool to help students identify career interests and potential college majors through the Career Clusters Inventory. BHS counselors present to freshman twice: once about course selection and next, about study skills and time management. BHS counselors also present to Freshman parents at Back to School Night. In the 10th grade, BHS counselors help students explore their plan. Building on the services provided, counselors incorporate more inventories via Naviance, two 10th-grade class presentations and one parent presentation. During student's sophomore year, BHS counselors present the a-g requirements (the sequence of courses necessary to enter a 4-year public university in California, UC/CSU). We present web resources and use technology to engage students to learn the requirements. Although offered to all grade levels, during their sophomore year, BHS students are encouraged to check out the summer enrichment section on Naviance to explore areas of interests via college-level programs. In the 11th grade, BHS students research and develop the plan. Again, BHS counselors present to students twice in classrooms	**Counseling** • 4-Year Plans in Naviance • Grade-Level Counseling Presentations to parents/community • Classroom Presentations • Jr. year college worksheet

and once to the parents. BHS counselors have students do much more investigation this year with the goals being: 1. Identify the traits they are looking for in a college 2. Identify three websites from the list we give them that they want to focus on using 3. Identify three colleges that meet their criteria and 4. Categorize if these schools are reach, level or safety schools based on comparing their grades and test scores with the data provided, such as scatter grams. In 12th grade, it's time to execute the plan. BHS counselors give one classroom presentation and parent meeting. Counselors meet individually with each student and offer workshops for the UC/CSU system, community colleges, and private universities for the essay portion of the applications. BHS continues to use Naviance as a tool with students. This year, counselors focus on the E-docs feature as a transmission tool for college-related documents such as transcripts and letters of recommendation. Counselors also focus on scatter grams so students have a realistic assessment of how they meet a particular college's admission criteria. We highlight the career profiler and the resume builder to assist students with their transition. College admission representatives are invited to campus throughout Fall semester to meet in small groups with students so they can understand what particular colleges are looking for. BHS counselors offer a SMUHSD College Fair so students and families can explore more post-high school options. An increasing number of students (grades 10-12) take at least one AP class each year. These classes prepare students for a more rigorous and demanding curriculum that is often found at the college level. 34% of all BHS students took at least one AP exam in 2016.	
Math The Math department at BHS plans to offer Math 190 (Pathway to Statistics) in the 2017-2018 school year. Burlingame High School is among other schools in the SMUHSD planning to offer this course. If students successfully complete Math 190, they will be eligible for placement into college-level math when starting Community College helping community college bound students' transition to college level math, rather than beginning college with remedial math.	**Math** Skyline Math Course Offerings
World Language World Language department offers courses from Level 1 to AP.	**World Language**

The higher level courses are aligned with the College curriculum. Most BHS students who completed four years of coursework are not required to take a World Language course in college.	
English The BHS English department has invited representatives from CSM, one of our local community colleges, to participate in an English Department Planning Day. The purpose of this conversation is vertical alignment.	**English**
Physical Education During the 2016-17 academic school year, BHS PE implemented Yoga for all freshman students enrolled in PE. This unit allows PE students to learn proper, healthy techniques associated with the practice of Yoga to reduce and manage stress through effective stretching and breathing techniques. Because of the tremendous emphasis and focus on student wellness at BHS, the PE department is offering an elective Yoga and Strength Conditioning class to upperclassmen, (Junior and Senior students), beyond the two year Physical Education graduation requirement.	**Physical Education** • BHS Course Catalogue • SMUHSD Yoga Course of Study • SMUHSD Weight Conditioning Course of Study • PE Syllabus: Yoga • PE Syllabus: Weight Conditioning
CTE CTE courses prepare students to transition to college and other postsecondary options as well as careers by having students research and map out possible career paths. Many CTE courses articulate to courses at the local community colleges, so students earn college credit for them.	**CTE** • Articulation Agreements with Community Colleges • Samples of student career research and planning

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified Critical Learner Needs (Chapter IV).

Summary (including comments about the critical learner needs)

Students at BHS are afforded a quality, rigorous curriculum by a core of dedicated, collaborative educators. From their first day of high school (even before that for most students) to the night of their graduation, BHS students experience a wide variety of curricular options and support. Teachers, staff and administrators at BHS work reflectively, holistically and organically to meet the needs of our students. However, there is still much room for growth as specified in our Critical Learner Needs.

BHS English, Math, Science and CTE departments have devoted extensive time toward the alignment of curriculum toward CCR standards. This is further supported by similar curricular redesigns, since our last WASC visit, in Social Science, World Languages and Health courses.

All departments at BHS have participated in extensive research-based professional development. This training has led to effective curricular design to help all students succeed. While our students consistently score well on benchmark tests, it is clear that we have not closed the achievement gap for our Latino and African-American students, as well as students with low academic capital. . Our recent CAASPP ELA and Math results reveal that students score lower in the areas of "Problem Solving" & "Data Analysis", "Communicating Reasoning", "Listening", and "Speaking". We've made great strides in integrating a focus on these skills in our curriculum across departments, but clearly more can be done. More effective professional development and training on how to improve meaningfully in these areas would be highly beneficial.

BHS is adapting curriculum to address the needs of underrepresented students, such as Special Ed students, students with 504's and EL learners. Our robust support network for special needs students (IEP's, 504's, and EL's) will continue to seek improvement through staff professional development and curriculum development that is relevant to this area of concern. A more consistent and transparent articulation with our feeder schools is being pursued.

BHS provides students with appropriate choices that enable them to pursue a full range of realistic college and career and/or other educational options. As BHS administration, teachers and staff seek to help our students develop a positive academic identity, we direct them towards career pathways that are challenging and authentic to their core interests. As BHS develops its curriculum, thoughtful consideration will be given to the ways teachers can work with our Academic Counselors and Wellness Counselors as they help students respond to the ever-increasing pressures of academic stress. This work includes efforts to cultivate resiliency that facilitates a healthy student response and self-advocacy.

Finally, BHS offers a wide variety of academic pathway choices for our students. From our CTE course offerings to the various pathways in Math, from our options for concurrent enrollment in the community colleges to the support offered in Guided Studies, our students are robustly supported and provided with ample opportunities to shape their own, unique academic experience while experiencing a stimulating academic curriculum.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Strengths
1. Burlingame teachers facilitate real world applications of curriculum by offering many opportunities for students to apply concepts and themes to the world around them.
2. BHS Students that are provided services through Special Education have access to courses in the general program with the supports of co-taught classes as well as directed studies courses. All students have access to educational materials and students that require additional supports to access their education work closely with Educational Specialists for individualized options that best meet their needs.
3. 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.
4. Most 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 with a structured plan of continued growth and future progression.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Areas of Growth (AOG)
1. BHS can increase its intentional focus across the curriculum in preparing students for college and career readiness.
2. BHS needs to improve curriculum in relation to working with students with diverse needs, including students served through IEPs and 504 Plans, and those who are identified as English Learners.
3. BHS should improve articulation with feeder schools in terms of academic and career ready skills such as time management and organization in order to prepare them for high school. We should also work with feeder schools to encourage students to explore possible career pathways.

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

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CHAPTER 3

FOCUS GROUP C: INSTRUCTION

SAN MATEO UNION HIGH SCHOOL DISTRICT
EDUCATION
THE FUTURE OF AMERICA
SAN MATEO, CALIFORNIA

Category C: Standards-based Student Learning: Instruction

Based on the criteria in each category:

1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

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.

Indicators with Prompts

Results of Student Observations and Examining Work

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.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work has informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
At Burlingame High School, students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work. All academic disciplines demonstrate academic rigor.	
Math Algebra 1, Geometry, and Algebra 2 adopted new textbooks in the 2017-2018 school year for the shift to Common Core State	**Math** • Springboard • AGA

Standards in Mathematics. The new mathematical standards have a focus in properly preparing students in college and career readiness. Last school year, BHS Math department piloted two textbooks, Springboard and AGA. Springboard, adopted by the Board last year to be used this year, is a textbook made by the AP College Board that aims to prepare students for college readiness. AGA is a textbook with a vast amount of resources to properly prepare students to learn the new standards in Mathematics. BHS Math students work on real applications of Math in class. The Math department at BHS has increased the number of collaborative and hands-on application problems based on increased student understanding of concepts after applying them in class. The BHS Math department has added new classes to address diverse student needs: an accelerated Math pathway class, Math 190, incorporating finite math principles and statistics, giving students a strong foundation for Community College Math courses.	• Candy Catapult • Finance Project • Pathways
Social Science In addition to lectures and secondary source readings, the BHS Social Science department incorporates close analysis of primary source documents (using the SOAPStone model) starting in the 9th grade. BHS students are tasked with demonstrating their understanding in a variety of methods. In addition to multiple choice and fact recall, BHS students enrolled in Social Science classes participate in tasks that require synthesis and analysis of key content. Moreover, students in these classes participate in role-play seminars in a range of different historical scenarios. In Contemporary World Studies, Freshmen students role-play underground political groups in Apartheid South Africa, while Sophomore students enrolled in World History dramatize negotiating the Treaty of Versailles. In Government, Seniors debate constitutional issues in classes. BHS students also produce a wide variety of writing, from formal academic writing to more expository work: in the sophomore year a CP World History-wide essay evaluating the different causes of WWI, common document-based questions in AP History courses, a research paper link Populism and Progressivism to Roosevelt's New Deal to expository writing, such as a diary entry for a Soviet Citizen in the 1930s or an evaluation of to what extent Walmart is good for America in Economics classes. All students enrolled in Social Science at BHS write short informal work as well as long-term writing assignments, and receiving feedback on their work from both peers and teachers.	**Social Science** • Gradebook appropriate textbooks, including EL supplemental texts • AP European History common DBQ sample • SOAPStone for the Declaration of Independence • Brown University's CHOICES simulations and readings • Taking Sides debate readings

Visual and Performing Arts BHS Drama and Music students prepare for performances throughout the academic year, including adjudicated festivals. A majority of Performing Arts classes at BHS focus on individualized development in a group setting. Performing Arts classes at BHS thrive on differentiated instruction and learning in group settings. All student participating in Visual and Performing Arts (VAPA) classes at BHS have strengths and weaknesses as a performer. Allowing students to work with peers who have similar or different abilities encourages a variety of collaboration and leadership roles for all students. BHS VAPA Students learn from observing individual performances of other students. The VAPA classes offered at BHS encourage students to continually strive for improvement, allowing for no upper limit to a rubric where "good enough" at any level of a rubric easily becomes the new baseline for continued learning and improvement. The student demographics enrolled in BHS VAPA courses vary tremendously. For example, VAPA classes have a high number of students identified as English learners, as well as Special Education students with IEPs and 504 plans. BHS VAPA classes are often the only mainstreamed classes some SPED students are enrolled in. The varied VAPA courses at BHS allow for 9th through 12th graders to enroll in classes together; BHS VAPA teachers are continually differentiating their instruction to reach all grade levels. A VAPA class teaches projects and concepts related to art of different cultures and historic periods. For example, BHS VAPA Students study historical design motifs of the Australian Aboriginal people, Chinese versus Renaissance perspective, Chinese brush painting, as well as Celtic design, among others. In AP Studio Art at BHS, students' social issues allowing students to visually express concern that are personally relevant through a painting or drawing.	**Visual and Performing Arts**
English The English department at BHS has worked to develop curriculum that is challenging and relevant to students at all levels. Challenge and rigor are present in all English courses, and as a department, BHS English teachers are working towards narrowing the gap between our College Prep classes and our Advanced Standing/Advanced Placement English classes to enable a more unified student experience, and to ease the experience for	**English** • BHS English Department Scope & Sequence • English Department Pull-Out Day Agenda • District-Wide ELA CCSS Curriculum Expectations

students who wish to move between levels from year to year. This narrowing has been a focus of recent English department discussions where teachers have worked to create a scope and sequence of student learning as it spans all four years, and was a topic of focus at a recent English department pull-out day. When possible, the English Department at BHS has created assignments and learning opportunities that involve student choice, to allow students to focus on topics that they find relevant to their lives. Activities such as the Expert Project/Inquiry Project at the Senior level, or the research paper at the AS freshman level, prompt students to complete sustained and in-depth research on a topic of their choice. At both the Freshman and Senior levels, students also have the opportunity to select independent reading texts, in addition to the core curriculum. Though it is still a work in progress, the English department at BHS has also been working to include texts that represent a more diverse set of experiences, voices, and perspectives. This includes more texts that have been written by and/or about people from diverse backgrounds, including *The Immortal Life of Henrietta Lacks*. The Senior curriculum has also shifted over the past few years to focus increasingly on contemporary non-fiction texts that bear clear links to topics relevant to Senior lives, including *Wild* by Cheryl Strayed and *Into the Wild* by Jon Krakauer. All BHS English classes differentiate instruction at all levels through appropriate scaffolding materials, and strategies that promote whole-class participation. BHS English teachers use graphic organizers, sentence frames, pair-share, heterogeneous groupings and fishbowl-style Socratic Seminars. These instructional strategies are designed to support all student's ability to demonstrate critical thinking in both speaking and writing. At all levels, assessments used in BHS English classes include multiple prompts to promote student interest and choice. Rubrics based on Common Core Writing Standards are used to standardize assessments, and guide instruction.	• English I AS Research Task • English I AS Independent Reading Prompts • Expert Project/Inquiry Project • Small and large-scale research papers/projects • Debate units • Close reading of texts from a wide variety of genres and time periods
World Languages For the Spanish program, incoming freshmen are given a diagnostic test prior to the start of classes at BHS. In addition, native Spanish speakers are given a written and oral diagnostic test to properly place them in the correct course.	**World Languages** • Diagnostic test • Interpersonal Speaking- Natural Disasters • *El internado* (Netflix)- Interpersonal Speaking (role

Spanish and Italian continue to be offered as World Languages at BHS. In 2013, Chinese was introduced as a language course at BHS for the first time and more classes have been added in each subsequent year. The World Language department at BHS stays relevant and challenging by using technology in all of its courses. Three of the seven full time teachers have 1:1 Chromebook carts and the other four teachers share two carts that are used on a regular basis. In the World Language department at BHS, students get exposed to a variety of activities that will prepare them to function in the real world. For example, students react to real life prompts and tasks in written and oral forms, analyze short stories, role play, and interpret audio sources such as news and TV shows. In Spanish AP Language, students read current event articles, analyze graphics and charts, and compare and contrast cultural products, practices and perspectives. In Spanish IV-Honors, students enrolled learn how to write a cover letter for a job and have the opportunity to conduct a job interview, skills that prepare students for job opportunities in the future. Also, students analyze artwork from important Spanish artists. For the Chinese program at BHS, students at each level have set specific goals for speaking and writing. Chinese I students are able to introduce themselves by including the specific elements. Chinese II students are able to describe their daily routines by using the appropriate time expressions. Chinese III students are able to describe a personal experience - shopping, dining, and traveling by employing variety of transition signals. Chinese IV Honors students are able to narrate a story about dating, renting an apartment, sports by employing variety of sentence structures - cause/effect, compare/contrast, etc. In the World Language PLC, WL teachers often analyze and calibrate students' work. Teachers modify prompts and rubrics based on what students have produced to make it more meaningful, relevant and challenging to prepare them for higher level World Language courses.	play • Cover Letter Writing Assessment • Job Interview Project
Science The BHS Science Department divides itself into collaboration teams according to discipline. Though teaching strategies may	**Science** • Lesson Plans, Science Council Agenda and Goals

vary, the core curriculum package containing labs, activities, and assessments is common to all students within each discipline. Thus, students within a specific discipline (Biology, Chemistry, and Physics) have access to all of the same instructional materials within the same time line. All Science teaching teams have also designed common tests. When weekly collaboration teams meet, they discuss teacher observations of student engagement in labs and activities as well as the ensuing assessment results of lab activities and unit tests. These observations and analyses of assessments often result in productive collaborative teacher team discussions that in turn lead to modification of the curriculum and instruction. In addition, BHS Science teachers are in the process of adopting and implementing NGSS (Next Generation Science Standards) standards and teaching practices which reflect shifts towards problem solving and inquiry. The goal of NGSS is for students to develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. To support and further some of BHS's school wide learning goals, the BHS Science department has incorporated a 1:1 computer program in five science classrooms. This program allows students to seamlessly collaborate on projects and labs, use technology to research and evaluate primary and secondary scientific information, and share and present their work in dynamic ways. Physics students employ an online system for homework called the Learning Online Network with Computer Assisted Personalized Approach (LON-CAPA). It consists of an open source online learning network that allows students to solve online problems. Each problem is unique to each student, providing students with personalized homework problems. Students can collaborate on how to solve each problem type, but they must ultimately apply the knowledge to their own homework problems. The BHS Science Department has also phased out the Integrated Science course in favor of having all students take Biology and Chemistry, in order to be equitably prepared for future science offerings. In addition, we created a Science Support class for freshman and sophomores, which students take in addition to	• 1:1 Evidence: Projects and Labs using Technology o Lab Sample 1 o Lab Sample 2 o Lab Sample 3 o Lab Sample 4 • Online Lon-Capa Assessment Tool

Biology or Chemistry. In this way, students remain on track to take other science courses, including AP courses, as a junior or senior.	
Special Education At BHS, many students in the SPED department are being mainstreamed in General Education classes; these students are supported through Directed Studies classes, allowing SPED students to access General Education courses and their curriculum. To support Special Education students, BHS offers many co-taught classes, including Biology, English 1, Chemistry, Algebra 1, and Modern World History. The Special Education department at BHS places students in the least restrictive environment, allowing for participation, as much as possible, in General Education classes. Even though students' disabilities may hinder them from accessing all of the General Education curriculum making it a challenge for SPED students to keep up with the pace and content, SPED teachers work closely with General Education teachers to support students with appropriate accommodations so that SPED students at BHS are able complete the necessary requirements with appropriate support and accommodations. There are also assigned instructional aides in specific General Ed and co-taught classes with high numbers of students with IEPs to help support these students in accessing General Ed content.	**Special Education** • Directed Studies Syllabus • Instructional Aides Supporting Students in Gen Ed classes
Special Education (ATC) The Adult Transition Class at BHS has created a functional curriculum that is aligned with both the domains used in adult day programs tendered by the Golden Gate Regional Center and SEIS Individual Transition Plan. This curriculum focuses on vocational and independent living skills and involves both classroom-based and community-based instruction.	**Special Education (ATC)** Functional Curriculum
Health Health is an essential class to develop student empathy, knowledge, and depth of understanding regarding living a healthy life. Based on these beliefs, the BHS Health Department has created a thorough curriculum that ensures Burlingame students are prepared to be healthy and active members of our community. All students must take one semester of Health as a graduation requirement. Some topics include communication, infectious diseases, nutrition, mental illnesses, and interpersonal relationships. All health topics ensure students receive resources and information to better them now and in the future. BHS Health teachers are aligned in their instruction and teach at	**Health** • Key Standard and Essential Questions • Pear Deck Lectures • Quizlet FA Results • Kahoot FA Results • Eating Disorders Note-taking Strategies and Study Guide • Assessment Rubrics • Health Living Agenda

the same pace and scope. They collaborate daily and work closely with the SMUHSD Health Council to ensure that the units taught align with SMUHSD and State standards. Most recently, Health teachers at BHS have created a live agenda, incorporating all teaching tools including PearDeck, Quizlet, Kahoot, and all worksheets and course activities. In preparation of the transition from Schoolloop to Canvas, Health teachers have converted all teaching documents to Google docs, for easy access for students and teachers.	
Physical Education BHS students enrolled in Physical Education are involved in challenging and relevant work, as evidenced by observations of students actively participating in activities, alongside the examination of student data. BHS PE emphasizes instruction in the areas of physical fitness, socialization, teamwork, sportsmanship, health concepts, movement skills, and the knowledge and rules of various activities. Additionally, PE teachers at BHS aim to promote increased self-confidence, goal setting skills, stress management, and life-long benefits of wellness. These skills and habits provide PE students at BHS with the necessary knowledge to assess one's own physical fitness, through participation in an appropriate and effective exercise program, as well as reflection upon the student's personal progress in striving for and maintaining a healthy lifestyle. Results of student progress and effort reveal themselves through the California Fitnessgram results. Burlingame High School Physical Education teachers use effective assessment processes to collect, disaggregate, and analyze student performance data. One of the most important assessment tools the BHS Physical Education department utilizes is the FITNESSGRAM. The FITNESSGRAM is California's Physical Fitness Test assessment tool, which allows PE teachers to document and submit student results to the state. This system allows Physical Education teachers at BHS to develop fitness goals and adapt curriculum for all students participating in PE, including students with specific medical conditions and Special Education needs. Analysis of these assessments allows BHS PE teachers the opportunity to instruct students on lifetime wellness, and the dangers and illnesses associated with inactivity and obesity. Also, this information is used to compare the physical fitness of students within the SMUHSD.	**Physical Education** • Fitnessgram State Results • SMUSHD Physical Fitness Results • BHS PE Curriculum Binder • Taskstream Lesson/Unit Plans

Career Technical Education	**CTE**
All BHS students are required to take at least one year of a two year Career Technical Education (CTE) sequence. At BHS, CTE classes provide real world experiences in the Arts, Media and Entertainment, Building and Construction, Hospitality, Tourism and Recreation, and Information and Communication Technologies Pathways. All students enrolled in CTE courses at BHS encounter challenges by using state-of-the-art equipment and software. CTE courses at BHS are project-based with outcomes aligning to skills needed for success in the workplace. BHS Students learn and demonstrate subject content in a variety of real world contexts, both in and out of the classroom, throughout the year. CTE Instructors continually modify instruction based on critical need identified while working with groups and individuals during class and evaluating student work after class.	• CTE Pathways • Use of Adobe CC 2017 Suite • Course Outlines • Culinary Pop Up/Community Projects • Architecture Bayshore Area Planning w/ Burlingame City Planning Department

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

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

Findings	Supporting Evidence
The students at Burlingame High School understand the standards/expected performance levels for each area of study.	
Social Science In AP and CP level Social Science classes at BHS, unit outlines and study guides provide the context for the beginning of a unit while common rubrics drive instruction in AP classes. The CP level employs general writing rubrics. Where possible, sample writing examples, especially for DBQs at the AP level assist students beforehand. Social Science teachers at BHS have coordinated with English teachers to use the same vocabulary, terminology and structure when it comes to writing. On occasion, BHS students in Social Science are afforded the opportunity to revise and resubmit work as part of the learning process, in order to demonstrate understanding and achieve proficiency.	• **Social Science:** Unit Study Guides • Rubrics for writing, at the AP level using sample DBQs, • General writing rubrics for CP classes. • Common instructions for writing tasks (DBQs and FRQs)
English The English department at BHS employs many instructional strategies and best practices to help ensure that students	**English** • Argument Rubric for 9-12 • Research Paper Sample

understand the standards being taught and performance levels they must achieve to demonstrate proficiency. Within PLCs, English teachers at BHS use similar or identical rubrics for all major assessments, such as the Argument Rubric for 9-12. Many of these rubrics provide BHS students enrolled in English classes with descriptions of what advanced proficiency looks like for each level of achievement for each skill. BHS students have reported that this language is easier to interpret than the CCSS themselves. When possible, teachers in the English department at BHS involve students in the examination and analysis of successful student work samples for major assessments, especially essays, including the Research Paper Sample Analysis. BHS students are asked to articulate the strengths and opportunities for growth in the sample work evaluated to inform their understanding of what success or mastery might look like. At many levels, BHS English teachers also engage students formally and informally in reflection on and metacognitive analysis of their own mastery of skills, building on student understanding of what skills they are working to develop. English students then set goals for them to work towards, demonstrating proficiency of the skills being taught Examples of this is evidenced in the Sample Writing Folder Meta-Analysis and Reading Quiz Reflection & Goal-Setting. The English department also works to support students in understanding the expectations of specific courses and course loads. BHS English teachers have adopted a district-wide document that helps illustrate the expectations of and distinctions between the Advanced Standing English course and the College Preparatory English course. BHS also offers a "Course Preview Day," enabling BHS students to hear from a CP and AP teacher about the course and its expectations, to help students make an informed decision for themselves regarding appropriate placement.	Analysis • Sample Writing Folder Meta-Analysis • Reading Quiz Reflection & Goal-Setting • Guide to Choosing AS v. CP
World Language World Language (WL) PLCs at BHS meet to "backwards plan" before the next chapter begins, to decide what the culminating summative performance assessments will be in order to guide the teachers' instructional planning. From the start of each chapter, students enrolled in WL classes at BHS identify the objectives for the current unit. WL Teachers write	**World Language** • Syllabus with Standards Based Grading explained • Sample of rubric for performance assessment

the learning objectives on the board or on their digital agenda so students are aware of "where we're going." Spanish and Italian teachers have adopted standards-based grading, where WL teachers evaluate their students on a four-point scale that focuses on four proficiency levels: advanced, proficient, progressing, and initial. Spanish and Italian teachers use rubrics to assess students on their presentational, interpretive, or interpersonal performance assessments. The rubrics are the same within PLC's giving students many opportunities to practice before they are assessed and teachers show students varied examples of what scores different students would potentially receive in order to give feedback to the students before the summative assessment.	
Math Math teachers at BHS post the Common Core Math Practice Standards in each classroom and refer to them when teaching. Math students at BHS receive several opportunities, including formative assessments, before their summative assessments to gauge their level of understanding and to what extent they need to improve to demonstrate proficiency. Teachers scores assessments against a rubric agreed to by the Math PLCs. Many of the Math department's daily classroom goals/expectations are posted either in the classroom or online. Springboard books for Algebra 1, Geometry, and Algebra 2 explicitly state the lesson goal.	**Math** • Common Core Math Practice Standards • Formative Assessment • Algebra 1 common formative assessment • Targeted Practice given based on the results of the formative assessment
Science The Science Department at BHS is in the midst of making the transition from the old California State Standards to the new Next Generation Science Standards (NGSS). Due to this transition, Science teachers at BHS now use a combination of the old (1998 CA standards) and new (NGSS) standards, though the focus is always on updating curriculum to NGSS. All Science classes at BHS identify course objectives and topics on the front of unit work packets or on course websites. Student expectations and grading standards are spelled out in each course syllabus, a document that is signed by both students and parents at the beginning of the school year. Science teachers at BHS introduce lab work and projects with	**Science** • 1998 State of California Science Standards • State of California NGSS Three Course Model Frameworks • Lab Format Guide • Claim/Evidence/Reasoning Rubric

clear procedures, directions and rubrics. Science students are provided a practice test or review sheet prior to each test, so that they know exactly what material the test will cover. Many Science classes at BHS also offer an opportunity for test corrections so that they can have a second look at what was expected of them. Science posts practice tests and review sheets online on the course websites.	
Special Education In Specialized Academic Instruction (SAI) classes, SPED teachers are creating lessons based on Common Core standards and asking that students meet the same expectations as their Gen Ed peers. The SPED teacher also explains to students the long-term objectives for each unit, and explicitly explains the connections between daily learning objectives and expected long-term objectives. On assignments, the SPED teacher also explicitly states the purpose for the assignment and its importance. In the SAI English class, students practice scoring sample paragraphs using a teacher-created rubric. In this activity, students analyze different sample paragraphs and study the pertinent rubric closely to determine the appropriate score. The SPED teacher is able to show students the writing expectations and components necessary for students to show proficiency and score a high grade.	**Special Education** • SAI English lesson plan with clearly stated common Core standards: American Dream lesson • Assignments that clearly state the purpose: Complex Sentence Assignment
Special Education (ATC) In the ATC course at BHS, students complete vocational assessments and interest inventories to determine vocational goals for the year. Similarly, ATC students complete task analyses, assessments and personal future plans to help outline educational and independent living goals. All goals are developed with the students prior to their IEP and reviewed throughout the year. Students understand what is expected of them in order to achieve proficiency as they are actively involved in the development, evaluation, and tracking of these goals.	**Special Education (ATC)** • ATC IEP • Vocational Assessments • Interest Inventories
Health Health provides students outlined standards at the beginning of each semester. All students are expected to gain competency in key milestones demonstrated by a passing grade in unit quizzes. The departments uses group discussions, written assignments, unit quizzes, journals, and group projects to evaluate students. There are also a number of formative assessments that are used to assess their mastery prior to a summative assessment.	**Health** • Health Syllabus • Study guides at the beginning of each unit • Journal writing • Kahoot • Pear Deck

	- Polling data - Assessment Rubrics
Physical Education The students enrolled in Physical Education at BHS understand the standards/expected performance levels for each activity unit. The content standards, listed on the PE course Syllabus, complement the standards and expectations found in Schoolloop, Canvas, and direct instruction. PE Council Meetings discuss the application of District PE Standards and common assessments. The PE teachers at BHS are also in the process of mapping the entire PE curriculum, outlining state and SMUHSD standards for each activity.	**Physical Education** - BHS PE Course Syllabus - Physical Education Model Content Standards for California Public Schools - Minutes: SMUHSD PE Council Meetings
VAPA The VAPA department at BHS presents rubrics prior to beginning projects in Ceramics, Drawing and Art with all art teachers at BHS now using standards-based assessments. Rubrics, prior festival adjudicator evaluations, rehearsal recordings, and exemplar recordings target specific standards. Individual performance tests allow for greater use of performing arts rubrics by demonstrating the breadth of each level within the rubric.	**VAPA**
CTE At BHS, CTE provides students both an overall description of standards at the beginning of each unit as well as descriptions of specific standards related to each unit. CTE Students also receive instruction on how they are to meet these standards. CTE Students also receive rubrics prior to assignments and projects to assure their understanding of goals and objectives. Students in many CTE classes work towards meeting college and career readiness standards and acquiring at least one industry-specific certification.	**CTE** - Rubrics - Foods Course Syllabi - Esafe Food handler's Card

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.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
Teachers at BHS differentiate instruction in all disciplines as they utilize a wide range of technological resources to address differing student needs.	
Social Science Social Science instructors at BHS have been working to expand instructional strategies to include interactive technologies that provide real-time data. Use of technologies like Quizlet, Kahoot, and Newsela provide opportunities for Social Science teachers to collect information about student progress, while keeping students engaged in review and competition. Social Science students encounter ample opportunities to practice their skills and demonstrate knowledge in a wide variety of formats from seminar and debate, to art creation and analysis. Currently three department members in Social Science have a 1:1 laptop carts, utilizing technology with students on a daily basis. However,, all Social Science department members take advantage of available technology on campus. Throughout the academic year, students in Social Science practice tasks such as kinesthetic/artistic projects and assignments, which push students to think holistically, differentiating instruction and addressing all learning styles.	**Social Science:** • Newsela • Periodicals • Polling Data • Embedded links to resource materials, guidelines, and tools • Student and teacher Google Slide presentations • Use of art as assessment (murals, foreign policy metaphors) • Socratic Seminars, • Propaganda analysis Creative writing assignments (students writing a letter home from the trenches) that integrate historical data • Google drive assignments (AP Euro), projects with different components (political cartoons, editorials, expository articles, etc.)
English All BHS English teachers scaffold their instruction using note structures. Some BHS English teachers have moved to 1:1 instruction (i.e. one computer for each student) with online agendas. In grades 9-12 at the CP, AS, and AP levels, English teachers at BHS incorporate multimedia and technology throughout their	**English** • Newsela • Peardeck • Socrative • Google docs • Turnitin.com

units to generate student engagement, allow for multiple learning modalities, and provide both scaffolding for low-skilled students as well as extension opportunities for those with higher skills. Drama units in English are bolstered by clips from film adaptations from various time periods and in various styles (e.g. Luhrman's *Romeo + Juliet* as well as Zefferelli's *Romeo and Juliet*). Students perform comparative analysis of the different types/eras/subgenres. The English Department at BHS differentiates instruction through the use of online tools like Noredink.com, Peardeck.com, and the suite of products made available by Google. English uses Turnitin.com as a tool to grade and provide specific feedback of student written work. These tools give English teachers at BHS and students the ability to comment on one another's work and give specific, tailored feedback. English teachers at BHS also use online platforms like Schoolloop and Google classroom to post assignments, documents, presentations and even class lectures for students to review at their own pace.	
World Languages World Language teachers at BHS use a variety of online tools to reinforce what is taught and learned in class. Some of the online programs used in and out of the classroom are: Quizlet, Conjuguemos, Newsela, and PearDeck. These programs help students learn words, verb conjugations, and sentence formation. Technologies like these also are useful in allowing students to hear the proper pronunciation and diction used in all languages taught at BHS. Chinese uses additional online resources for practicing character writing and pronunciation. WL Students at BHS can work at their own pace and repeat the exercises as needed using many online tutorials. The implementation of technology has allowed students to learn new vocabulary words and be able to conjugate different tenses to monitor their progress as they practice.	**World Languages** • Quizlet • Conjuguemos • Kahoot • Quizziz • Cram.org • Armored Penguin • Newsela • Peardeck • Quia • YouTube • Google Sheets • Google Docs • Google Classroom • Socrative • Flipgrid • Seesaw • EdPuzzle • YouTube • Adobe Spark

Math Many Math teachers at BHS use online tools to enhance or assess learning such as: Mathspace, Tenmarks, Ixl, Socrative, Geogebra, Geometer's Sketchpad. BHS Math teachers also show videos to demonstrate how math is applied to different fields. The Department employs differentiation to allow different entry points for students to learn and extend their learning. The different methods range from having students work on procedural mathematics in groups where students can help one another, and having students work on bigger problem solving task such as Formative Assessment Lessons, or math chats. Math students at BHS also learn to collect data and conduct regression and analysis using various tools such as EXCEL and graphing calculators. Math students also present their findings in a Google presentation, allowing students experience with Google tools. Math students at BHS also complete projects collecting real data, using video to model projectiles and other topics. BHS Math students use these different technologies and tools to help them mathematically model real world scenarios. Student work and projects effectively link the evidence used to demonstrate understanding.	**Math** • Adaptive online practice with instant feedback • Formative Assessment Lessons from Mathematics Resource Project Website • FAL done in all Algebra 1 classes: Interpreting Algebraic Solutions • Math lessons (MARS) from the Mathematics Resource Project website • Graphing Calculator/software activities & modeling: o Candy Catapult Project o Angry Bird Project o Correlation Project o Desmos Project
Science Science teachers at BHS use a variety of teaching strategies for all topics with the intent of accommodating the learning styles and academic backgrounds of all students. These include demonstrations, laboratory activities, creative projects and research opportunities. Students enrolled in Science classes at BHS have access to Chromebooks on a 1:1 basis in five out of eight Science classrooms at BHS. The other three classrooms have access to shared Chromebooks. All science classrooms have laptops that can be used with digital probes in order to test conductivity, pH, dissolved oxygen, motion, and more. This technology, used for projects and labs, provides students with quantitative data to support their work in Science. In Biology, pre-assessments, class performance levels, and student interest are used in a variety of grouping strategies throughout the school year. Biology students evaluate their progress through self-grading rubrics and group participation assessments. Biology, Environmental Science and AP Biology students participate in the Gene Connection project. The Gene Connection is a joint venture between the San Mateo County Office of Education and Peninsula High School Districts. Materials are housed at College of San Mateo. Many students not engaged	**Science**

by traditional academics become fully engaged during this series of labs. BHS students who come back to visit often consider the Gene Connection's Biotech series of labs the highlight of their experience in Biology. AP and CP Environmental Science students at BHS participate in a field trip to Fitzgerald Marine Reserve where they take part in a Limpet population study. BHS Chemistry has developed a horizontally-aligned curriculum employing various instructional strategies to meet the needs of heterogeneous groups of students. For this effort, Chemistry uses direct instruction, labs, group activities, technology-based activities, and collaborative activities providing a plethora of supports for struggling students and for those needing further enrichment. At BHS, Biology has two co-taught classes with a Special Education teacher, while Chemistry has one co-taught section. The Special Education teacher and General Education teacher meet weekly to biweekly in order to identify specific accommodations and modifications necessary for individual student needs based on the curriculum. The SpEd teacher modifies assignments and tests that are created by the General Education teacher. The SpEd and General Education teacher discuss results of assessments in order to identify further accommodations or modifications based on student mastery. Physics students sign on to the Learning Online Network with Computer Assisted Personalized Approach (LON-CAPA), which consists of an open-source learning online network that allows students to solve online problems. Each problem, individualized for students, provides a gauge for student progress.	
Special Education SMUHSD provides co-teaching professional development for General Education and Education Specialists who are assigned to work together with SPED teachers. The professional development provides information on inclusive responsibilities and services both teachers can carry out in order to facilitate all student learning. The professional development also helps SPED and General Education teachers understand to "tag-teach" in order to differentiate lessons and support all learners. For example, the professional development provides strategies of what one teacher might do to support the class when the other teacher is lecturing or re-teaching. For SPED students at BHS who are completely mainstreamed or	**Special Education** • Co-teaching resources: Inclusive Responsibilities and Services, "tag-teach" • Accommodation Info for Gen Ed teachers

are in the co-taught General Ed classes, the SPED Department provide support and strategies to General Ed teachers to implement differentiated instruction. Also, the SPED Department can recommend that students are supported by supplemental texts at specific reading levels to access the content. In Directed Studies, which are support classes for students with IEPs, the Education Specialist can provide audio readings of texts or visual aids to support student learning. In these classes, the Education Specialist can also provide clarifications and explanations of the General Ed content to support students in accessing the curriculum.	
Special Education (ATC) ATC classes at BHS include students with diverse learning needs and developmental disabilities. In order to best address the needs of these students, ATC teachers divide curricular areas into two distinct groups, adding a third level in 2017-2018, for targeted instruction every Thursday.	**Special Education (ATC)** • Co-Teaching Schedule • Curricular samples for each group on a particular topic
Health Health teachers at BHS differentiate each unit to be accessible for all students, including accommodations for English Language Learners, 504s, IEPs, or high performing students. For example, the "cloze notes" created for each unit enable students to concentrate on grasping the material and not have to frantically write down all the notes. Both high achieving and low performing students benefit from this activity. It enables students to focus more on knowledge acquisition and concept development. The cloze notes contain sentence frames and "fill in the blank" to support students with IEP accommodations, and all students with comprehension. The cloze notes are also used as a study guide for each unit. Furthermore, the implementation of technology is especially important for Health classes at BHS. Since Health classes are familiar with using technology, students become more engaged when interactive technology is incorporated in the lesson. The BHS Health Department uses Adobe Spark, iMovie, Kahoot, Poll Everywhere, Pear Deck, PowerPoint, Google Drive, and Schoolloop to engage and instruct students. Students in BHS Health classes use Adobe Spark to create an introduction video for their teacher. Health teachers introduce this piece of technology as it is the app that they will be using to create their PSA final. This culminating project allows Health students the opportunity to problem solve a scenario of their	**Health** • SPED/504 Binders • Pear Deck • Schoolloop Digital Locker • Cloze Notes • About Me Intro - Adobe Spark • Decision Making Scenarios • Suicide Awareness Scenarios

choice. This project allows Health students to demonstrate mastery, while allowing them to choose material that they are most interested in.	
Physical Education PE teachers at BHS differentiate instruction as they utilize a wide range of technological resources to address differing student needs. The use of Schoolloop, Canvas and Google docs allows PE teachers to assign written tasks to students outside of class. Video clips showcasing tutorials on certain activities (i.e. how to serve in badminton, how to do a proper breast/back/freestyle stroke in swimming, rules of tennis/badminton/softball, etc.) allow the kinesthetic learner to visualize what proper techniques look like. BHS PE recently introduced the use of QR codes in class, with students accessing different activity stations with video to demonstrate a task. Push-up measurement monitors also ensure proper form and completion of a military style push-up. BHS PE teachers use physical fitness apps, including the TABATA Interval app, allowing for varied instruction. The use of all of these technologies and instructional tools allows differentiated instruction, since class size and student/teacher ratios in PE are 45:1.	**Physical Education** • Canvas video links: Swimming, Tennis, Badminton • Schoolloop resources • QR Codes with accompanying videos • Push-up Measurement monitors • TABATA Interval App
VAPA All VAPA Art classes at BHS use document cameras and projectors to demonstrate Art and Drawing techniques. Art students watch, then practice at each step in the drawing process. This process is sometimes recorded for re-teaching, or for visually impaired students. VAPA classes also use exemplars to reinforce the concept of constant improvement. VAPA Students demonstrate mastery of a concept or standard by demonstrating understanding of how to continue developing mastery. Differentiated instruction and learning is the basis of group performance classes. VAPA Students provide a spectrum of abilities and development rates, reinforcing the concept of lifelong learning.	**VAPA** 1.2 Pencil Lesson
CTE Students in CTE classes work in a project based environment rich with technology. Exploring Tech and Foods and Nutrition have access to technology and the other CTE classes have full time labs in their rooms which enable CTE teachers to differentiate instruction based on student achievement levels. Online tutorials in both written and video format and the ability to re-do projects, giving students the ability to review lessons that are unclear and progress at their own pace. Rubrics in all CTE classes are adjusted to meet student needs.	**CTE** • Foods Instagram • Professional Biographies • Art of Video Projects • Examples of web lessons • Architectural Design Google Classroom Stream

2. 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.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

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

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Teachers at Burlingame High School are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.	
Math Math teachers at BHS attend various professional development conferences and workshops; Some are focused on Common Core and others on differentiated teaching strategies and the integration of technology into curriculum and instruction. Many Math teachers at BHS participate in professional development focusing on the use of academic language and effective PLC development. Every year BHS Math teachers attend a variety of these PD sessions, sharing with other members of the Math Department the skills and strategies acquired. Math Teachers have also incorporated different research-based programs to instruct and support students in the classroom, such as the How to Learn Math course through Stanford online. Additionally, with the adoption of new textbooks, several Math teachers at BHS and two Special Education teachers attended a textbook training in summer 2017 hosted by the publisher, Springboard.	**Math** • NCTM National Meeting & Exposition • CNC North Conference: Asilomar • Solution Tree: Mathematics at Work PLC • EL Achieve: Constructing Meaning • Nueva: Innovative Learning Conference
Social Science The Social Science Department at BHS works to keep instructional materials and knowledge current and relevant. From	**Social Science** • Stanford Istitute for

on-site professional development to summer institutes, Social Science teachers at BHS are committed to their own learning, bringing new ideas and fresh perspectives into the classroom. The Social Science department regularly shares ideas, strategies, methodologies, and materials within curriculum areas. Social Science teachers at BHS regularly attend AP training seminars, and serve as readers for the written portion of AP exams. Attendance at conferences and seminars also means interacting and collaborating with other teachers professionals, and leaders in the Social Science field, broadening access to resources and expanding connections. Intra-district trainings including Canvas implementation, Digital Bridge (1:1 cart adoption), the SMUHSD Humanities Institute (Summer 2017).	Economic Research (SIEPR) • Summer Institute for high school teachers, • Federal Reserve Bank, AP Institutes and Workshops, • Stanford History Education Group/Thinking like a Historian curriculum • Medial Literacy (Ithaca College) program/materials
World Language BHS World Language teachers use a variety of strategies to instruct students via different methodologies and technologies. The WL department uses the "communicative approach" where students enrolled in World Languages are expected to communicate in the three communicative modes: presentational, interpretive, and interpersonal. Some of these instructional strategies include information gap activities, communicative partner activities, peer editing for writing, listening to audio prompts and identifying keywords and extracting the main idea, reading a variety of sources including current events in the news, children's stories, authentic short stories, and interpreting statistics and graphics. In addition, the WL department uses authentic music to improve students' listening abilities via cloze activities, interpreting the song, and evaluating different symbols within it. In terms of technology, the World Language department at BHS uses a variety of websites, including Quizlet, Conjuguemos, Quia, Kahoot, Socrative, Pear Deck, Seesaw, Google Classroom, and Newsela, in its formative assessments.	**World Language** • Partner crossword (info gap activity with partner) • Siesta (info gap activity with partner) • *Harry the Dirty Dog-* reading activity • Cloze activity for song
VAPA All evaluations in Art are standards-based. In Advanced Art and Drawing, students learn Photoshop to make a repeated textile design. VAPA teachers at BHS use screen capture to make instructional videos of demonstrations to be used for re-teaching and for absent students.	**VAPA** • Adobe Suite of Tools, Sketchup, GAFE • Repeated Patterns assignment
Special Education In SAI English, SPED teachers incorporate different technologies	**Special Education** • PowerPoint Do Nows

to engage students in content material. Every morning, the SAI English students begin class with a warm-up. The SAI teacher projects a Google Slide presentation with the date and warm-up question for students to respond to. After the warm-up, the SAI teacher reviews the agenda slide, posting it and other information on Schoolloop for students to reference, whether they are absent or need to be reminded of the material and assigned work covered in class. All SAI classes use Schoolloop every day. The SAI teacher updates students on homework assignments and grades through School Loop. Schoolloop allows student access to assignments, whether the student is absent or they need access to the assignment. Whole-class reading is a teaching strategy often used in SAI classes. The SAI teacher uses audiobooks to assist students in reading comprehension. The SAI teacher plays the audio reading of the text being used, as students read along in their book. Periodically, the SAI teacher will pause the reading to provide explanation, clarification, providing an opportunity for the SAI teacher in check for student comprehension and understanding. Furthermore, the SAI teacher engages students by using video clips. The clips help introduce students to new topics, and allow students to connect to the topics they are studying (1920s time period, the Vietnam War). During instruction, the SAI teacher uses the document camera, to model for students how to take notes and organize their writing. The SAI teacher provides explicit instruction to students using a graphic organizer and goes through each step for writing a paragraph. The SAI teacher also encourages the use of laptops for essay-writing. Through Google Docs, the teacher shares with students writing prompts and outlines. Students learn how to access their Google Drive to retrieve these files. They conduct their research and write their essay using the laptop. Through the use of Google tools, the SAI teacher provides feedback to students by adding comments to their shared Google doc. Students can resolve each comment by making appropriate edits to their paper.	• Schoolloop Daily Agenda • Modeling writing with the document camera • Example of shared Google doc with students (writing prompt and outline with written feedback) • Pear Deck presentation on Vietnam War

Pear Deck is a new online tool that was recently used to review with student's background information for "The Things They Carried." SAI Students engaged with the interactive online application to draw pictures from scenes related to the Vietnam War. Students also tried to locate the country on a map. Students answered questions related to the reading and about Vietnam. The SAI teacher is able to project what the students are sharing in real-time. Students get to see what their peers are inputting. This online tool allowed students to feel confident to share their comments after knowing what others have written. This part is also All these things helped students build background knowledge and better understand the historical context of the reading.	
Special Education (ATC) For ATC students at BHS, the focus on functional skills curriculum necessitates the use of technology in instruction as well as direct instruction in technology skills. ATC teachers use PowerPoint, Google Docs, email, smart phones and laptops to deliver instruction. ATC students are taught skills such as sending and receiving emails, setting up online banking, using online websites such as 511.org and Google Maps to navigate their communities, using their iPhone to make phone calls or send texts to seek assistance, etc. Furthermore, ATC students are taught how to use technology to address issues specific to their individual disability. For example, students with visual impairments are taught to take a photo of small text using their smartphone camera and then enlarge it. Students with communication difficulties are taught to use text messages to clarify indecipherable speech. Students with working memory challenges make lists or take pictures of items they need to remember while grocery shopping in the community.	**Special Education (ATC)** Photos of students using technology
Health When creating the material and instructional design for the Health curriculum at BHS, Health teachers use the Lifetime Health textbook, Diagnostic and Statistical Manual of Mental Disorders: DSM-5, and supplemental research and materials to have the most relevant material and statistics for our students. Research is individual and also includes additional professional development trainings. For example, all Health teachers at BHS are certified through the San Mateo County Teen Talk Sexual Health Education. Teaching styles used in Health relate to theories and implementation of Socratic seminar, constructivism, multiple intelligences, and Vygotsky's academic discourse. In addition,	**Health** • Kahoot • Quizlet • Teenage Brain Pear Deck • PowerPoint Presentations • Schoolloop • Poll Everywhere. • About Me - Adobe Spark

each unit taught in Health uses technology to engage students in all learning capabilities and enhance comprehension.	
Science All Science teachers at BHS are currently adopting the Next Generation Science Standards. As a result, BHS Science teachers \ are in the process of changing all curriculum so that it is based on the new standards, reflecting a more current, research based scientific approach. All Science classrooms at BHS use technology in order to effectively relay the curriculum in a variety of formats. Most of Science teachers at BHS have websites or use Schoolloop or Canvas for communicating and providing resources for students enrolled in Science. Science teachers attend Science-specific trainings, such as the NGSS Rollout Symposiums and the Exploratorium Teacher Induction Program, in addition to various teacher workshops at the California Academy of Sciences, which are related to the new content and techniques of NGSS. The SMUHSD Science Council goal is for all PLC's to develop and teach one NGSS aligned unit by the end of the 2016-17 school year.	**Science** • Biology Website • Chemistry Website
Physical Education PE Teachers at BHS are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology. Technology based instruction includes videos, the use of QR codes to guide instruction as well as adding assignments and instructional videos to Schoolloop and Canvas. The implementation of Canvas for the 2017-18 pilot year, and 2018-19 implementation year has allowed PE teachers to incorporate Google docs and shared SMUHSD district instructional strategies and curricular mapping throughout PE to ensure aligned course instructional strategies. . PE Teachers at BHS, along with their SMUHSD peers, regularly attend the annual California Health, Physical Education, Recreation and Dance (CAHPERD) conference to learn and be informed of current instructional strategies and practices associated with Physical Education.	**Physical Education** • Assignments in PE Course Lockers in Schoolloop • QR Codes • Online Instructional Videos: • Swimming strokes; o Badminton rules/techniques o Tennis: strokes/rules/techniques • SMUHSD PE Curricular Mapping aligned with BHS Curricular Mapping • Shared PE Google documents: o PE Department Shared Folder o Badminton Rules o Badminton Quiz o Tennis Rules o Tennis Etiquette

	o Tennis Quiz o Softball Rules o Softball Quiz o Basketball Study Guide o Basketball Quiz
CTE CTE teachers at BHS are involved with ongoing professional development to ensure that they are current in instructional materials, strategies and current industry practices. CTE teachers who were not credentialed under previous Vocational Education Standards have completed the requirements for the Designated Subjects Credential. All CTE teachers at BHS align with the SMUHSD goal of employing highly skilled and credentialed teachers specific to their subject area. Students in CTE classes at BHS work in a project based environment rich with technology. Exploring Tech and Foods and Nutrition have access to technology and other CTE classes have full time labs in their rooms which enable teachers to differentiate instruction based on student achievement levels. Online tutorials and the ability to redeem projects give students the ability to review lessons that are unclear while periodically adjusting rubrics helps to address student needs. CTE Teachers use a variety of instructional strategies including multimedia presentations, demonstrations, student-led instruction, student independent research, interactive, hands-on demonstrations, and group collaboration and problem-solving.	**CTE** • Rubrics • ArchDesign Google Classroom Stream

Teachers as Coaches

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

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
At Burlingame High School, teachers facilitate learning as coaches to engage all students.	
Math Math teachers at BHS are available after school consistently to guide students in their learning. Many Math teachers allow students to demonstrate proof of mastery by having students come in after school for one-on-one instruction on topics in which	**Math** • Retest • Office Hours • Algebra 1 Formative

students need help. Then through that extra work, many Math students are given an opportunity to earn lost points on an assessment by retaking a new assessment. The BHS Math department also has office hours on Wednesdays, allowing students assistance with Math skills and concepts they need assistance with. In class, Math teachers at BHS use different formative assessments, providing students with immediate feedback. This feedback helps students identify areas where additional growth is needed. Math PLCs are also using common formative assessments allowing students to reflect on the results, so teachers can then assign specific targeted practice.	Assessment • Targeted Practice assigned based on results from formative assessments (students work on one topic) • Algebra 2B/PreCalc check in • Targeted practice assigned on results from check-in (students work on one topic) • Embedded Assessment • Rubric
Social Science Building and developing time management skills in the Social Sciences means using both short term and long term assignments and projects. Short term assignments, such as writing a quick response to an opinion piece, develop into long term formal argument essays and debates while research strategies using the expertise of librarians, databases, and other credible sources guide students in their ability to sort out information and synthesize concepts. Use of shared Google Docs gives Social Science instructors opportunities to monitor progress and provide timely feedback and suggestions. Formative and summative assessments, guide future instruction to meet students at their optimal learning zone.	**Social Science** • Storybooks (metacognition) for the French Revolution • Rewrites for essays/points back on student work if students meet with the teacher • Projects with some element of student choice (students choosing topic, etc.) • Live feedback on Google documents for Industrial Revolution newspaper projects • Live feedback/pre-meetings for debates in AP Euro and for the “Decades Project” in CPUS. • Economics problem sets with guided feedback and support

English The English Department at BHS uses a wide variety of coaching and questioning strategies in order to move away from purely didactic teaching. 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. Across the freshman level and at other grade levels as well, English students are asked to track their strengths and areas of growth each time an essay is returned. This self-reflection on their writing uses the following teaching strategies: Fishbowl discussions, Socratic seminars, writing reflection and goal-setting. Webquests, and research projects also allow for the gradual release of responsibility, developing student knowledge and skill. English teachers at BHS also provide 1-on-1 meetings with students, either during class or office hours, to all students to discuss student work and challenges they may have. These meeting are used to support student growth in all English classes.	**English** • Student Sample: Writing Skills & Strategies • Student Sample: Writing Folder Meta-Analysis • Jigsaw: *How to Read Literature Like a Professor*
World Language In the World Language department at BHS, students often work in groups and pairs to share information and report their findings to the class. BHS students comment on each other's work to give constructive feedback. WL teachers monitor student progress and give feedback on their performance via online tools such as Pear Deck and Socrative. WL Students complete self-reflections after completing both formative and summative interpersonal speaking assessments and give themselves grades, before the WL teacher evaluates them. Moreover, the Chinese program at BHS utilizes a structured peer-editing activity that allows students to benefit from their peers feedback. Peer editing allows those that proofread their writing to give feedback on the student's format, organization, and language usage. Another coaching strategy used in WL classes is allowing students to retake summative assessments throughout the semester. Students are able to come to the World Language teachers' classrooms during office hours, by appointment, after school, or during lunch. During these appointments, students evaluate their previous performance on an assessment, discuss with the teacher ways they can improve, complete a "retake" contract, and reassess on a future date, all of which encourages self-reflection.	**World Language** • Self-reflection • Self-reflection 2 • Self-reflection 3 (Google Form) • Retake contract

Recently, the Spanish department at BHS has given a placement test to incoming freshmen and native speakers which helps accurately place them in the appropriate level, giving them the opportunity to be more successful in their class as well as more challenged.	
Science Students enrolled in Science classes at BHS often receive the opportunity to complete homework in class, providing an experience of a flipped classroom. Due to the large amount of online Science resources provided students, BHS Science teachers are able to complete more labs, activities, and concept practice in class. This format allows students to interact with the teacher and materials directly, allowing for students to ask the questions and get one-on-one assistance as needed. Science teachers utilize non-volunteer questioning strategies to include all students, and students will often work in groups where they are held accountable through roles or group behavior norms. In Physics, BHS students receive individualized online homework questions through the Lon Capa learning network (see link above). Each student has their own answers to these questions, and they each get multiple tries. In this way, students are encouraged to work together with their peers over process and technique, but they can't directly copy each other. Project based learning has been increasingly integrated into each of our classes. In chemistry, students work in groups to discover how past scientists furthered their understanding of the model of the atom. In Biology, Students use digital cameras to create stop motion videos showing meiosis with craft supplies (the more creative, the better). In environmental science (CP & AP) students work on a variety of self-guided projects covering topics such as human population growth of various countries around the world, and investigating the use of specific pesticides and their health implications.	**Science** • Online Physics Problems Site • Explicit instruction on sentence frames with guided practice • Chemistry Project

Special Education Students in SAI classes receive extensive explicit instruction to help students learn how to write an organized paragraph. Teachers start off first showing students how to do a task. Then, SAI teachers guide students on the task as a whole-class activity. Following this instruction, the SAI teacher then has a student practice with a peer to feel more confident. Finally, the teacher has students practice the task independently. To engage students in their learning, the SAI teacher also has students reading over teacher feedback and writing a plan for how to improve their writing in the future. This activity has students analyzing teacher feedback to determine what their challenges are and what specific strategies/techniques they can use to produce higher quality writing.	**Special Education** - **Scaffolding outline** - **Writing reflection** - **Feedback**
Special Education (ATC) Teaching vocational and functional life skills lends itself to a coaching style of teaching. One example of this coaching would be transportation training students to their job sites. Initially, lessons occur in the classroom using 511.org or Google Maps to determine which public transportation routes are available to a specific student job site. Once the student learns the route, cost, and duration of a given route in the classroom, instruction moves into the community. Staff accompanies students on public transportation until they are proficient in such skills as paying with a bus token, paying with cash, and identifying landmarks along the route to identify when to pull the cord to stop, pulling the cord, exiting safely, crossing the street independently, and navigating to the job site. Once students demonstrate that they can perform each step, staff reduces their role by now following the students on the bus in a car. If students require assistance, they can call staff on their cell phone. Also, if a student exits the bus prematurely or misses their stop, staff is physically there to assist. After students have proven themselves proficient with staff following, staff move to meeting students at the worksite. Students are now independent in their transportation to and from work.	**Special Education (ATC)** Photos of students taking the bus to work
Health At Burlingame High School, Health teachers facilitate learning as coaches to engage all students. The Health Department at BHS has shifted to a Public Service Announcement (PSA) project-based final this last year instead of a 100 question multiple choice exam. This final requires students to work in groups of 4-5 to research a pre-approved health topic, create a detailed script, and then	**Health** - PSA Final - Healthy Plate Comparisons - Constructing Meaning Discussion Cards

film/edit their public service announcement to educate their peers the day of the final. Throughout the semester, Health students participate in academic discourse while participating in fishbowl discussions and row partner work. Students enrolled in Health change row partners every two weeks to ensure our class builds a close community to discuss sensitive topics. Row partners will work on handouts, sentence frames, critical thinking questions, or pair share discussions.	
Physical Education At Burlingame High School, PE teachers facilitate learning as coaches to engage all students by demonstrating the breakdown of individual required skills for each unit. For example, in a tennis unit the forehand, backhand and serve are taught. In volleyball, bump, set, spike, serve is broken down and taught. This is done for each unit, including basketball, badminton, track, weight training, swimming, etc.	**Physical Education** • Instructional Online PE Videos • Schoolloop • Canvas
VAPA After demonstrations, VAPA teachers individually coach students as they practice new skills. 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. Performing Arts students engage regularly in both small and large groups, as well as individually, to engage in a variety of coaching techniques and styles.	**VAPA**
CTE At BHS, CTE classes are largely project-based. Students work in groups to design, develop and execute projects while CTE teachers work with these groups to build skills and refine their products. Students in several CTE classes receive the opportunity to reflect on their work with the teacher and re-do that work when it is not up to standard. CTE Students are reflect on challenges encountered and “next time” opportunities so that their knowledge and proficiency evolves throughout the course.	**CTE** **Culinary Projects:** • California Cuisine Appetizers • Snacks for Panther Preview Day • Teacher Appreciation Salads • Thanks a Bundtch Gratitude project • Cooking lessons for ATP students • Pop-up Cafe Food Fair **Foods Projects:**

	- Restaurant reviews - Truth in advertising projects - Weekly meal prep labs - Alcohol Awareness booth project **Arch Design projects:** - Classroom Redesign Project - Shade Structure Project - 3d Modeling Project - Mid-Peninsula Boys & Girls Club Project - Envision Burlingame City Planning Project - Portfolio Project

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
At Burlingame High School students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.	
Social Science Students at all academic levels in Social Science can demonstrate learning through a variety of means beyond success in multiple choice tests. In each grade, Social Science students demonstrate their mastery with expository academic writing, with artwork/murals in the model of historical mural work, etc. Social Science students also critically synthesize information in a variety of formats--through storybooks to teach information to siblings, through TED-talk style presentations advertising different absolutist governments in AP European history, to creating an Industrial Revolution-era newspaper highlighting economic, social, and political issues in Modern World History. In terms of academic content, Social Science students also	**9th:** - CWS Storybook - Murals **10th:** - Storybook project - Industrial Newspaper - Imperialism metaphor - Common document writings **11th:** - Decades project - Common document-based

examine gender and social history, from the examination of Malinche in Contemporary World Studies, to the Junior year Decades project, where students investigate the changes that emerged in U.S. culture, considering multiple perspectives not just in analytical writing, but also in a variety of outlets-a contrasting examination of European imperialism (how colonial rule over the Philippines was portrayed in the United States versus how it is portrayed in the Philippines, etc.), a variety of slave narratives in U.S. history, etc. Students also work together in application projects, leading seminar discussions on contemporary issues in U.S. government (gun control, etc.) as Seniors. The Social Science department is developing common writing and analysis assessments, focusing on SOAPStone during the Freshmen and Sophomore year, moving towards longer writing tasks in Junior and Senior year using the historical skills outlined by the College Board in their AP classes (Causation, Continuity and Change over Time, Compare and Contrast, etc.). Sophomore year, students in Modern World History write a short expository paper discussing the origins of WWI focusing on the historical skills of causation. During their Junior year, a common Document-Based assessment allows students to consider the responses of Hoover and FDR to the Great Depression.	writings • Psychology 20% project **12th:** • Government Seminar projects • Government structured debates on contemporary issues • Psychology 20% project
Math The Math department at BHS implements modeling and application projects that provide students with hands on experiences that reflects real world applications. BHS Math students are required collect data that they will then use in mathematical models to represent the data. BHS Math students use technology to enhance and deepen their understanding of the concepts learned. Math teachers at BHS support students in using online tools to complete Math projects. These Math projects are done at all levels of Math, building on student's technology skills, as well as leadership, speaking and collaboration skills each year.	**Math:** • Toy Bungee Project • Candy Catapult Project • TI-84 plus • MS Excel • Google Spreadsheet • Data Modeling Projects • Survey & Data collection projects • Finance Project • Graphing Application Project • Presentations using Google Slides • Online graphing software projects using DESMOS • Geometer's Sketchpad & Geogebra Projects
VAPA Art students at BHS learn about the aesthetics of Aboriginal	**VAPA** • Aboriginal Art and myth

designs. Art students then create their own myth and Aboriginal painting -- they read aloud their myth, and display their painting. Students in Art research the art and design of their culture, as well as one other culture. Art students at BHS then abstract and simplify those design motifs to create an original modern painting inspired by one of those cultures. Students in Performing Arts classes at BHS are encouraged to approach Music Education as a four-year course of study. The majority of students in the instrumental music program are enrolled in music for eight semesters. This continuity provides students with opportunities to apply mastery of standards and performance skills at a higher cognitive level.	• Multicultural Design Project
World Language World Language students at BHS demonstrate a higher level of thinking and application of their learning through performance assessments. The WL assessments are either interpersonal, interpretive, or presentational in their format. These assessments come in many different forms. Some examples are as follows: students learn about art and then analyze a famous painting in addition to creating their own art. Students learn vocabulary and grammar from different units and demonstrate that knowledge via a video they make for the class. Students create a skit based on grammar and vocabulary taught. Students research a country they would like to visit and present that information to the class, giving recommendations. Students demonstrate their ability to compare and contrast cultures by having an unrehearsed conversation with another person.	**World Language** • Interpersonal final exam • Famous Painting Analysis Assessment • Cooking a Latin American Dish Project • AP Spanish Cultural Comparison Interpersonal Speaking Assessment
English Cognitive tasks challenge students at all levels (CP, AS, AP) with BHS English Department's emphasis on research giving students the opportunity to demonstrate the skills that they have learned in class, and synthesize those skills with specific content knowledge. The self-directed nature of research projects in all English classes enables students to demonstrate their learning in many different ways. To assist students in tracking and maintaining information as they research, the English department at BHS often has students employ tools such as NoodleTools, for composing and maintaining a bibliography and the Google Suite draft, maintain annotated bibliographies, peer edit drafts, etc.). 9th Grade/CP: The College Prep students' major research project begins with a close-reading and analysis of Ray Bradbury's	**English** • NoodleTools • Google Suite • *Lord of the Flies* Human Cruelty Project • 11th grade debate project • 12th grade expert project

Fahrenheit 451. At the completion of the novel, the students select a thematically related topic and perform research that synthesizes their knowledge of themes, topics, and motifs from the novel with real-world non-fiction sources in a 4-6 page paper. 9th grade/AS: The AS students perform research on a topic of their choice, under the general umbrella of something that impacts society. Over the course of 5 weeks, students perform independent research and write their 5-page essays with teacher guidance and support. 10th grade: Both the CP and the AS students work on research skills through thematically embedded projects that increase in size, scope, and complexity as the year progresses. As students read Golding's *Lord of the Flies*, for example, they work in small collaborative groups to analyze and research different aspects of human cruelty. Different topics include human nature, governmental systems, ethics and morals, and societal problems. Each student initially performs individual research before sharing it with their group. The students in each group then evaluate each source, select the best ones, and interpret and synthesize them into a coherent PowerPoint presentation. The deliberately open-ended nature of each topic also allows each group autonomy and choice. The major research component of the 10th grade year incorporates analysis of one of Shakespeare's plays (Both *Macbeth* and *Taming of the Shrew* have been central texts; this year we're using *Macbeth* for both CP and AS classes.) For this project, the students receive a specific topic to trace throughout the play, deepening their understanding of the text. As we progress through the text, the students record their observations of how their individually assigned motif weaves its way into the plot (for Macbeth, for example, a student might trace *blood*, *royalty*, or *gender*, among others). 12th grade CP/AP: Seniors select a topic of interest to them, and throughout the year, perform research on that topic, reading and taking notes on sources of a variety of media. This year-long project, titled the Expert Project (CP) or the Inquiry Project (AP) engages students in the practice of various research skills,	

including tracking sources, organizing data, compiling an annotated bibliography, and writing/presenting to reflect what they've learned.	
Health At BHS, Health teachers assess students' prior knowledge before every unit through the use of journaling, pair-discussions and self-assessments. The Health teachers have created application projects that provide students with hands on experience that reflects real world applications. Student experts share their knowledge and skills with the rest of their class. The Health final requires students to select a topic of interest and research information from a variety of sources throughout the semester. Health students must create video PSA's to educate the rest of their class on their researched topic.	**Health:** • Journal Prompts • Sleep Journal and Reflection • Stressor Self-Assessment • Stress Gallery Walk • Substance Use and Abuse Anticipatory Guide • Nutrition: Plate Comparison • Substance Use and Abuse: Mouse Party Assignment • Health Final: PSA
Physical Education Within the PE department at BHS, students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities. An important goal in the BHS PE syllabus outlines opportunities for students within the PE program to reflect upon their personal progress in striving for and maintaining a healthy lifestyle, demonstrated by students completing the Mile Time Reflection Assignment, thus allowing students to reflect on their physical wellness and improvement over the course of the school year. This assignment occurs as an end of the year reflection during the PE final. Students also reflect on their mile times over a six-week period to help them understand and graph the progress they have made in the timed mile. PE Students also graph their mile times giving them a visual representation of their progress. Extended learning opportunities emphasize the importance to achieve and maintain a health enhancing level of physical fitness not only in class, but outside of the school setting as well. The Department encourages students both to lead a physically active lifestyle through knowledge of the benefits of a physically active lifestyle attained in the PE curriculum and to demonstrate responsible social and personal behavior and respect for others while participating in physical education activities while at the same time understanding the scope, culture, and history of	**Physical Education** • BHS PE Course Syllabus • Mile Time Reflection Assignment • PE Final Evaluation

physical education activities through various lessons given throughout the PE curriculum.	
CTE Students in CTE classes at BHS build upon previous learning. As a skill based class, previous lessons and skills in Foods and Nutrition, as well as Culinary, drive and guide every successive project. CTE students are encouraged to spend time working on independent projects of their own choosing demonstrating their expertise in techniques acquired. Student experts share their knowledge and skills with the rest of the class. Culinary projects require students to inquire, research, develop and apply knowledge, and communicate their learning through writing and presenting	**CTE** • Culinary Unit Design • Assignment: Be An Expert in a Cooking Technique • Project: Narrating a Culinary Process • Arch Design: Envision Burlingame City Planning Project Student Example

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

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
As evidenced by the student work gathered, BHS students are able to think, reason, and solve problems in group and individual activities, projects, discussions and debates, and inquiries related to investigation.	
Math Tasks and activities in all Math courses provide students with situations in which students need to create a hypothesis, ask questions to help answer their hypothesis, and go out and their hypothesis. These task allow students to think, reason, and problem solve mathematically.	**Math** • Problem Solving Task • Linear Regression Project • Experimental Design Bias
Social Science At all grade levels and CP/AP levels, Social Science students at BHS are asked to apply knowledge creatively and academically, beyond regurgitation. In CWS classes, Freshmen students engage in simulations on each country of study, and serve, for example, as judges in South Africa's Truth and Reconciliation Commission. In AP European history, BHS students engage in seminars based on challenging primary source texts as well as debates and independent research projects and book discussions.	**Social Science** • Government Congressional Bill research and mock Congress (individual and group components) • US History Progressive Era stations (individual work, partner and group discussion, group assessment), • Freshmen CWS research

In World History, students engage in metacognitive activities, such as creating propaganda posters in the Soviet style, as well as Cold War research newscasts combining independent research and historical synthesis together, demonstrating how the Cold War continues to impact the present day. In US History, BHS students engage in an immigration project looking at the impact of immigration law upon their own family and local community history, as well as travelling to San Francisco to engage in some research. In Government, similar Socratic seminars occur regarding issues of contemporary import, ranging from Affirmative Action to gun control. In Government students participate in a presidential election simulation which requires critical analysis of strategies necessary to win the Electoral College.	project-what created Al Qaeda • AP Euro Mass Society skits, • AP Euro End of the year research and book discussions • World History + US History analogy/metaphor posters
English Foundational knowledge serves as the root of both individual and group tasks that require critical thinking, reasoning, and problem-solving. All grade level English courses require students to engage in the synthesis of multiple texts, ideas, or bodies of knowledge, such as the synthesis of research of the Victorian Era with observations about *Jane Eyre* or the timeline drawing connections between the history of Afghanistan and the events in *The Kite Runner*. Such tasks often require investigation into a particular time period, topic, or issue, which students must be well-versed on in order to perform higher-level tasks. All grade levels of English also embed discussion tasks that require students to be nimble at thinking critically about the text, and thinking critically about how their insights relate to the insights of their peers. Different discussion formats and instructional strategies such as Fishbowl Discussions, Socratic seminars, Philosopher's Chairs, and Four Corners give students opportunities to build meaning through dialogue with their peers. English students at BHS also engage in investigation at each level. At the Freshman and Sophomore levels, this investigation takes the form of a research paper. For Juniors, there is a debate unit that is accompanied by extensive research. At the Senior level, students complete the Expert Project/Inquiry Project, doing year-long research on a topic of their choice.	**English** Embedded research tasks to enrich and support understanding of learning: • *The Kite Runner*/history timeline • Victorian Era research and synthesis with *Jane Eyre* • *Hard Times* image research/analysis • *Macbeth* to Real World Research Project Full-scale research papers and projects: • Freshman research paper • Senior-level Expert Project/Inquiry Project o Annotated Bibliography o Interim Report

World Language World Language students at BHS are frequently involved in problem solving when they have interpersonal interactions and present information orally or written. When WL students speak to one another and have to negotiate for meaning with a partner via info gap activities or have a spontaneous conversation about a certain theme, students engage in a higher level of thinking. This type of thinking can also happen in a written form when students use Google Docs or Google Classroom to have a live conversation, reading and responding to what their classmates have written. In addition, WL students think and reason when presenting a family tree or explaining a family member's childhood to the class. Creating their own short story or summarizing a children's story they saw on YouTube are also ways in which higher level of thinking is incorporated.	**World Language** • Info Gap Activity • Italian Cooking Project • Spanish II Conversations About Social Media Use • Spanish III Discussion About Natural Disasters • 20/20 PPT (spontaneous) • Debate "City vs. Countryside Debate • Philosophical chair: Burqa debate • Italian Exchange Program: Immersion living in family
VAPA In AP Studio Art, students work in groups, weekly, to critique and provide ideas for improvement of artwork. In Art and Drawing, students work together to achieve Balance in a group-generated work of abstract art. Students in performing arts classes regularly perform in groups of varying sizes, from solos to large ensemble performances.	**VAPA**
Special Education (ATC) Students in the ATC class learn how to take public transportation when they have missed the bus to school, demonstrating that they are applying the functional living skills being instructed. ATC students are also demonstrating mastery in cooking and other functional living skills they will need when they have aged out of the program.	**Special Education (ATC)**
Health: The Health department provides students with regular opportunities to problem solve, critique information and participate in discussions that require them to be active listeners and speakers. Projects and both formative and summative assessments require that team members work collaboratively to achieve high levels of performance and proficiency.	**Health** • PSA Final • Eating Disorders QuiZ • Healthy Plate Comparisons • CM Structured Student Discussion Cards
Science At BHS, instruction in Science on new ideas and concepts often uses an observation of a model as seen in the curriculum examples (provided in the supporting evidence). These activities	**Science** • Examples of Problem Solving strategies used • Modeling Light and Energy

include a variety of formats depending on the content either as a group, pair or individual. In AP and CP Environmental Science, students engage in a debate about whether Nuclear Energy is a good non-carbon based energy option. Students make claims, and must support them with evidence from various readings done in class. Science students work often in group settings for labs and activities, in which they must analyze data and observations, using the input gathered to make predictions and claims about the observed phenomenon. In this capacity, Science students will check the veracity of their claims with new investigations. Within Chemistry and Physics, evidence collected is used to develop the mathematical relationships between different variables that are tested.	- Understanding pH with Logs - Making Predictions and Testing Relationships
CTE The CTE department provides students with daily opportunities to problem solve, think innovatively and communicate. Projects not only encourage, but require that team members work interdependently to achieve high levels of performance and proficiency. CTE Students are active participants in planning activities, from the committee that plans the Film Festival, to groups that work together on Architecture Design projects, to decisions on planning the Pop Up Cafe, planned and executed by Culinary students in creating their own curriculum.	**CTE** - Pop-up Cafe Planning and Execution - Open House Menu Design and Preparation

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Samples of student work across BHS demonstrate our students' use of technology to achieve academic standards and schoolwide learner outcomes.	
Math In Math at BHS, students use Demos, MS Excel, and other online tools to help them perform calculations as well as visual representations of their projects. Graphing calculators are used for students to model real life data collected from projects. Math students at BHS use the Google tools to enhance their learning	**Math**

and assist in project delivery. BHS currently is a Google Apps for Education (GAFE) school with all students using and having access to the Google Suite of tools.	
English Roughly half the English department at BHS is 1:1, meaning each student in half of all English classes at BHS has access to a computer, and English teachers share the remaining computer carts as necessary, with those English teachers who do not have 1:1 carts. Sophomores enrolled in Advanced English create research presentations using Google Slides. Their research, aided by the use of Noodletools, an online note taking program which enables students to gather, organize, summarize, and paraphrase their sources for research projects streamlines the citation process, vital for successful research. All students in English classes at BHS submit much of their work to their teachers online using Google tools. Examples of Technology Use in English at BHS: Propaganda task with sophomores; SES book reports; Writing Toolbox and meta-cognitive analysis documents; performance task practice assignments; research tasks and research papers (use of online library resources).	**English** *A Raisin in the Sun* Thematic Research Presentation
Social Science The Social Science Department is integrating technology into the fabric of Social Science courses-using group folders in AP Euro as well as Government to facilitate student work. In AP Euro, class-wide outlines are shared with the students. In addition, resources like turnitin.com are used for writing assignments to discourage students from the temptation of plagiarism. In addition, the Department is incorporating evaluation of internet sources as part of our curriculum with a particular emphasis on the use of databases rather than websites. Using the SOAPStone model of analysis for primary sources (including online sources) as well as specific lesson plans asking students to evaluate internet sources, the department is attempting to guide students to become much more critical consumers of information.	**Social Science** • Lesson series on identifying credible online sources, • Government Student Congress--shared group folders in Google Drive, US History Newspaper assignment • Use of turnitin.com • AP Euro: Students create online outlines for targeted units/chapters that are shared with students/teachers
Health Health teachers at BHS are part of the 1:1 Pilot Program where	**Health** • Inside the Teen Brain Pear

students are assigned their own computers and use applications such as Pear Deck lectures, Screencasts, Adobe Spark and Google Docs to research, note-take and analyze and create innovative curriculum.	Deck - PSA Health Final - Reading Food Ingredients - Screencastify - About Me Intro
Special Education (ATC) ATC students at BHS use 511.org and Google Maps to plan routes on public transportation to work and social events. ATC students then use that information to practice their skills in the natural environment by taking the bus to and from worksites several times per week. ATC students at BHS learn to use Chase.com to manage their money in their checking accounts and for mobile deposit of paychecks. ATC students then learn how to go the bank to deposit their paychecks and withdraw money, log receipts in their checkbook register, and use their ATM cards in a variety of community settings.	**Special Education (ATC)**
World Language Half of the World Language department has 1:1 Chromebook carts and two other carts are shared with the remaining teachers. Many sites, apps, and programs are used to help assist in students achieving the standards set by the department. Daily, teachers used PowerPoints or Google Slides to present information to students. Students complete formative assessments using Kahoot, Quizlet Live, Socrative, Edpuzzle, Nearpod, Seesaw, Flip Grid, and Pear Deck. Students learn vocabulary and grammar getting instant feedback via Quizlet, Conjuguemos, and Quia. Lastly, digital agendas via Google Docs, School Loop, and Google Classroom are ways teachers communicate class objectives, display agendas, and assign classwork, homework, and other vital information, so students are aware what is expected of them and the end objective of a given unit.	**World Language** - Google Slides- Vocabulary - Pear Deck- survey - Flip Grid- discussion about natural disasters
VAPA Students in Advanced Art and Drawing use Photoshop to create textile-inspired repeated patterns Performing arts students record and upload performances for tests and auditions.	**VAPA**
Science Students in Science courses at BHS use a variety of lab technology to gather and analyze data. Lab probes that measure everything from force to temperature to voltage connect to our lap laptops, where the data can be analyzed by LabPro software.	**Science**

Students also use Chromebooks to facilitate learning. Students use websites like Quizlet for online practice and they perform virtual labs like with the Phet simulations offered by the University of Colorado, Boulder. Chromebooks assist students in doing research for projects, and aid in collaboration for group work, be this for a project or a lab. Science teachers frequently use their easy access to Chromebooks to create assignments for students where they are able to use web based tools to produce creative projects that demonstrate student knowledge.	
CTE CTE classes regularly use technology to deliver instruction and demonstrate understanding. Video, Photography, Computer Science, Architecture and 3D Game Design are all computer based. Each of these classes uses state of the Art Software that is used in industry (Video & Photo - Adobe Suite, Comp Sci - Bluejay, Architecture - Revit, 3D Game Design - Maya). All CTE classes use appropriate technology for their subject matter and use the Google Suite of tools for word processing and data analysis.	**CTE** • Culinary tech Connections: FoodTechConnect, Yummly, Yelp, Epicurious and Food Niche • Exploring Tech laptop cart use for design of projects and computer controlled machinery. • Photo online portfolios

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

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	**Supporting Evidence**
Representative samples of student work at BHS demonstrate students' use of materials and resources beyond the textbook. These samples also show that they have access to data-based original source documents and computer information networks. These resources link their experiences and activities to the real world.	
Math In all Math courses at BHS, students use Quizlet to gauge knowledge and understanding of the materials presented. . Math teachers use Problems of the Month. Students in Math classes use online courses and support such as: Khan Academy, IXL and other resources. Math teachers make an effort to link the curriculum to real world applications as much as possible to	**Math** • Khan Academy • IXL • iTutoring • Quizlet

extend the learning beyond the text and across disciplines.	
Health The Health Department embeds technology in each unit and because of this emphasis the BHS Health course is one of the few courses that rarely use the textbook to educate and instruct. The textbook is extremely outdated so Health teachers use supplemental information for the Health curriculum, which exposes BHS students to a variety of materials and resources beyond the textbook. Health classes at BHS are also a part of the 1:1 Pilot Program where students are assigned their own computers and use applications such as PearDeck lectures, Screencasts, Adobe Spark and Google Docs to research, note-take and analyze and create innovative curriculum. When creating the material and instructional design for the Health curriculum, Health teachers use the Diagnostic and Statistical Manual of Mental Disorders: DSM-5, and primarily use supplemental research to provide the most relevant material and statistics for our students. Research is individual and also includes additional professional development trainings. For example, all teachers are certified Teen Talk Sexual Health Education educators. Teaching styles relate to theories and implementation of Socratic seminar, constructivism, multiple intelligence, and Vygotsky's academic discourse.	**Health** • Teenage Brain Pear Deck • PowerPoint Presentations • Poll Everywhere • About Me - Adobe Spark • Kahoot • Quizlet • Inside the Teen Brain Unit • Stigma and Mental Illness Unit • Sleep Deprivation Article • Suicide and Teens Article
Social Science The Social Science department at BHS has made a concerted effort to use the textbook as one resource amongst many. At the freshmen level, the textbook is complemented by the Choices curriculum from Brown University, as well as the Media Literacy from Ithaca College. In the sophomore year, teacher-created readers and compilations of primary and secondary sources provide a useful addition to the textbook. For example, in our study of fascism the actual words of Mussolini are analyzed, along with his *Fascist Decalogue*. AP Euro students use the textbook extensively but still extend their knowledge using challenging primary sources from readers as well as secondary sources, ranging from Timothy Snyder's *Bloodlands* to John Keegan's *Face of Battle* as the basis for discussions and seminars. In US history uses similar extensions of primary and secondary sources, including sources in the community. Students interview family members for their immigration project, family tree, as well as for the Great Thanksgiving Listen activity. Debates at all grade levels	**Social Science** • Senior year Government debates, interviews with community members (Sophomore year and junior year immigration project) • Great Thanksgiving Listen project • Library database (opposing viewpoints), Brown University Choices material, Ithaca College Media Literacy resources for Middle East • History Today online database/magazine, NYTimes upfront magazine,

revolve around the use of primary and secondary sources beyond the textbook.	
VAPA Choral and Instrumental music classes have repertoire that functions as a textbook. In addition to this repertoire, music students use teacher-generated handouts, lead sheets, fakebooks, and audio transcriptions as class material.	**VAPA**
Special Education (ATC) ATC does not have textbooks. ATC teachers teach lessons in the following domain areas: functional academics, communication skills, social skills, self-management skills, home living skills, vocational skills, and community participation skills. Often, the specific skill dictates which resources teachers will use. For example, teaching hygiene skills might include lessons that use worksheets, short videos, or direct instruction (i.e. helping a student use an electric razor). A lesson on banking skills might include premade curriculum from Attainment Co. which includes handouts, worksheets, and videos. In addition, ATC teachers use community-based instruction to help students open an actual bank account to manage their paychecks. Teachers might also use online lessons from financial institutions, and use of a document camera to practice balancing a checkbook register as a group.	**Special Education (ATC)**
English Most English units at BHS, whether novel-based or non-fiction focused, include tasks or assessments that require students to access and synthesize information beyond the scope of the text itself. To this end, students in English classes at BHS use a variety of sources including the BHS Library subscription databases, which has been used in tasks such as the sophomore year's *Lord of the Flies* cruelty project or *Animal Farm* Russian history research task. English students at BHS also have the opportunity to research and examine real-world issues through research papers at the freshman and sophomore levels, and through the Inquiry Project/Expert project the senior year, for which students are often engaged in finding their own sources for the purposes of the paper. English students also encounter data-based original source documents to help provide smaller-scale context for literature units, including during the *Romeo and Juliet* unit, where students read about 17th-century marriage customs, the *Catcher in the Rye* unit, where students examined Gallup poll data about self-reported teen loneliness, etc. Teachers are consistently pulling material from beyond the literature anthologies and novels to enrich the curriculum, including the use of poems, short	**English** • 17th Century Marriage Customs • *Catcher in the Rye* sources on alienation/loneliness • Updated sources for freshman Integrity Unit o Ryan Lochte Rio Fallout o Students Cheating - High Achievers No Exception o Montana Senator Plagiarizes o Article: How Lead Ended up in Flint's Water • Flint Article: Student Analysis

stories, and nonfiction pieces that are thematically relevant to the core text of the class. These selection--such as those included in the Integrity unit of the freshman year--often vary from year to year, as standards, curriculum, and current events shift and change.	
Science Science classes at BHS tend to do a very large portion of work outside of the Science textbooks provided. In Chemistry, Science teachers frequently use Chemmatters articles which tie in everyday experiences and phenomena with Chemistry curriculum. The Science department frequently uses Science Daily, National Geographic, and The Scientific American articles in all Science classes to bring current and relevant Science content into the classroom. Additionally, all Environmental Science classes go on two field trips per year to collect data from local beaches on behalf of the National Marine Sanctuary (NMS). These Science students are trained on data collection, and the information gained about the health of various shore living plants and animals, is used by NMS to indicate the health of local beaches and various organisms. Science classes at BHS also place a strong emphasis on student modeling to develop knowledge, using observations and data collected from activities and labs. This student modeling is part of the larger shift towards student-centered phenomena with the NGSS standards. For example, in Physics BHS students use the results of hands-on experiments to develop connections between concepts and their observations, ultimately tying such results into the mathematical aspects of the course.	**Science**
Physical Education In Physical Education, students use a variety of materials and resources beyond the textbook. Schoolloop is utilized to post video instruction as well as assignments students can access outside of the classroom. QR codes are used to demonstrate skills and instruction. Canvas allows PE teachers to link Google docs to the Instructional Management Program.	**Physical Education** • Schoolloop • Canvas • QR Codes
World Language Although the World Language curriculum is based on the textbooks, many of the WL resources and materials are teacher generated PowerPoints or Google Slides presentations. Classes frequently use authentic real-world sources in instruction such	**World Language** • Article about Hurricane Patricia • --Google Form activity to accompany article

as watching news videos on BBC Mundo, listening to a song from Spotify, watching a video explaining a holiday on YouTube, reading articles from newspapers from around the world, analyzing tweets in the target language associated with a certain culture theme, reading and analyzing children's' stories or legends, and many others. Beyond the original sources mentioned above many tech tools are used to augment students' learning such as Quizlet, Conjuguemos, Quia, Pear Deck, Seesaw, Newsela, Edpuzzle, Socrative, Kahoot, and YouTube. In addition, Chinese uses supplemental textbooks to help students practice writing characters and give them opportunities to read.	- Children's Story - Spain Holidays- Fiesta de San Pedro and La fiesta de Pamplona
CTE Students at BHS enrolled in CTE are currently using the same software in CTE classes (specifically Photography, Art of Video, and Architecture Design) that is used in industry. CTE students work toward industry certification through Adobe in several of these classes. Students access online tutorials and experts to gain skills. Art of Video Students work with experts from PBS in news stories. CTE students meet with Industry professionals who give insight of work outside of BHS.	**CTE** - Nutrition FDA Lessons/materials - IFT (Institute of Food Technologists) website, resources and lessons - Foods lessons inspired by Food Network, Cooking Channel

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Students at BHS have access to and are engaged in a host of career preparation activities.	
Social Science Members of the Social Science department at BHS support student engagement with the world outside of high school. For example, members of the Social Science department sponsor the Manoville Fellowship project, where students teach classes on the Armenian Genocide after an internship with local museums. Social Science teachers also sponsor the Mock Trial team, exposing students to the intricate workings of law in the United States, as well as Model United Nations for global diplomatic discourse. In addition, BHS students engage in the real work of	**Social Science** - Mock Trial - Model UN - Facing History - the Manoville Fellowship project - 10th grade Cold War research project - Civic participation (students working as poll workers)

historians, analyzing documents both primary and secondary, from contemporary to classical in time range. Students enrolled in Social Science classes at BHS are also challenged with research projects starting from the sophomore year on that deeply involve the community, from the 10th grade Cold War research project, to the 11th grade Immigration project as well as election simulations and candidate platforms in Government. At the Freshmen level and beyond, projects are scaffolded to be based on the use of primary and secondary source material, not opinion and hearsay.	• Naviance Data • Rotary Club mock interviews • Econ career interview paper, resume, cover letter • Pics from EA trips
VAPA Students in Advanced Art and drawing visit Electronic Arts where they are given a tour and a talk with a question and answer period with artists in the computer art and gaming industry. Performing Arts classes are activity-based and as such are practical career preparation activities by placing emphasis on rehearsal and performance etiquette standards. These standards reinforce the concept of professionalism in careers in the performing arts. The quality of the repertoire and the use of rubrics create a natural transition to careers in the arts, as opposed to activity-based programs that aren't academically built around demanding repertoire.	**VAPA**
Special Education (ATC) All students in the ATC participate in paid employment through the Workability Program. Students are taught job hunting and interview skills and then interview yearly for their desired job site. Students also develop and maintain resumes to showcase their work experience and help them find employment beyond the ATC environment. Students learn skills to support employment, such as hygiene, communication skills, problem solving skills, and interview skills. Students participate in community field trips to learn about potential future employment opportunities such as the Marriott Hotel. Students are also connected with the Department of Rehabilitation prior to graduation to assist with future employment training.	**Special Education (ATC)**
English In Speech class, community members speak to the class about their jobs and passions. These connections function as an opportunity for students to observe public speaking skills, while learning more about specific fields and making contacts with individuals in those fields. The English department is also home to the Journalism and Advanced Journalism classes, which give students in the class career experience, both of the journalism field and of the business components that accompany running a	**English**

paper.	
World Language AP Spanish students have taken a tour of the TV studios at Univision. The Italian program has an exchange program that has BHS students go to Italy for two weeks during Spring Break during one year and then host students the next year. In addition, Italian has students prepare and cook an all Italian menu in our Culinary Arts classroom. The Chinese program goes on a field trip each year for a cultural experience. They have gone to Chinatown in San Francisco to learn about history, Cupertino Village to order food/drink, and the Milpitas Culture Center to celebrate the Chinese New Year. Both Spanish and Italian offer AP level classes, which gives students the opportunity to be exposed to instruction equivalent to a third year university course.	**World Language**
Physical Education Student participation in BHS PE allows students to learn lifelong skills including the importance of physical activity, mental balance and stress management. These lifelong skills benefit each student and improve emotional, mental and physical health, resulting in life/work balance.	**Physical Education** • Yoga Unit • All PE Activity Units • Fitness Unit
CTE At BHS, CTE Classes work with the EXPLORE coordinator to provide field trips and guest speakers. Beginning CTE classes work on professional online biographies, advanced students work on developing resumes. Students also work toward gaining internships. Culinary and Foods students are expected to complete food service activities outside of the classroom every semester. These opportunities are provided within our local community. Further students participate in job shadow programs and gain college credit for Art of Video and Architectural Design which are articulated with the College of San Mateo. Students in Art of Video and Photography also work toward certification through Adobe. All Beginning CTE classes work with students to create professional biographies and Advanced Classes are working toward resumes and mock interviewing skills The EXPLORE program works to provide all students with Job Shadowing Experiences.	**CTE** • EXPLORE and teacher records of speakers, field trips, job shadows, and internships • List of service opportunities • Pictures of events

Science The BHS Science department provides students with a variety of opportunities for real world experiences at all grade levels. In all Biology classes, BHS students participate in a several week unit focusing on Biotechnology where they are trained on specific skills useful to this field. After completing Biology, students are then qualified to take part in the Biotechnology career pathway classes in the evenings at San Mateo High School. In all Environmental Science courses at BHS, teachers work with the National Marine Sanctuary where students participate in two field trips per year collecting data for the organization and connecting with Marine Biologists in the field.	**Science**

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

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 our Social Science teachers developing key civics skills--to our CTE department providing early career training--to our 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. We also leverage our technological resources. 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.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

1. Culture of collaboration: Teachers at BHS have, over the past several years, adopted the PLC model of collaboration. Teachers work in team to develop the curriculum and design lessons and instructional practices that focus on student growth and achievement. PLC teams meet regularly (many even meet daily) to discuss how to improve instruction at micro and macro levels. We analyze student work and assess how we can leverage our content knowledge with a variety of instructional practices.

2. Teachers make efforts to make connections to students' lives through instruction & to engage students through content and instructional practices. BHS teachers truly care about their students and their subject matter and are dedicated to developing passion and the joy of learning new things. We make sincere efforts to get to know our students' learning styles and design lessons and activities that connect with them and have meaning in their lives. We love our subjects and take great pride in developing engaging instruction. Our teachers are constantly developing new ideas and ways to get students awake and "dialed in."

3. BHS teachers use a wide variety of instructional practices and tools differentiate instruction for diverse student learners. Almost every conceivable instructional method can be found here at BHS: lecture, small groups, reciprocal teaching, Socratic Seminar, hands-on learning, job shadowing, "flipped" classrooms, multiple learning modalities--you name it, we'll try it. We are also unafraid of technology and all departments have embraced an array of pedagogical resources.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

While we are proud of our work here at BHS, we see many areas in which we can continue to improve.

1. BHS should provide instruction in "soft skills" and executive functioning skills for all students.
2. BHS would benefit from using data from formative assessment to guide instruction and re-teaching.
3. BHS strives to extend the collaborative culture from PLC/Department level across disciplines.
4. BHS should continue to work on differentiating instruction to help all students master skills and content. In addition to enhancing differentiation for students, BHS should consider how

to improve structure of office hours to extend opportunities for differentiation.

5. BHS should continue to work on meaningful integration of technological resources to enhance instruction and help deliver engaging, differentiated instruction. BHS should also work on identifying a plan to include direct instruction on foundational technology skills for 21st century learners.

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

LITTLE BIG GAME 2017
JUNIORS
BURLINGAME
10

CHAPTER 3

FOCUS GROUP D: ASSESSMENT

SAN MATEO UNION HIGH SCHOOL DISTRICT
EDUCATION
THE FUTURE OF AMERICA
SAN MATEO, CALIFORNIA

Category D: Standards-based Student Learning Assessment and Accountability

Based on the criteria in each category:

1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Burlingame High School 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.	• BHS Fact Sheet • BHS School Profile • Schoolloop websites • Academic Center Report • Faculty Office Hours

The various departments at BHS then use the results to help drive instruction for the year. Burlingame High School uses Schoolloop and Canvas 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.	
Counseling The Counseling departments at BHS uses effective assessment processes to collect, disaggregate, and analyze student performance data. Through the use of the On Site Credit Recovery (OSCR) program, also known as Compass Odyssey, BHS is able to monitor the performance of sub-groups, e.g., ELD and Special Education students in terms of performance and course completion for all courses made up in English, Social Science, and Mathematics. Counselors at BHS monitor students and their completion of all coursework, including English, Social Science, and Mathematics to ensure students are meeting all graduation requirements and any work completed beyond graduation.	**Counseling** • Registrar and OSCR Coordinator and shared at district-wide OSCR meetings • OSCR evidence is recorded on a spreadsheet sent to the OSCR coordinator, data analyst and district office.
World Language The BHS World Language department at BHS uses effective assessment processes to collect, disaggregate, and analyze student performance data. The BHS World Language Department meets at least once per semester to look at, analyze, and discuss macro data (grades by level, teacher, and section) using data analysis protocol. In addition to this data analysis, BHS offers incoming students the opportunity to take a Spanish language placement test, administered cooperatively between the BHS World Language Department and Middle School Spanish teachers. BHS uses the results to determine proper student placement in Spanish classes for their freshman year. The BHS World Language Department meets on a regular basis to calibrate grading of assessments to assure consistent and equitable grading practices following the calibration with a discussion of how to proceed, given the results of the assessment. College Board provides an Instructional Planning Report detailing	**World Language** • Placement test results • Data analysis protocol • Looking at data protocol video • Video of Calibration • College Board Instructional Planning Report

macro results from AP Spanish and Italian Language and Culture Exam, allowing World Language teachers to focus on areas of weakness, e.g., interpretive reading skills or presentational reading skills over interpersonal speaking skills.	
English The BHS English Department at BHS collects and disaggregates assessment results to analyze student performance data and identify subgroups in AP classes, lower GPAs, and lower frequency of a-g completion. Subgroups include gender, race, socioeconomic background, and parent education background. The BHS English Department uses common summative assessments and rubrics aligned with the Common Core State Standards (CCSS). English teachers discuss the performance data in Professional Learning Communities (PLCs) to assess learning and identify students with particular learning needs to inform whole-class and individual instruction. The English department at BHS differentiates the assessments to meet the needs of Special Education students, based on specified accommodations and goals, and places English learners in English support classes as needed and determined by SMUHSD criteria. 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, Canvas, Pear Deck and Newsela to efficiently collect data on student progress and to inform and target instruction. English teachers at BHS instruct students using close reading strategies and assess comprehension through informal and formal assessments. These assessments include structured class discussions, Quizlet quizzes, annotative analysis, and summative assessments featuring in-depth analysis of the effect of rhetoric on meaning.	**English** District Placement Criteria School Loop, Google Forms, Socrative, Canvas, Pear Deck and Newsela **English I:** Argumentative Essay Rubric *Of Mice and Men* essay *Kite Runner* essay Independent Reading Assessment - English I CP/AS **English I AS:** Student Self-Assessment **English II:** Catcher Essay Short Story Project - Tim has the original doc Lord of the Flies Essay Animal Farm Fishbowl Paragraph Animal Farm Multi-Genre Project **English II AS:** *Catcher in the Rye* Essay *Catcher in the Rye* Essay, Student Model *Lord of the Flies* Essay *Brave New World*, Theme Analysis Paragraph Media Unit In-Class Essay Elements of Literature (EOL) EOL Student Model EOL Scoring Tool *ARITS* Informative Essay *A Raisin in the Sun* Essay Rubric *ARITS* Essay Student Model

	AP Language: Essay Rubric AP Language AP Language and Composition Rubric Slide Deck **AP Literature:** Timed Writing Rubric (PDF) Process Writing Rubric (PDF) *The Sound and the Fury* Essay *Frankenstein* Essay *Hamlet* Essay IR Essays (timed writes) Oppression/Free Speech Essay Sonnetfest Presentations *Heart of Darkness/Apocalypse Now* Essay Banksy Image Analysis Presentation **English IV:** 9-12 Argument, Common Core Senior Expert Project English IV Sample Mindset Paragraph Writing English IV Mindset Paper Final Assessment English IV
Social Science The BHS Social Science Department uses effective assessment processes to collect, disaggregate, and analyze student performance data. Gradecam is a program used by most of the department to score assessments and compile results. AP European History and AP US History teachers at BHS use common rubrics to align with the College Board Advanced Placement Exams. At times, AP teachers score student essays in common against the rubric. It must be noted, however, that with the reduction in standardized testing and the abandonment of SMUHSD common assessments in World History and US History, BHS Social Science teachers have less access to district-wide data. In Modern World History and US History classes at BHS, unit	**Social Science** • Grade Cam • Long Essay Questions Document Based Questions • Quizlet • Grade Cam

summative assessments are common with an increasing emphasis on document analysis. Contemporary World Studies (CWS) is using Quizlet Live and Newsela for formative assessment to track student progress and provide targeted practice. In Government and Psychology, students create and comment on content-driven blogs. Students use the CM framework and Grade Cam, which sorts results allowing teachers teaching the same course to use common assessments to compare their student’s scores and note areas of improvement.	
Special Education The Burlingame High School Special Education Department uses effective assessment processes to collect, disaggregate, and analyze student performance data. The Adult Transition Team (ATC) and Applied Academic Curriculum (AAC) team meet on a weekly basis to discuss current student performance on IEP goals and program objectives. Starting in 2016, students with IEPs take the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) on a yearly basis as a baseline for reading and math achievement. The Counseling department and BHS Administration provides SPED teachers with information regarding the number of students with IEPs who meet the a-g requirements. Case Managers work with counselors, students, and parents to program students into appropriate classes based off of IEP needs, graduation requirements, and a-g requirements. The Special Education Department at BSH uses a “Daily Tracker” in Directed Studies classes for students to keep track of current assignments, future due dates as well as behavior checks. This tool also gives students an area they can note where they need assistance. Every three years, Special Education teachers assess students to determine continued eligibility for services and appropriate placement. This assessment is the basis for the creation of IEP goals, which are evaluated at the semester and end of year.	**Special Education** Example of a student’s “Daily Tracker”

In Specialized Academic Instruction classes (SAI), the Special Education department uses formative and summative assessments to inform instruction and determine what topics need to be reviewed or retaught. This information guides instruction. IEPs can specify appropriate accommodations for CAASPP testing.	
Visual and Performing Arts (VAPA) The BHS Visual and Performing Arts (VAPA) department uses effective assessment processes to collect, disaggregate, and analyze student performance data. VAPA teachers use a common curriculum focused on the Elements of Art and Principles of Design and structures projects to familiarize students with this visual language so they can develop appropriate skills. Criteria for projects within VAPA use standards based rubrics. VAPA teachers strive for student proficiency and the guide followed is the National Core Arts Standards with essential questions revolving around Creating, Presenting, Responding and Connecting. The VAPA department uses the Visual Arts Mastery Based Assessment to gauge students learning and progress through thirteen academics standards and four character standards with two academic standards focused exclusively on overall growth and improvement. Music teachers at BHS use assessments based on participation, and individualized student performance tests given at various times during the year.	**VAPA** • Grid Portrait.pdf • ART: Cultural Design Criteria and Summative Assessment • Rubrics for Visual Arts Learning Goals
Science The BHS Science department at BHS uses effective assessment processes to collect, and analyze student performance data. The Science department employs common summative assessments in all courses combined with formative assessments including quizzes, lab reports, and daily informal assessment activities. Science teachers use assessment information during collaboration time to inform future instruction and to make necessary adjustments to assessments to ensure that assessment measures are accurate, fair, and reflect Next Generation Science Standards (NGSS) standards. Teachers in the BHS Science department utilize the claim/evidence/reasoning format to engage students in argumentative discussions and writings, developed through evidence and communicate research findings.	**Science** • Common Biology Assessment • Common Chemistry Summative Assessment • Common Chemistry Formative Assessment • Common Physics Assessment • Chemistry Lab • Claim/Evidence/Reasoning Rubric • AP Biology Lab Assessment • AP Biology Presentation • Biology CER Rubric • Environmental Project

Science teachers at BHS offer a format and structure for revising and redeeming assessments and assignments, either for formative and/ or summative student work. Science projects which support Next Generation Science Standards (NGSS) allow students to integrate information from various sources from both science and engineering in various units of study. Online assessment tools with scaffolded support for Science include tools such as WebAssign, Quizlets, OWL, Lon Capa, and Google Forms.	
Physical Education The Burlingame High School Physical Education department uses effective assessment processes to collect, disaggregate, and analyze student performance data. One of the most important assessment tool BHS Physical Education teachers utilize is the FITNESSGRAM. The FITNESSGRAM is California's Physical Fitness Test assessment tool, which allows BHS PE teachers to document and submit student results to the state. This system allows Physical Education teachers at BHS to develop fitness goals and adapt curriculum for all students participating in PE. Analysis of these assessments allows BHS PE teachers the opportunity to instruct students on lifetime wellness, and the dangers and illnesses associated with inactivity and obesity. Also, BHS PE teachers use the information to compare the physical fitness of students within the SMUHSD. Based on PE analysis and collaboration regarding aggregate and individual student data, BHS PE teachers are able to differentiate and scaffold instruction based on student need.	**Physical Education** • Fitnessgram State Results • SMUSHD Physical Fitness Results
Math The Burlingame High School Math Department uses effective assessment processes to collect, disaggregate, and analyze student performance data. Teachers within the BHS Math department uses a combination of summative and formative assessments to collect, analyze, and act upon. Math PLCs meet to review and discuss subject specific student performance. The BHS Math department uses feedback from high stakes summative assessments, such as SAT, ACT, Scholastic Math Survey (SMI), STAR. The Math department at BHS places incoming freshmen into their math classes based on information gathered from CAASPP testing, Middle School grades, and teacher recommendations	**Math** • Math Department Pathways 2017-2018 • Example Exit Ticket • Example Formative Assessment • Example Common Summative Assessment • Formative Assessment • Example from Algebra 2B/Pre-calculus pilot course. • Student example of Self Reflection • Teacher formative

while placing Sophomores using their freshman grades, recommendations from their Freshman math teachers and student's SMI scores. Math Professional Learning Communities (PLC's) meet weekly to discuss and modify summative assessments, and maintain uniformity in these assessments.	assessment tracking • Common Diagnostic Exam to check course placement • Benchmark Quizzes for Essential Skills in Algebra 1 currently used • Benchmark quizzes past/proposed for Geometry and Algebra 2 • Student work • Pictures of Assessment in the classroom
Career and Technical Education (CTE) The CTE Department of Burlingame High School uses effective assessment processes to collect, disaggregate, and analyze student performance data. The CTE department collects and analyzes data to inform their work in a variety of different ways. Within each pathway, CTE teachers reflect upon students' progress toward standards through formative and summative assessments. Students in CTE classes at BHS develop portfolios of their work, which showcase skills and provide a way to share their progress with peers and colleagues. As a department, CTE teachers analyze pathway participation and completion data which is disaggregated by ethnicity, language proficiency, gender, socioeconomic status and students with disabilities. CTE teachers also use data from state employability research to ensure that pathways and corresponding projects and standards are current and relevant.	**CTE** • Professional Biographies • Resumes • Digital Portfolios
Health Burlingame High School Health teachers use effective assessment processes to collect, disaggregate, and analyze student performance data. Each unit in Health includes formative and summative assessments. Formative assessments used include, PearDeck, Kahoot, ThumbsUp/Thumbs Down, Exit tickets, and real life scenario responses. Health teachers at BHS use the results from formative assessments to guide instruction.	**Health** • PearDeck • Kahoot • ThumbsUp/Thumbs Down • Exit Tickets • Journal Prompts

Monitoring and Reporting Student Progress

D1.2. Indicator: The 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.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate* *stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
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.	
World Language World Language teachers at BHS inform 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. World Language teachers at BHS use custom codes in Schoolloop and PowerPoint presentations at Back to School Night to explain the nature of the "standards based" grading practices used. In addition, the BHS World Language Department uses Schoolloop to communicate with colleagues, parents, and students on a regular basis.	**World Language** • Various teacher-created slides used to present the information to parents: • Example 1 (Back to School Night) • Example 2: Department syllabi and course expectations • SAC presentation
Social Science The Burlingame High School Social Science Department 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. The Social Science Department at BHS offers students mock job interviews conducted by Burlingame Rotary. Social Science students at BHS work closely with the Burlingame Rotary Club. Students respond to a real job posting, submit a resume and cover letter, answer questions posed by an adult Rotary Club member, and give feedback on the quality of their interview. In addition to this community outreach, Social Science teachers at BHS regularly examine the information provided by the Cal State System regarding the college readiness of graduating seniors at BHS.	**Social Science** • Rotary Minutes • Cal State Data
Counseling The Burlingame High School Counseling Department informs and creates understanding through effective processes in order to	**Counseling** BHS School Profile

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. The BHS Counseling department collects data on the previous year's senior class to update the BHS School Profile, which is a document available to the public. The BHS profile includes breakdown of student GPA, the percentage of graduating students attending a 4-year university or a 2-year college, AP test results, and both SAT and ACT results. Counselors at BHS use varied career and interest inventories, along with personality inventories including those embedded in Naviance at each grade level to help guide BHS students in choices for majors in college, career goals, etc. BHS counselors then share the results of these assessments with students to help determine and solidify their post high school college and career goals.	
Special Education (SPED) The Burlingame High School Special Education Department 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. BHS students with IEPs receive updated progress reports three times per year. These progress reports inform students and parents on their progress towards IEP goals, which may include CCSS goals, transition goals, post-secondary goals, and other goals relating to specific disabilities. BHS SPED students work with transition specialists through SMUHSD, as well as job coaches through the Department of Rehabilitation to apply for jobs, resulting in employment within the community. Community members, such as job site managers, review student progress at employment sites using qualitative assessments, allowing for the potential placement of BHS students in permanent work positions.	**Special Education** • Goal progress reports from IEPs • Post-Secondary Exit Pages on IEP
English The Burlingame High School English Department 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. The English	**English** • Published Schoolloop gradebooks • CAASPP Results • AP Test Results • Back to School Night Slide Decks

Department at BHS uses PowerPoint presentations at Back to School Night to explain grading practices used. English teachers at BHS also use technology and digital school management systems like Schoolloop and Canvas to communicate with students, parents, and teachers and support staff student's progress towards skill mastery, achievement, and necessary supports. BHS English teachers also uses custom codes in online gradebooks, publishing grades regularly so students are able to see their grades in real time.	
VAPA Burlingame High School VAPA teachers inform and create 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. The BHS VAPA department uses Schoolloop sites displaying examples of student artwork, including announcements for student exhibitions, plays and concerts. VAPA assignments are posted in Schoolloop by VAPA teachers. The BHS Music Program is currently developing a BHS Music website. The Drama Department at BHS has a website for communication with parents, students and the community.	**VAPA** • Drama performance.pdf • Art teacher website with student work • Example of Student Work • www.BHSPanthertheatre.com
CTE The Burlingame High School CTE Department 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. CTE teachers at BHS use Schoolloop to post grades, publish projects and events. CTE shares students' work in schoolwide and public venues where parents, students and community members view their work. CTE teachers work with representatives from the community and from industry to share best practices. CTE pathways have industry advisory boards that include parents and industry representatives who meet annually to provide input regarding curriculum, equipment and student work to ensure that career-readiness skills and current industry standards are met. A presentation of all of the CTE pathways offered through the SMUHSD is given at the SMUHSD Board meeting annually.	**CTE** • Schoolloop • Community Advisory • Meetings Minutes • SMUHSD Advisory Meeting Minutes

BHS Culinary students participate in a Pop-up Cafe, design and present California Cuisine appetizers for BHS Open House, design healthy finger foods for prospective students at Panther Preview Day and Eighth Grade Open House, design and execute a pay-to-play food event for the BHS Parents' Group Fundraiser, Taste of the Town, and offer cooking lessons to Adult Transition Program students. Nutrition students at BHS participate in philanthropic collaborations such as a Pie Drive in November, baking cookies for homeless shelter families in December, creating food for Fit Week, as well as staffing and equipping a booth for Alcohol Awareness week on campus at BHS. Video students enrolled in the Art of Video at BHS produce a daily public broadcast and participate in the annual BHS district-wide Film Festival. Students also manage a photo exhibition highlighting photos shot and developed by BHS students. BHS Architectural Design students create joint projects with community partners. Recently, they partnered with the Burlingame City Planning Department and the Mid-Peninsula Boys & Girls Club to create blueprints and architectural design plans for these agencies. Design professionals and parents frequently come in to review students' work and give professional feedback. Exploring Tech students produce unique, student-crafted items for the annual Parents Group Fundraiser, Taste of the Town and collaborate with BHS Foods and Nutrition students on projects like "Rock Lobster," a recent BHS Parent Group fundraiser. Culinary students at BHS also created cake pop presentations for this event. The Exploring Tech teacher at BHS regularly collaborates with community organizations and businesses in order to acquire additional supplies and shop equipment.	
Math The Burlingame High School Math Department 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. The Department weekly updates Schoolloop and Canvas with student grades, allowing students to monitor their progress and inform parents and students of grades at any time. Schoolloop and Canvas are used to assign homework and projects so that	**Math** • Schoolloop • Algebra 2B/Pre-calculus Website • Algebra 1 Website

parents can monitor their student's assignments. Grades are updated weekly so that students and parents are up to date on the current grade. Communication with parents and guardians using Schoolloop and Canvas increases collaboration regarding student grades and parent/guardian involvement in their student's academic performance.	
Science The Burlingame High School Science Department 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. While teacher autonomy in this regard is respected, members of the Science department use Schoolloop to keep grades regularly updated and to remind students of assessment due dates. Many BHS Science teachers use live class agendas and/or websites to support students and parents/guardians with regard to assessment preparedness. Frequent (6 week) marking period grades facilitate communication of student grades to parents.	**Science** • BHS Chemistry Website • BHS AP Chemistry Site • BHS Biology Website • Environmental Science Website
Health The Burlingame High School Health Department 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. Health teachers at BHS partner with various county agencies to provide current statistics and content specific practices to students enrolled in Health classes. Star Vista, the San Mateo County agency that supports youth, family and community enrichment through community education resources and services, comes in bi-annually to discuss teen suicide prevention. BHS Health teachers also partner with Narcotics Anonymous and Rape Trauma Services to educate and inform students regarding topics such as addiction and current California Laws of Consent in regards to healthy and abusive relationships. The Health Department Chair attends monthly SMUHSD Health Council meetings, aligning curriculum, instruction and assessment with all SMUHSD district schools. Health teachers participate in Back to School Night, Open House, Eighth Grade Parent Night, and Panther Preview Day to inform the community of the BHS Health program.	**Health** • Star Vista • Narcotics Anonymous • Rape Trauma Services • Schoolloop • Canvas • Back to School Night • Open House • 8th Grade Parent Night • Panther Preview Day • Health Syllabus

Health teachers at BHS have aligned Health Course Syllabus to inform students, staff, parents and the community with course expectations and grading practices. Health teachers also use both Schoolloop and Canvas to inform students and parents of student progress.	

Monitoring of Student Growth

D1.3. Indicator: The school 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.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
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 also continues to look at data to better inform our 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.	
Social Science The Burlingame High School Social Science Department 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. The Social Science department at BHS uses Schoolloop, as well as Canvas, to post grades and performance for students and their parents to view and monitor progress. Course syllabi and descriptions, which can be found on BHS homepage, clear spell out expectations. At the sophomore and junior level, first semester Modern World History and US History assessments build the foundation for those given in the second semester. For example, there is an introduction to skills for writing Document Based Questions in the Fall and a much more in depth DBQ process in the Spring. Multiple-choice assessments utilize tools like GradeCam to evaluate student performance. US History classes at BHS engage students in a long term, end of year project with multiple components, drafts, teacher/student conferences and revisions. AP US History writing assignments begin with short responses (1-2 paragraphs) before assigning the full length exam type essays. Government courses at BHS work on the nuts and bolts of the Bill to Law process, culminating in a paper using the Affordable Care Act as an example of the complexities involved, the influence of political parties and geography. As a summative assessment, students in BHS Government classes work in committees to participate in mock House Floor debates. They research the process and the substance of bill making and are monitored along the way as they navigate the nuances of the legislative system. Social Science teachers receive grade distribution reports each	**Social Science** • US History Decade Research Project • Government Mock House of Representatives • Senior Government Roundtables • Student Resumes in Econ

semester and compare their grades with other teachers to ensure that similar performance will result in aligned grading practices.	
World Language (WL) The Burlingame High School World Languages Department teachers have 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. The WL department uses Schoolloop and Canvas to post grades and performance for students and their parents to view and monitor progress. All expectations are clearly spelled out in course syllabi and descriptions, both found on BHS homepage. Student performance assessment standards in WL at BHS are based on American Council on the Teaching of Foreign Languages (ACTFL) proficiency standards for the three modes of communication: presentational, interpersonal and interpretive. The World Language Department teachers give common assessments. WL teachers of the same levels meet regularly to review formative and summative assessments, monitor student progress towards the standards, adjust instruction, and reassess when necessary.	**World Language** ACTFL proficiency standards
English Burlingame High School English Department teachers map their curriculum, informed by the district-wide CCSS Frequency Guide which indicates the frequency with which teachers should address certain standards by grade level bands. To determine and monitor all students' progress toward meeting the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes, teachers in English PLCs create and use CCSS-aligned common rubrics to grade common formative and summative assessments. Using assessment data to inform instruction, English teachers within their PLCs identify opportunities for growth to inform instruction and reteach in those areas. Teachers provide written and verbal feedback for students directly, on hard-copy essays, and through Turnitin.com. Dependent upon grade level, assignment, and score, English students at BHS are able to take advantage of "revise and rewrite" opportunities to prove implementation of learning from teacher feedback. English students at BHS create goals based on opportunities for growth identified in teacher	**English** • District CCSS Frequency Guide • Student writing folders • Common Core Rubrics • Feedback Samples • Student Meta-Analysis, Goal Setting Form • SRI

feedback. Once goals are set, the learning from re-teaching and further instruction is re-assessed through a series of formative assessments to measure continued progress towards students' goals. From the initial assessment at the Freshman level, English students collect their written assessments, feedback, and goals in individual writing folders to continually reflect on progress throughout the school year. These folders stay with students, following them to their English class at each grade level. Throughout all four years, English students add their assessments, feedback and goals to this culminating portfolio to reflect on their growth from each grade level. At the 9th grade level, incoming English students entering BHS complete a mandated reading assessment to inform counselors and teachers of students' reading strengths and needs as they enter high school. This information helps counselors determine placement in academic support programs, or more challenging English courses.	
Counseling The Burlingame High School Counseling Department 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. A "D and F List," generated each grading period, allows for BHS academic counselors to monitor and meet individually with struggling students putting plans in place to meet graduation requirements, as well as college eligibility. Counselors review transcripts for every student each semester for graduation progress and a-g eligibility. Plans are then developed through yearly course selection and alternative programs such as OSCR and SMUHSD Summer School to meet the graduation and college eligibility goals of each BHS student. The BHS Counseling Department reviews all transcripts with Junior students and reviews graduation status for credits completed; plans are adjusted accordingly and students are assessed for college eligibility.	**Counseling** • Grade report exception listing (D&F list) • Course selection presentation and sheet filled out by students, including supplementary materials such as the AP contract • Student transcripts
Science The Burlingame High School Science Department is working towards implementing 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	**Science**

upon which students' grades are determined and monitored. Science uses common assessments to ensure that students are meeting academic standards. Many of these assessments are designed such that students enrolled in Science courses at BHS who do not demonstrate proficiency have the opportunity to access additional instruction, additional time, and additional resources to master content, at which point they are reassessed, and a new grade is assigned based on their improved growth and proficiency. BHS students are required to take two years of science for graduation, but all are encouraged to take a third year to ensure that they meet application requirements of colleges and universities. Science encourages BHS students who have demonstrated a high level of understanding throughout introductory science courses to take AP Environmental, AP Chemistry, AP Physics, and/or AP Biology courses to achieve further growth in those areas in order to prepare for STEM college pursuits and careers.	
Math The Burlingame High School Math Department 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. At BHS, three years of Math are required to graduate, but all students are encouraged to take a fourth year. The Integrated Math course with Algebra 2 concepts prepares Juniors to be successful in Algebra 2, giving them the option to attend a 4-year college or university. BHS Math teachers use Schoolloop to post grades and performance for students and their parents to view and monitor progress. Several Math teachers are piloting Canvas during the 2017-18 school years in preparation for the release of CANVAS district-wide as the preferred learning management program. Math course overviews and expectations are provided in each course syllabi. Additionally, Math course descriptions can be found on BHS homepage. Teachers in Math PLCs meet regularly to discuss student expectations in classes so that classes align with schoolwide learner outcomes, in addition to the CCSSM.	**Math** Math Syllabi & Course Topics

Special Education The Burlingame High School Special Education Department 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. In Directed Studies, Case Managers monitor and assist students in self-monitoring homework and curriculum progress on a daily basis. SPED students regularly meet with teachers to review progress on grades, academics, behavior, social skills, and any other areas of need. Before IEPs or during IEPs, Case Managers inform parents of student progress towards graduation requirements or Certificate of Completion. If students are on track for graduation, case managers discuss college readiness with the IEP team to ensure that the SPED student is enrolling for appropriate courses.	**Special Education** • Example of student-teacher meeting to review progress on grades • Example of IEP transition page.
VAPA The Burlingame High School VAPA Department 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. VAPA Students create and maintain a google doc journal explaining the steps taken to design and create each project, with personal reflection/assessment about their process.	**VAPA**
Physical Education The BHS PE Department has an effective system to monitor and determine 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 for monitoring and determining students' grades. PE teachers assess students based on department grading policies, visual assessments, written assessments and peer observations.	**Physical Education** • Unit Quizzes • Mile Time Rubric • Push up Rubric • Pacer Rubric • Sit up Rubric • Walking Standard Rubric • Reflection on Performance worksheet
CTE The BHS CTE Department 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 for monitoring and determining students' grades. Teachers in the CTE department at BHS employ standards based assessments, monitoring students' progress toward standards.	**CTE** • Safety Exams in Exploring Technology • Proficiency demonstrations in Video Production • Food safety exams for culinary students

CTE requires Students to demonstrate minimum proficiency through a variety of practical assessments. As a department, CTE teachers are currently developing curriculum around soft skills necessary for any career. Common curriculum and assessments occur in each class and level. Students are monitored for completion of CTE pathways.	- CAFoodHandlers - Professional Biography - Bio Introduction - Professional Resume - Soft skills reflection
Health The Burlingame High School Health department uses effective assessment processes to monitor student learning and adjust curriculum to meet student needs. Formative assessments are given weekly. Each unit contains a number of formative assessments to prepare the students for their summative assessment. BHS Health teachers use the results from formative assessments to modify instruction if necessary.	**Health** - Pear Deck Student Responses - Teen Brain Kahoot - Thumbs Up/Thumbs Down - Numerous Exit Tickets - Health Final - PSA

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

Teachers 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.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
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.	

Physical Education The Burlingame High School PE Department employs a variety of appropriate formative and summative assessment strategies to evaluate student learning. BHS Students and teachers in PE use these findings to modify the learning/teaching practices to improve student learning. PE assesses students at weekly on various physical skills and standards. For example, once a week there are strength and conditioning activities to help teachers modify activities to enhance overall fitness levels for all students. The timed mile is a common assessment given by all teachers in the PE department within the SMUHSD. PE analyzes student data gathered from this assessment during PLC collaboration time to modify curriculum to improve instruction to align with SMUHSD timed mile standards. PE also assesses students on proficiency in physical activities including push-ups and core strength activities during daily warm-ups. BHS PE students demonstrate proficiency through skill assessments related to specific activities, including softball, basketball, soccer, indoor hockey, volleyball, tennis, ultimate Frisbee, football, badminton weight training and track and field.	**Physical Education** • Verbal split times during track workouts • Mile Run Student Results Sheet • Push-up videos • Plank videos
World Language (WL) The Burlingame High School World Languages Department employs a variety of appropriate formative and summative assessment strategies to evaluate student learning. WL students and teachers use these findings to provide constructive feedback to students and to modify the learning/teaching practices to improve student learning. WL teachers review student work in common formative assessments (CFAs), such as writing samples, interpersonal speaking tasks, vocabulary quizzes, etc. These assessments allow WL teachers to be instructionally agile in planning subsequent classes by addressing needs based on results. WL teachers at BHS engage in discussions about the formative assessments they are using in class and learn from each other what instructional strategies led more effective student learning. Teachers in the WL department at BHS use Quizlet, Pear Deck, Socratic seminars, Kahoot, and Google Forms to monitor student skills in real time, and give and receive live feedback. For summative multiple choice assessments, WL teachers use item analysis of results to identify questions most frequently missed. For most speaking and writing performance assessments, WL	**World Language** • WL PLCs meet at least once per week to implement the assessment process, from design through formative assessment to summative assessment. • Example of a common grading rubric • Socrative (interpretive reading) • Google form (health) • PearDeck common errors activity

teachers create common error activities so that students can reflect on areas needing improvement and WL teachers can indicate next steps.	
VAPA The Burlingame High School VAPA Department employs a variety of appropriate formative and summative assessment strategies to evaluate student learning. VAPA students and teachers use these findings to modify the learning/teaching practices to improve student learning. In Ceramics and Art classes at BHS, all projects are scaffolded and broken down into mini steps to develop masterful use of elements and principles to complete projects. Students use preliminary sketches, value scale practice, and small scale models before proceeding to the next step. The BHS Drama teacher uses formative and summative assessments throughout the year. The Drama teacher uses formative assessment during the learning and rehearsal process by the Drama teacher. Drama students at BHS are able to give other students feedback using the rubric they will be graded on in their summative assessment. The Choral Music classes use formative and summative assessments throughout the year. Formative assessments occur daily in the rehearsal process by the BHS Music Director. Summative assessments come in the form of Public Concerts and Festival Competitions. In addition formative and summative assessments focus on musical literacy and theory.	**VAPA** • PREPARATION STEPS FOR VALUE: CERAMICS.pdf • Ceramic Portrait Planning Sketches.pdf • Improvisation Rubric • Scene Performance Rubric • Festival Performance Rubric • Music Literacy Quiz • Music Literacy Final Exam • YouTube Video of Concert
Math The Burlingame High School Math Department employs a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers in the BHS Math department use these findings to modify the learning/teaching practices to improve student learning. Formative Assessments in Math include weekly exit tickets, embedded assessments, whiteboard work, Math Space application, and Socrative Assessments. Summative Assessments in Math include quizzes, tests, projects, presentations, and the final. The Onsite Credit Recovery class (OSCR) uses diagnostic tests to place students on learning paths in English, Social Studies, and Math to ensure they are given a curriculum reflective of their needs and not one which is needlessly repetitious. Teachers in Math PLCs meet weekly to discuss summative	**Math** • Similar triangles graph project showing that similar triangles have the same side ratios and trig ratios. (Sine, cosine, and tangent. • Exit Tickets • Algebra 1 Exit Ticket • Quizzes • Socrative Assessments • Whiteboard Assessment

assessments, and create uniform rubrics, and synchronize daily lessons. Math teachers also modify upcoming tests and exams based on evidence from previous quizzes or other formative and summative assessments. Math teachers at BHS frequently use formative assessments such as exit tickets, red/yellow/green feedback on learning targets, Socrative, and Quizlet applications to enhance student comprehension and give feedback to students, increasing student interest, introducing assessment variety.	
Social Science The Burlingame High School Social Science Department employs a variety of appropriate formative and summative assessment strategies to evaluate student learning. Social Science students and teachers use these findings to modify the learning/teaching practices to improve student learning. Using assessment data compiled from GradeCam, many Social Science teachers at BHS compare that data in order drive future instruction and possible re-teaching. The use of online formative assessment games in Social Science classes at BHS, like Kahoot and Quizlet Live, are as a formative assessment for immediate feedback in the re-teaching of key information and/or concepts. In addition to these formative assessments, Social Science students keep a writing folder in which they log grades and comments in an effort towards continuous improvement as critical writers. At the end of each term, Social Science students may elect to rewrite a paper based on teacher comments.	**Social Science** • Kahoot • Quizlet
English The Burlingame High School English Department employs a variety of appropriate formative and summative assessment strategies to evaluate student learning. English students at BHS use reading logs and quizzes to demonstrate reading comprehension, analysis, and interpretation of the text. English teachers at BHS frequently assign writing prompts for students to demonstrate comprehension, analysis and interpretation of the text and provide students with feedback to prepare for summative writing assessments.	**English** • Reading Comprehension Quiz • Reading Log • Concept Trace Directions • 4.1-4.2 log • Two Sides of Juliet evidence sheet • Short outline or long outline • Act 1 & 2 Reading Quiz
Counseling/Special Education The Burlingame High School Counseling and Special Education Departments employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. BHS Students and teachers use these findings to modify the	**Counseling/Special Education** • SST notes, Aeries/counseling notes, • SST feedback forms from teachers

learning/teaching practices to improve student learning. BHS employs Student Success Team (SST) meetings when students are not making adequate progress in the classroom. The SST team includes a counselor, an administrator, a SPED representative, the student, and the parents of the student. Gathering feedback from all teachers before the SST allows the team to review strengths, concerns, assessment information, and accommodations that have been attempted by teachers. In response to the qualitative and quantitative feedback, the SST process may implement new accommodations, interventions, a 504 plan, or sign an assessment plan for Special Education.	
Science The Burlingame High School Science Department employs 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. In all BHS Science courses, there are frequent formative assessments to provide teachers, students, and parents with access to information regarding comprehension and mastery of content and Science practices. Teaching teams within the BHS Science department work together to create standards based learning objectives. Science students at BHS are provided with the objectives at the start of each unit. At the end of each instructional unit occurs a common summative assessment. Science teachers collaborate to analyze results to inform instruction, possible re-teaching, redemption possibilities, and future practice to improve student performance and comprehension.	**Science** • Common Chemistry Formative Assessment • Biology Formative Assessment • Physics Formative Assessment
Special Education The Burlingame High School Special Education Department employs a variety of appropriate formative and summative assessment strategies to evaluate student learning. BHS SPED students and teachers use these findings to modify the learning/teaching practices to improve student learning. The Case Manager monitors students' ongoing academic success and intervenes as appropriate. A Behavior Tracker can track and try to correct a specific behavior that a student is exhibiting or to inform the IEP team, specifically the parent or student who may be in disbelief of the behavior that is occurring. The tracker is a transparent way to show the parent and student what behavior the IEP team wants to correct so that the student is more successful at school. Once the specific behavior has been identified, the team can work on a replacement behavior that will positively impact the student's behavior. Sometimes, just the act	**Special Education** • Behavior tracker example

of using a behavior tracker can cause a student to change his/her behavior because the student sees how often the behavior is occurring.	
Career and Technical Education (CTE) The Burlingame High School CTE Department employs a variety of appropriate formative and summative assessment strategies to evaluate student learning. CTE students and teachers use these findings to modify the learning/teaching practices to improve student learning. In all CTE classes at BHS, students work in teams on project based formative and summative assessments. A student's peers and the teacher, and sometimes industry professionals, review student work on completion. Feedback informs instruction and students share difficulties so that other students may help solve their problems. Often, CTE students become experts in one area and will aid other students with their particular expertise. Rubrics in all CTE classes provide both guidelines for completion of technical processes as well as standards for grading.	**CTE** • Standards-based formative assessments, daily check-ins, strategic student grouping. • Socrative online formative assessments • Kahoot concept check-ins • Standards-based culinary peer critiques. • Sample culinary rubric • Use of peer reviewed rough drafts of films • Schedules and rubrics from architecture project midterm and final review sessions.
Health Health Teachers at BHS consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction. Health teachers use Kahoot for the Teen Brain, Infectious Diseases and Mental Health Units; Pear Deck presentations for the Nutrition, Eating Disorders, Stress, Teen Brain and Eating Disorders units; Thumbs Up/Thumb Down in all units to determine student understanding of the content material presented. During the 2015-16 academic years, Health teachers attended the Constructing Meaning Professional Development offered by SMUHSD. New instructional strategies, aligned with common core attained at the Constructing Meaning PD and utilized within the Health curriculum at BHS, include Discussion Cards focusing on structured student speech, writing templates, and graphic organizers. Health teachers at BHS have also created many rubrics used in student assessments. Health teachers at BHS offer differentiated assessments for every student population, including students from the SPED, 504, and EL populations.	**Health** • Teen Brain Kahoot • Infectious Diseases Kahoot • Mental Health Kahoot • Nutrition PearDeck • Eating Disorders Kahoot • Eating Disorders PearDeck • Stress Unit PearDeck • Teen Brain PearDeck • Thumbs Up/Thumbs Down • Coping with Loss Dialectical Journal • Constructing Meaning PD • Discussion Cards • "My Body is Capable Poem" Rubric • Health Public Service Announcement Final Rubric • Teen Brain Quiz • Stress Quiz • Mental Illness Quiz

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	**Supporting Evidence**
At Burlingame High School, teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.	
Math The BHS Math Department uses the analysis of assessments to guide, modify and adjust curricular and instructional approaches. BHS Math teachers individually 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 Math teachers review both formative assessments and summative assessments to adapt and modify future instruction.	**Math** • Formative Assessment example from Algebra 2B/Pre-calculus pilot course. • Student example of Self Reflection • Teacher formative assessment tracking • Targeted Practice based on formative assessment data
Social Science The BHS Social Science Department uses the analysis of assessments to guide, modify and adjust curricular and instructional approaches. Social Science teachers in AP courses employ AP rubrics to assess student writing and provide feedback to students. Social Science teachers at BHS use an authentic assessment toolbox including primary source analysis and document interpretation. AP courses use low-stakes quizzes to keep students on track as well as unit tests. SOAPSTONE (Source, Occasion, Audience, and Purpose) serves to aid all students in primary source interpretation and analysis.	**Social Science** Student Soapstone Example
English Teachers in English PLCs at BHS examine and compare student performance data on common core writing standards and reading comprehension determining strengths and opportunities for growth. English PLCs use data analysis to inform, modify and adjust curricular and instructional approaches, as well as to plan units and create formative and summative assessments. Based on identified Areas for Growth, English teachers at BHS modify, refine or create lessons, scaffolds, graphic organizers and new benchmark assessments to reteach and reevaluate student progress towards mastery.	**English** • PLC Work 2017-2018 • Assessments, Rubrics, Graphic Organizers • Living Unit Plan Documents
World Language The BHS World Language Department uses the analysis of assessments to guide, modify and adjust curricular and	**World Language** Activity to address common mistakes after meeting and

instructional approaches. BHS WL teachers meet regularly as PLC's to analyze and review student work. WL Teachers meet to analyze common formative assessments to determine common pitfalls and to share which instructional strategies achieved best success. WL teachers at BHS calibrate grading of free response tests to ensure uniform standards regardless of teacher.	analyzing student assessments
CTE The BHS CTE Department uses the analysis of assessments to guide, modify and adjust curricular and instructional approaches. CTE teachers at BHS individually use formative assessments and projects to guide instruction. CTE develops larger summative assessments and projects in tandem with SMUHSD colleagues from different sites. CTE teachers meet with their peers from other schools when possible, but in the absence of such, rely on the expertise of site colleagues in different courses within the CTE department. CTE also develops career-readiness activities and collaboratively grades and reviews them to guide instruction.	**CTE** • Use of rubrics for assessments • meal/lab rubric • Self-paced learning in Culinary International Foods Unit, specific to student achievement of standards. • Instructors review 6 week marking period reflections to inform future curricular units. • Sample reflection culinary
Science The BHS Science Department uses the analysis of assessments to guide, modify and adjust curricular and instructional approaches. Frequent formative assessments are utilized in Science at BHS to inform instruction. Students in Science classes at BHS who do not demonstrate proficiency/mastery have access to and are often required to take advantage of additional instruction during office hours and peer tutoring. Many students are provided with additional time to master content. The ability to re-take assessments in Science classes supports student growth. For students severely struggling in Science courses, a science support class is available with a low teacher to student ratio and high-performing peer tutors. Teachers within the Science Department at BHS work to support staff members working with low-performing EL students and other students struggling with science concepts in Guided Studies. These students and staff members are provided with resources to aid in student success including videos, lecture slides, articles, remediation activities, assessment preparation materials, and calendars providing dates of assessments.	**Science** • Common Chemistry Formative Assessment • Guided Class • Science Support Class • Academic Center Report
VAPA The BHS VAPA Department uses the analysis of assessments to guide, modify and adjust curricular and instructional approaches.	**VAPA** • PLANNING1-rubric.pdf • Ceramic Portrait Planning

Visual Art teachers at BHS review sketches in the planning stage of projects together with students to promote fuller investigation of visual ideas by students before they construct their projects. Art students revise and further develop ideas in this planning stage.	Sketches.pdf
Special Education The BHS Special Education Department uses the analysis of assessments to guide, modify and adjust curricular and instructional approaches. Each Instructional Aid (IA) keeps a shared document, including class work, assignments, notes, test dates and homework, of each Gen Ed class when supporting SPED students. Attached is an example of the IA document that is regularly updated with the information presented in the General Education class that the IA pushes into. This document is used to assist case managers and other IA's with information to help students succeed and assess their progress. IA's keep in constant communication with case managers regarding SPED students with higher needs. Many Special Education teachers participate in content PLCs to support the needs of SPED students. AAC and ATC Case Managers form their own PLCs to work on a continuum of transition services. Adult transition students are given Picture Interest Career Survey (PICS) at the beginning of each year to assess student interest in regards to preferred vocational areas and to guide case managers to create appropriate job placements.	**Special Education** • IA Gen Ed Document • Example of email communication between IAs and case manager
Counseling The BHS Counseling Department uses the analysis of assessments to guide, modify and adjust curricular and instructional approaches. Through the analysis of progress report grades, transcripts, graduation rates and a-g completion data, Academic Counselors at BHS determine support and intervention needs for every student. Collaboration with administration on school wide programs, such as support classes and academic interventions occurs throughout the academic year.	**Counseling** • Transcript review • A-G completion data • D-F list
Physical Education At Burlingame High School, PE teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches. California state fitness test results, known as FITNESSGRAM, allow BHS PE teachers to analyze and	**Physical Education** • CA Fitness test results • FITNESSGRAM SMUHSD results

establish PE goals and objectives for the school year. Analysis of this data allows PE teachers to plan appropriate activities utilizing curriculum mapping enabling all students to receive the same instruction and support required by each Physical Education unit.	• Unit Lesson Plans • Curricular Mapping
Health At Burlingame High School, Health teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches. Health teachers at BHS offer all students "Life Happens Passes" which provide Health students with the opportunity to revise and redeem or turn in missing assignments. During PLC time, Health teachers at BHS analyze student assessments and adapt curriculum and assessments based on student results and input. At the end of each semester, as part of the final, students complete a course evaluation. Based on the student input and feedback provided, Health teachers revise and adapt instruction and assessments. Health teachers use PLC professional development days during the summer to revise curriculum and assessments, implementing student feedback.	**Health** • "Life Happens" Passes • Final Evaluation • Health Dept. Summer PLC Work

Student Feedback

D2.3. Indicator: Student feedback 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.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	**Supporting Evidence**
At Burlingame High School, student feedback 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.	
Social Science In the BHS Social Science Department, student feedback 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	**Social Science**

outcomes. Interviews and dialogue with representative Social Science students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. Social Science teachers at BHS give course/teacher evaluation forms to the students at the end of the semester in order to make necessary changes to some instructional practices. Teachers also canvass students and former students on effective instructional practices.	
Physical Education In the BHS PE Department student feedback 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. Student interviews and dialogue with various students across the grading spectrum inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. All PE students at BHS have access to Schoolloop and CANVAS, which all PE teachers use to post grades throughout the school year. All PE students at BHS are aware of the SMUHSD rubric for the timed mile and understand the expectations based on the rubric. The PE department at BHS uses office hours to interact with students to discuss grades, performance, give recommendations and offer makeups for students that need it	**Physical Education** • SMUHSD timed mile rubric • Schoolloop • Makeup signup sheet • Schoolwide office hours
Special Education In the BHS Special Education Department, student feedback 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. Students with IEPs work with case managers throughout the year on the Individual Transition Plan (ITP) and write specific goals related to postsecondary education, career, and independent living. These goals and the ITP plan, evaluated every year with student and parent feedback, drive course selection. SPED students complete a variety of different transition plan assessments such as a Values Assessment and a Career Interest Inventory.	**Special Education** • The ITP, corresponding goals, and evidence of student a student interview. • Values Assessment • Career Interest Inventory • Department of Rehabilitation Referrals • Golden Gate Regional Center referrals • Project Search • Integrated Work Based Learning

Students within the AAC and ATC program employ a life skills curriculum and are connected to agencies that support their ITP goals. Diploma programs utilize the services of transition and vocational specialists to connect the students to appropriate agencies.	
CTE In the BHS CTE Department, student feedback 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. Students are given formal and informal opportunities to provide feedback. Culinary students give input to curricular unit focus. CTE students design and execute specific projects during the semester. CTE shares learning objectives for each assignment or project with its students as a means of focusing student learning on results.	**CTE** • Photo Critiques • Peer Feedback Form
Counseling In the BHS Counseling Department, student feedback 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. BHS counselors meet with students to make sure they are aware of college requirements and put plans in place to make them eligible. Counselors also meet with students to ensure they are aware of the BHS graduation requirements, regularly adjusting yearly plans to accommodate student's goals beyond high school. During course selection and scheduling, BHS counselors ensure that students are enrolling in classes that will assist them in attaining their academic goals. For example, if a student wants to be eligible for 4 year colleges, BHS counselors ensure students are able to provide the level of classes needed. The Graduation and College Entrance Requirement Grid, used with students and families at BHS, explains BHS graduation	**Counseling** • Graduation and College Entrance Requirement Grid

requirements and informs students of college requirements and the BHS course that fulfills each requirement.	
Math In the BHS Math Department, student feedback 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. Math teachers at BHS model what is needed for student work to meet standards, as well as modelling what does not meet the expected standard. In addition to modeling, Math provides Guided Unit Reflections for students to enable them to monitor what they have learned and still need to master; exit tickets to modify instruction; student surveys to supply feedback; returned tests for post instruction review.	**Math** • Formative Assessment example from Algebra 2B/Pre-calculus pilot course. • Student example of Self Reflection • Teacher Formative Assessment Tracking
VAPA In the BHS VAPA Department, student feedback 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. In ceramics, each student creates and maintains a personal class google doc to monitor their progress throughout the year. Self-reflection on progress informs the teacher and student, indicating mastery of the material presented.	**VAPA** • AmandaGawadCeramics2.pdf • EllaBurrows1st.pdf
English In the BHS English Department, student feedback 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. English students at BHS complete self-evaluations and meta-analyses of writing goals at the end of each semester; English teachers at all grade levels share rubrics with students prior to each writing assessment to communicate writing and	**English** • Writing portfolios (containing self-evaluations and revised assessments), unit plans • Sophomore AS Goal Setting Documents • Sophomore AS Google Form Feedback (Bethany and Jenna) • Course Evaluation sheets (see email sent by Bethany)

comprehension standards to students.	
World Language (WL) In the BHS World Language Department, student feedback 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. WL teachers at BHS model the writing process and give examples of proficient work. WL teachers share student work anonymously during class, using strategies such as Socrative and PearDeck, including the use of a document camera to display work on paper. These strategies facilitate discussions about the student work based on the rubrics provided. WL students also complete self-evaluations and surveys throughout the semester, reflecting on their progress towards meeting the standards.	**World Language** • Example self-evaluation • Example Pear Deck with sentence starters used in Spanish II. Student work was highlighted and discussed in class based on the rubric in preparation for a presentation on the same topic. • Self / peer reflection feedback form for presentational speaking • Self / peer evaluation for presentational speaking: cultural comparison
Science In the BHS Science Department, student feedback 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. Science teachers develop "Need to Knows" for each curriculum unit of the NGSS California framework, and provide practice with each objective. Formative and summative assessments are based on the "Need to Knows." Broken down into manageable units, the objectives pair students with an online activity, and provide the necessary quizzes to check for understanding. Many Science assignments and assessments can be resubmitted for redemption and to assure mastery prior to summative assessment. PLC members in the Science department review summative assessment results, reteach when appropriate, and adjust assessment materials as necessary.	**Science** • Chemistry Unit "Need to Know" • Biology Unit "Need to Know" • Physics Unit "Need to Know"
Health At Burlingame High School, student feedback 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. During PLC time, Health teachers analyze student assessments and adapt curriculum and assessments based on student results and input. At the end of each semester, as part of the final, students take a course evaluation. Based on student input and feedback provided, Health teachers revise and adapt instruction and	**Health** • Final Evaluation • Health Dept. Summer PLC Work

assessments. Health teachers use PLC professional development days during the summer to revise curriculum and assessments, implementing student feedback provided.	

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

The school, with the support of the district and community, has 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. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: 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.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
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.	
Counseling/Special Education In the BHS Counseling Department, the following stakeholders are involved in the assessment and monitoring process of student progress: the SMUHSD, the SMUHSD Board, all BHS staff, BHS students, their parents/guardians, and the Burlingame business and industry community. Weekly meetings, known as Student Review Team (SRT) occur with representatives from academic counseling, BHS administration, the BHS Health office, attendance, Special Education, the BHS School Resource Police	**Counseling/Special Education** • SRT notes, AERIES notes • SRT forms • Work site notes/work-site evaluations • Communication Logs

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. Weekly Check-ins: Instructional aides and case managers of the adult transition program meet three times a week to discuss vocational progress at various community work sites. Instructional aides complete work-site evaluations during each work shift to document student progress towards vocational, behavioral and social IEP goals. Check-ins influence adaptations support and modifications that take place at student's work sites. Parent involvement in the IEP process includes monitoring and assessment of goals and placement. Special Education teachers maintain frequent contact with parents via phone calls, emails, and conferences.	
CTE In the BHS CTE Department, 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. CTE Teachers regularly involve industry advisors in the monitoring of student progress. Students participate in industry and community sponsored curricular projects such as creating designs for the Mid-Peninsula Boys and Girls Clubs, planning a Pop-Up Cafe, Creating Public Service Announcements for Alcohol Awareness week. Industry professionals are brought in to review students' work and give feedback. Students also enter industry specific competitions which are judged by industry professionals.	**CTE** • Industry Advisory meetings, Guest Speakers, Industry Evaluation of Student Projects. • Culinary projects photos
Social Science In the BHS Social Science Department, 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. Teachers monitor student progress by posting work and scores in Schoolloop, contacting parents via progress reports, emails, phone calls, IEP's, meetings with students, parents, and counselors. The Social Science department chair interacts regularly with SMUHSD personnel at District Curriculum Council meetings and with other department chairs at School Curriculum Council meetings. In terms of community involvement, Social Science teachers recommend students for scholarships to local community groups like Rotary Club, Daughters of the American Revolution, and other agencies.	**Social Science** Schoolloop

The Social Science department sponsors the Model United Nations and Mock Trial clubs, which give students the opportunity to work with scholars, diplomats, and attorneys in the community. The Social Science department also sponsors the SOJOURN Civil Rights trip as well as hosting Ms. Farkas, a nationally renowned Holocaust survivor who speaks annually to 10th graders. Government and Economics classes benefit from Rotary Club mock interviews, speakers from vocational colleges like FIDM(Fashion Institute of Design and Merchandising), and financial planners' presentations.	
English The BHS English Department, involves all stakeholders in the assessment and monitoring process of student progress communicating student performance on assessments, grades, and progress to students, parents and guardians via email and grade postings on School Loop. Some teachers, students and parents are using Canvas to access this data as we make a full transition to the new platform next school year. BHS mails quarterly progress reports home to families, and teachers call home, and schedule parent-teacher, or parent-teacher-student meetings in order to address students' needs and build plans and create next steps to achieve mastery of the concepts under study. BHS also mails PSAT performance data and results of the Smarter Balance Assessment taken at junior level to families.	**English** • Schoolloop/CANVAS • Progress reports mailed home • Performance data communicated to community/families • Burlingame B, reporting on school-wide achievement
World Language In the BHS World Languages Department, 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. In World Languages classes, WL students regularly practice self and peer assessment so that they are aware of their progress in relation to learning objectives. Several World Language teachers use digital agendas to provide information to parents and students that enable them to monitor progress. Students are informed of short-term and long-term goals at the beginning of the unit, and receive individual and group feedback in a timely manner.	**World Language** Self-assessment rubrics: • Interpersonal writing self-assessment Guided peer-editing • Using the target language in the class • Spanish self-assessment rubric • Italian self-assessment rubric Spanish daily digital agenda for Spanish and Italian teachers: • Italian AP - agenda • Italian 3 - agenda
BHS Parent Input At Burlingame High School, parents are involved in the assessment and monitoring process of student progress. Parents	• Mrs. Feder (Conversation)

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.	
BHS Student Input At Burlingame High School, students 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.	- Claire B. - Student (Conversation)

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
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.	
English 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	**English** - District test data - Counselor watch forms - SRI results - CELDT - Smarter Balance Assessment? - Carol and Jenna Syllabus - (Old *Catcher in the Rye* essay questions vs. new *Catcher in the Rye* essay questions) - Socrative Data - PearDeck Data - Google Forms Data

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.	• Student work samples • Re-teaching lessons: PowerPoints, Graphic Organizers, Assignments
Social Studies The BHS Social Science 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. Regular AP US History (APUSH) assessments are based on the APUSH Test. These assessments measure proficiency in various historical thinking skills including comparison, analyzing evidence--content and sourcing, argumentation, causation, patterns of continuity and change over time, periodization, contextualization, and synthesis.	**Social Studies** Standard Chapter Test
Special Education The BHS Special Education 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 is prevalent across disciplines. English Learners who have IEPs often struggle to pass the CELDT even if they speak English only at home or at school. The IEP team can reclassify EL students through the IEP process if there are other quantitative or qualitative assessments that show that the student has met the qualifications for fluency in English.	**Special Education** • CELDT Test • SRI • SMI
Physical Education The BHS PE teachers regularly examine and analyze standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas. For some units, a written reflection assigned to students allows to reflect on and demonstrate, through their observation, improvements	**Physical Education** • Unit Reflections • Mile Time graph Chart

made during a particular unit. PE students also regularly calculate their split times during mile time assessments and Fun Runs. Students also graph mile times giving them a visual representation of their progress.	
Career Technical Education The BHS CTE 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 is prevalent across disciplines. All CTE students are given the opportunity to write technically in order to aid in the mastering of CCCS standards. Students are encouraged to use domain specific vocabulary in their writing as well as in speaking during class activities. Students give specific technical feedback to one another on many assignments. Students write in a variety of formats, narrative, technical and evaluative. Students also use the internet to analyze sources and do research for a variety of projects. CTE instructors utilize current articles in the field and address CCSS literacy objectives via discipline-specific reading and writing assignments. Foods and Nutrition Units which focus on CCSS reading and writing standards include: Current Topics in Nutrition, Food as Medicine and Food Processing. Culinary assignments utilize multiple math strategies reflective of industry necessary skills. Culinary students write on-line recipe reviews. Video and photo students use google docs to comment and give feedback on each other's work using specific technical vocabulary. Students write scripts for documentaries, narrative shorts and advertisement among others.	**Career Technical Education** • Technical Processes Template • Technical Script • Narrating a technical process, culinary • Soft Skills PD for CTE • Yummly.com, epicurious.com • Food AS Medicine lesson • Curriculum Map • Foods Curriculum Map
Science The BHS Science 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,	**Science**

language development and the use of academic language are prevalent across disciplines.	
Counseling The BHS Counseling 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. District generated assessment data are the basis for placement in support classes and for general course selection advising with our incoming 8th graders.	**Counseling**
Math 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 AP Statistics and AP Calculus classes regularly assign Free Response Questions that require students to use academic language to justify their answers.	**Math** Algebra 1 Spring board Unit 1
VAPA The BHS VAPA 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. VAPA students regularly write in order to analyze work using domain specific vocabulary. Students also reflect on their process and document the stages, iterations and development of creative ideas and project refinement. Types of written work include creative writing (narrative), technical writing (such as writing screenplays, music, or describing techniques), and evaluative writing.	**VAPA** • Example Graphic Organizer for Artwork Analysis • Artist Statement Organizer • Sustained Investigation Write Up Organizer

Students conduct research and planning using the internet and compile documents in online resources as design documents for their projects	
World Language The BHS World Language 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.	**World Language**

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	**Supporting Evidence**
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.	
English 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., pullout 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	**English** • D,F list handed out at beginning of Spring Semester, 2017 • Selection of new text and unit, *Fahrenheit 451* • *Henrietta Lacks* Unit • English I PLC Work Day Documents, Fahrenheit 451 Assessment Design and Unit Planning • Google Summit Notes

justice, Common Core Standards, and continuity within respective grade levels. With the increase in 1:1 laptop carts, PLCs have identified an ever-increasing digital literacy need for themselves and students alike. To develop more skills and knowledge around Google Suite, so to support students in eventually moving towards a paperless classroom, our department chair participates in Google Summit Training Courses to teach department PLCs how to increase usability of Google Applications in the classroom.	
Math The BHS Math Department uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. Math teachers are using professional development funds to have curriculum discussion days where assessment results are used to evaluate what instruction still needs to take place and what additional support for students is needed. Additionally, the Math department is working on a vertical realignment of classes due to the change to Common Core and a change in materials. Teachers used professional development to learn an online practice program, Mathspace, being used in the Algebra 1 classes.	**Math** • BHS Math Department common core alignment • www.mathspace.co
Social Science The BHS Social Science Department uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. BHS switched to a modified block schedule several years ago to better support more in depth critical reading, writing, and thinking skills. Professional development focuses on addressing Common Core Standards. In AP US History and AP European History, Social Science teachers have aligned much of our assessment to the new AP Exam which is aligned with Common Core.	**Social Science**
World Language The BHS World Language Department uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. Spanish and Italian classes at BHS observed a disconnect between student grades and their communication. As a result, conversations began regarding the validity of traditional grading practices. Over the last 3-4 years, Spanish and Italian teachers have shifted toward a more	**World Language** • WL Team meeting Minutes • Solution Tree Assessment Conference Materials • California Language Teachers Association Conference Materials • Data video

standards based focus in terms of assessment, grading and learning. The SMUHSD and BHS administration have provided time and money for conferences and team meetings to discuss and learn about standards based and performance based practices. WL teachers at BHS met to look at data of grades after the first year of standards based practices and conducted WL team meetings during the summer to adopt Standards Based common policies and practices Recently, a WL teacher attended a two day Solution Tree Assessment conference. Several WL teachers attended California Language Teachers Association conferences.	
Science The BHS Science Department uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. Science Department PLCs often review results of assessments to ensure that students have met learning goals and expectations. When these expectations are not met, Science allows additional resources, support, and time to foster further development of Science skills. Results of assessments can also guide Science PLC members to discuss best practices with regard to specific learning goals. Occasionally, if many students miss specific learning goals, Science adjusts or modifies lessons or units to ensure that these learning targets become more accessible to students.	**Science** • Test corrections available for some assessments (students review and revise missed assessment targets) • PLC meeting minutes
Special Education The BHS Special Education Department uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. Some changes in the BHS school program include co-teaching opportunities. SAI class availability is also subject to student need.	**Special Education** Co-teaching sections
Physical Education The BHS PE Department uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. BHS PE teachers regularly attend the CAHPERD conference, informing teachers of current instructional strategies and teaching practices.	**Physical Education** • Curricular mapping • Common assessment rubrics • CAHPERD

VAPA The BHS VAPA Department uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.	**VAPA**
CTE The BHS CTE Department uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. CTE instructors constantly modify curriculum to reflect trends in the industry as well as transferable and portable skills students need to be college and career ready. Industry advisors meet with instructors to review curriculum and give input. CTE instructors' current focus in professional development is "soft skills," as recent research has indicated that employers are looking for young adults who possess this skill set. To this end, Culinary instructor designed and presented "Leveraging real world skills through everyday classroom experiences."	**CTE** • Industry Advisor Letter • Industry Trend Sample lesson • Soft skills guideline • Leveraging Skills PowerPoints
Health At Burlingame High School, student feedback 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. During PLC time, Health teachers analyze student assessments and adapt curriculum and assessments based on student results and input. At the end of each semester, as part of the final, a course evaluation is given to students. Based on student input and feedback provided, Health teachers revise and adapt instruction and assessments. Health teachers used PLC professional development days during the summer to revise curriculum and assessments, implementing student feedback provided.	**Health** • Final Evaluation • Health Dept. Summer PLC Work

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Burlingame High School periodically assesses its curriculum and instruction review and evaluation processes.	
Curriculum Council The BHS Curriculum Council periodically assesses its curriculum	**Curriculum Council**

and instruction review and evaluation processes. Departments look at grade distribution among department members to look for consistency in grading policies.	
Special Education The BHS Special Education Department periodically assesses its curriculum and instruction review and evaluation processes. The SPED department works with the SMUHSD District Office to determine appropriateness of different Special Education programs for each student. The Applied Academic Curriculum (AAC) program has worked in conjunction with the SMUHSD and the various school sites to ensure the curriculum for students on the Certificate of Completion program sets students up for postsecondary success. Special Education teachers participate in District Curriculum Institutes over the summer.	**Special Education**
CTE The BHS CTE Department periodically assesses its curriculum and instruction review and evaluation processes. CTE courses are constantly monitored and modified to meet current industry standards and trends in the workforce. New programs such as photography and computer science were introduced to reflect changing student needs and desires.	**CTE** • CTE Course Revision • Advanced Exploring Technology Being Introduced Fall 2018
Science The BHS Science Department periodically assesses its curriculum and instruction review and evaluation processes. With California's recent adoption of the NGSS and development of a framework in that regard, the Science Department is updating its curriculum to include the standards and major facets of the NGSS. This work is being done collaborative, within the context of subject-area PLCs to ensure both horizontal and vertical alignment.	**Science**
English The BHS English Department periodically reviews its curriculum, instruction, and evaluation processes with the use of course feedback forms at the end of each semester. The department collects student feedback regarding instruction, rigor and interest, then interprets the feedback to determine adjustments in curriculum, instruction and assessment. At the beginning and throughout each unit, PLC groups meet to review and continue to develop common assessments and rubrics to most effectively assess progress towards and competency of Common Core standards. The English department discusses student performance on assessments, interests, technology, current	**English** Student Feedback Form, Sophomore AS, Junior CP

events and social issues, to determine which fiction and nonfiction reading materials to incorporate into the curriculum each year.	
Counseling The BHS Counseling Department periodically assesses its curriculum and instruction review and evaluation processes. BHS academic counselors evaluate student transcripts, current grades and mental health stability to make referrals to other district programs to help them graduate on time, be successful and complete classes in a different manner.	**Counseling** • Jumpstart referral form • Independent study contracts • Adult school applications, • Middle College application, • Peninsula High School referral form
Social Science The BHS Social Science Department periodically assesses its curriculum and instruction review and evaluation processes. At Burlingame High School, 11th graders in all levels of US History--AP, CP, and Sheltered responded to a common document based question on the responses of Hoover and Roosevelt to the Great Depression. US History teachers at all levels read and discussed the essays against a common rubric in an attempt to monitor the rigor and effectiveness of our instruction and student progress in critical writing. The 10th grade level assigns and scores a common expository essay on the causes of WWI. At the AP levels, assessment of content knowledge and writing skills are developed in common with each other and frequently scored against the AP rubric.	**Social Science**
Math The Burlingame High School Math Department periodically assesses its curriculum and instruction review and evaluation processes.	**Math**
Health Within the BHS Health department, Health teachers are continually assessing the Health curriculum, instruction and evaluation processes. PLC time is embedded in the BHS schedule, allowing for collaboration to take place among Health teachers during Wednesday morning collaboration from 8am to 9am. Since State and Federal mandates related to Health and Wellness are constantly changing, Health adapts the curriculum annually to meet the needs of the changing California State Education Code and current trends, including changes in medical technology, technology, identity, etc.	**Health** • CA Health Education Content Standards • California Education Code

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Burlingame High School employs security systems that maintain the integrity of the assessment process.	
Standardized tests are secured in a restricted-access room. AP Exams: • AP proctors are selected and trained by AP coordinator and lead proctor before testing. • AP exams are counted upon receipt, distribution, and return to the testing room. Seating charts are utilized to note student locations and test serial numbers. • AP exams are counted multiple times prior to packing and return to the College Board. • No unauthorized electronics are allowed in the exam rooms. Enforced by signs, repeated warnings, bags/backpacks and lunches are kept separate from students and visual inspection by proctors upon entering the room. • Exact numbers of tests are ordered based on student requests. • Any unused exams are accounted for, noted on packing sheet, and returned unopened to College Board • Positive identification - Student photo identification (or use of school photo book) is checked upon entry into any exam room. • No unauthorized staff or students are allowed entry into the secure testing room when tests are present. CAASPP • Teachers proctor the exam after being trained by admin. • Secure online student testing portal utilized, per CDE guidelines. MATH • Alternate formative assessments for each subject ensure fairness and discourage students from knowing what exactly is on the test. • Tests are kept locked or secured in the classroom until they are given.	• Secure testing room; key is off the site master • AP Coordinator’s Manual • Seating charts, packing slips • Packing slips • Exam room signs, separate space for bags, separate tables for lunches/snacks • AP exam ordering,

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

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, 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 schoolyear. 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 Socrative 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.

Assessment is a vital part of Burlingame High School. The staff at Burlingame strives to frequently communicate with all stakeholders regarding student performance and progress. Feedback from parents and students is welcome and incorporated into the fabric of the school.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Over the last three years, BHS continues to improve both the absolute number and the percentage of student passing AP exams.
2. Schoolwide buy-in to and participation in ongoing PLC work culture thrives.
3. Many departments are using and/or experimenting with a variety of ways for students to revise/redeem their grades.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. A-G requirements:
    a. Need more minority students completing A-G.
    b. Need to increase A-G enrollment beyond the % of students with highly educated parents.
2. Embedding time into the school day (office hours, flex-time) to facilitate remediation with students not meeting standards.
3. Finding useful tools for formative assessments for all disciplines to give more timely feedback to teachers in order to adjust instruction based on results. (Canvas to load formative assessments)

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

LITTLE BIG GAME 2017
JUNIORS
10

CHAPTER 3

FOCUS GROUP E: SCHOOL CULTURE

SAN MATEO UNION HIGH SCHOOL DISTRICT
EDUCATION
THE FUTURE OF AMERICA
SAN MATEO, CALIFORNIA

Category E: School Culture and Support for Student Personal and Academic Growth

Based on the criteria in each category:

1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

E1. Parent and Community Engagement Criterion

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *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, special needs and online students.*

Findings	Supporting Evidence
Burlingame High School employs a variety of strategies to engage stakeholders in the learning and teaching process. In the Fall semester, BHS hosts Back to School Night, where parents/ guardians visit classrooms following their student's schedule and get basic information about their student's classes. A special 8th grade Parent Night in the Fall helps orient the families of incoming freshman for the following school year, and to share some of the programs offered at Burlingame High School. At 8th Grade Parents Night, the parents of next year's freshmen and the students themselves, whether they are committed to Burlingame High School or still deciding where to attend high school, learn about the programs offered at BHS. Each department provides general curricular information and discusses the differences between CP and AS/AP. Groups, like Robotics and Model UN, also promote extracurricular programs that students can get involved in. The principal greets the parents in the auditorium, and the BHS Cheerleading Squad, Choir, and Band give short performances. Foods and Culinary students provide appetizers and treats for families. This special parent night is hosted near the time of Panther Preview Day, where incoming 8th graders get guided tours and special course previews for our campus. During the Spring semester, BHS hosts Open House, where current parent/ guardians and potential families have the opportunity to visit classrooms and learn more about programs, electives and co-curricular activities. In addition to these events, the Counseling department hosts several parent information nights during the year. Topics included in these presentations range from successful transition to high school to financial aid presentations. This year, Burlingame High School has three full time wellness counselors and one full time wellness coordinator (shared with San Mateo High School) as part of a district initiative to address increasing student social emotional and mental health needs. Wellness counselors take referrals for both General Education and Special Education students, and assess the need for mental health intervention. The Wellness Coordinator also coordinates services provided by BHRS (Behavioral Health and Recovery Services), which provides on-site counseling for those students with higher levels of needs. The Wellness Team provides parent and community outreach through presentations, agency referrals and resources, and coordination with community providers.	• BHS Calendar of Events • BHS Counseling website • ELAC-DELAC/ Latino Parents Group • District website • Parent's Group website • Excellence Fund allocation for 2015/2016 • California Healthy Kids Survey • BHS Calendar of Events • Athletics Department Website

These wellness counselors are in addition to our four full time academic counselors, who attend to student’s academic, as well as social, emotional, mental health and crisis needs. In addition to course placement and program recommendations, school counselors conduct presentations throughout the year for both students and parents on grade level appropriate topics. Such topics include the freshman transition to high school, learning styles, stress management, graduation requirements, post-high school options, the college application/ admission process, social emotional health and wellness, and financial aid. School counselors also provide crisis intervention for students.

BHS uses the daily bulletin, Schoolloop, and other means of communication to keep students informed of college scholarships, deadlines, campus events, and school events. The SMUHSD is transitioning to CANVAS, a learning management program more suited to Google tools and other learning apps.

BHS also has a Family Engagement Coordinator who works to improve communication and outreach with Latino families and families of English language learners. The coordinator helps facilitate and organize monthly ELAC-DELAC (English Learner Advisory Committee-District English Learner Advisory Committee) and Latino Parent group meetings. According to our District website

“The ELAC advises the principal and staff at the school and DELAC shall advise the District’s local governing board on programs and services for English Learners at least once a year on the following required areas:

- Development/revision of the Master Plan of education programs and services for the English Learners, taking in consideration the Single School Plan for Student Achievement.
- Assessment a District-wide needs on a school by school basis.
- Establishment of District programs, goals, and objectives for programs and services
- Development of a plan to ensure compliance with any applicable teacher and instructional aid requirements.
- Review of the school's Annual Language Census (R30 Report)
- Review and comment on the District’s reclassification procedures.

The Family Engagement Coordinator and English Learner

Specialist completes the following:

- Find ways to make parents aware of the importance of being connected with the school.
- Monitor English Learner Reclassified Students progress toward improving English Skills and grades.
- Get in touch with teachers, parents and students in order to improve their grades.
- Communicate with parents to inform about programs and activities throughout the School District.
- Invite EL Parents to participate in our ELAC-DELAC (English Learners Advisory Committee-District English Learner Advisory Committee) and the LPG (Latino Parent Group) to share their concerns about their kids' education and to learn about the programs and services that the school can offer.
- Help parents in using Schoolloop to find about their kids grades, attendance etc. also to fill out reduced lunch forms and assessments forms, etc.

Burlingame High School has a very active and supportive parents group. The message from the parents group president describes their involvement:

"We are a crucial resource to the administration and a key communication link between home and school. We assist the administration by:

- Raising money through the BHS Excellence Fund to support critical programs that benefit students, parents, teachers and administrators
- Planning and executing an annual fundraising event, Toast of The Town
- Keeping parents informed with weekly emails and monthly newsletters
- Creating the Buzz Book (student directory)
- Showing appreciation for teachers and staff through events and gifts
- Volunteering at events, and in the computer lab and library
- Helping coordinate graduation logistics and a grad night event for seniors
- Offering an informative parent education program, and so much more!"

The BHS Parent's Group Excellence Fund supports curriculum, instruction, administrative services, and technology and student enrichment programs. As part of our career center, the BHS PAWS and EXPLORE coordinator positions are fully funded by the BHS Parents Group through the Excellence fund.

School Advisory Committee (SAC) is a committee comprised of parents, students, community members, teachers, and staff. SAC reviews policy matters from a wide range of topics. All parents--along with the committee members--are welcome to attend. SAC reviews special funding requests from teachers and staff and makes a recommendation to the Parent Group regarding what should be funded.

Booster groups include Athletics, Spirit, Music, Drama, and the Latino Parents' Group. Booster groups coordinate fundraising for their specific programs, and actively communicate with families of student participants. Italian teachers in our World Language department coordinate a student exchange program every year, alternating between hosting and visiting.

There are frequent guest speakers and discussion groups that keep parents abreast of issues that relate to their student. With so many ways to participate, most parents feel invested and included in the BHS school community. According to the California Healthy Kids Survey, 59 percent of 9th graders and 58 percent of 11 graders reported that parents feel welcome to participate in the school in the agree and strongly agree categories. 61 percent of our 9th graders and 53 percent of our 11 graders reported that parent concerns are taken seriously by staff in the "agree and strongly agree" categories. When asked if teachers communicate with parents about what students are expected to learn, 54% of 9th graders and 53% of 11 graders responded in "the agree and strongly agree" categories.

Parents had the opportunity to address the Healthy Kids Survey results, and come up with an action plan regarding issues of concern. One example is that the surveys revealed a possible substance abuse issue, particularly with our older students. The parents arranged for a Burlingame Police Department officers to give a narcotics presentation to the parent group.

The EXPLORE Program provides students with opportunities for examining real-life experiences in the workplace through job shadowing. Through this program, all BHS students can learn about careers in Health and Human Services, Business, Marketing and Retail, Culinary and Hospitality, Industrial Technology, Engineering and Arts and Communications. Our EXPLORE coordinator brings speakers from a variety of industries for the Speaker Series in Speech class.

The Athletic Department at Burlingame High School serves more than 50 percent of the BHS student body. Burlingame High School has one of the biggest and most robust programs in the district, county, and section for a public school. With over 600 students involved in athletics, we offer a wide variety of sporting choices for our student body at a number of different levels (dependent on grade & ability). Burlingame High School currently offers 7 freshmen only sports as a way to build connectivity with our 9th grade students while offering them a place for competition that is on par with their skill level and experience. The Athletic Department is a big part of BHS's culture and traditions, and there are a variety of ways that information or outreach is provided to students, families, staff, and the community.

The Special Education Department at Burlingame High School works regularly to involve and communicate with the families of Special Education students. In the Spring, the Department holds articulation meetings for incoming eighth graders and their parents. The SPED department is dedicated to developing and implementing IEPs that include parents at each level of the process to keep them abreast of student progress on goals 3 times a year inclusive of the IEP. Students are involved in a variety of staff supported clubs to encourage interactions with peers and infuse them into the school culture. General education courses for special needs students help promote positive social interactions. Community based job training programs, developed and implemented for the Applied Academics Program as well as the Adult Transition Program provide skills development within the community. Burlingame High School's Adult Transition Program provides opportunities for students within their program, as well as the Applied Academics Program, for social interaction through Burlingame University (BU) Lounge and special needs dances. BHS has hosted Special Olympics basketball for a number of years to support inclusiveness and positive peer interactions. In addition, CTE students facilitate interaction between the Adult Transition Program and Culinary and Foods students via themed-parties and cooking lessons.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively 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.*

Findings	Supporting Evidence
Burlingame High School solicits and employs business and community resources to support and extend learning in a number of ways. In particular, the BHS College and Career Center, Career and Technical Education (CTE), and Visual and Performing Arts (VAPA) programs provide a number of student learning opportunities connected with community partners. The People, Action, Work, Service (PAWS) community service learning program is an integral part of the BHS College and Career Center. This program helps students develop both in mind and spirit by providing them with powerful service and service learning opportunities that engender academic learning, personal growth, and civic awareness. There is no service hour requirement for graduation; however, students are encouraged to complete 50 or more hours of service work, and are recognized at the end of the school year in their classes. Students who serve 100+ hours each year are recognized at Seniors Awards night with the Golden PAWS award. BHS Students also volunteer with local and national organizations such as Shelter Network (local emergency shelter), American Cancer Society Teen Council, the yearly Relay for Life 24-hour event, and local coastal cleanups. The PAWS coordinator also recruits junior and senior students to be camp counselors for 5th and 6th grade students in our local Outdoor Education Program recruiting juniors and seniors to be counselors for 5th and 6th graders on a week-long trip. There are several student service clubs at BHS focused on supporting the school and community. For example, Students in Action (SIA) is associated with the National Jefferson Awards Foundation that develops student leaders (BHS became one of the first Bay Area schools to join the Jefferson Awards SIA Program). SIA has on average 30 active student participants, grades 9-12, and their most notable project is raising funds to	• PAWS Website • Government Classes' Community Service • BHS Club List • EXPLORE Program Website • College and Career Scholarship Website • Booster Groups Website • The Burlingame B.org • Journalism Education Association of Northern California

purchase goats for families in need, “Give a Goat”. Through SIA, they recognize individual students for their service work. There is a nomination process each semester, recognizing three outstanding students each semester. National Jefferson Awards Foundation, promoted and recognized through KPIX, has recognized several BHS students. BHS works with our media partner, KPIX, and the National Jefferson Foundation to recognize students for their service.

The Exploring Pathways Learning Opportunities Real Experiences (EXPLORE) program works closely with the parent community and well as the outside community to establish both job shadow and field trip opportunities. The BHS parent community is actively involved with our EXPLORE program, and helps provide connections and opportunities with industry experts. For example, in the 2015/16 school year, the EXPLORE program was able to provide a shadowing opportunity at the FBI based on connections within our parent community. Several other shadowing opportunities have been arranged through specific parent and community contacts.

The city of Burlingame and the Burlingame Recreation Center have a Youth Advisory Committee (YAC). YAC provides a link to the city of Burlingame and it is focused on service to the community. Many of the representatives on YAC are also Burlingame High School students, and are part of the school’s PAWS program and leadership program. This youth leadership group supports the Burlingame Recreation Center and the City of Burlingame in various community building events. A few of the activities they have helped coordinate include the annual tree lighting event, a special Valentine's dance for seniors, as well as a pasta fundraiser for the Youth Scholarship Fund.

The College and Career Center at BHS also works closely with different community groups, like the Rotary Club and Lions Club of Burlingame. Burlingame Rotary Club is very active in promoting college readiness and financial aid, as well as supporting classroom learning and lifelong skills. Every year, members of the Rotary Club cook lunch for all incoming freshman on Panther Prep day. Members of the Rotary club volunteer to conduct mock interviews and help evaluate resumes for students, particularly with 12th graders enrolled in Government class. Burlingame Rotary offers scholarships to students going to 2-year colleges and 4-year universities, and also offers the Rotary Scholar program. The Rotary Scholar program starts with the identification of a promising 8th grade student, who meets with rotary members once a year to update the group on her progress through high school, set goals and reflect on goal progress. Rotary deposits money each year the scholar participates until she graduates.

The Burlingame Lions club has a student speakers contest. Participants compete for the scholarship at the local club level, and then can participate at higher levels to earn greater scholarships. The Lions Club also offers two scholarships specifically for Burlingame High School students, one a general scholarship, and the other awarded to a student going into the field of nursing or occupational physical therapy. Last year, the Citizens Environmental Council of Burlingame awarded a scholarship to students looking to study environmental and sustainability issues in college. Our local Masonic Lodge offers a community service based scholarship and San Mateo County Alumnae Panhellenic scholarship is available for female students

The BHS Visual and Performing Arts Program actively partners with the community for a number of events. An annual Play-a-Thon, held at the Burlingame Train Station, showcases the Music Department's talent. BHS parents, as well as the community at large, attend this event. This event is a fundraiser to help defer the costs of purchasing new instruments, repairing instruments, buying sheet music, and purchasing uniforms. The BHS band provides entertainment at athletic home games as well as the Little/Big game each year. The BHS Marching Band performs field shows at several of the BHS football games during the year. Band camp takes place during the summer to ready BHS music students for the performance

BHS has several Booster groups for our VAPA and Athletics programs. Parents and community members receive information about upcoming events such as the Fall and Spring theatrical productions, Band and Choir performances, fundraising events, and sharing volunteer and involvement opportunities. In the BHS Drama department, students get the opportunity to work on developing sets for the theater productions. Parents, through the Drama Boosters, may help with the projects and share their area of expertise to enhance the set design.

BHS CTE courses are in the process of establishing advisory committees wherein parents and industry professionals in the community advise teachers regarding curriculum. Community members also serve as guest speakers in the classroom on occasion and offer input in order to assist teachers in staying relevant in their respective industry sectors. The BHS Parents' Group stays connected with teachers and classroom work by offering additional funding for special projects that enhance academic growth. BHS CTE students create "tangibles" in class to be shared with parents at their annual "Toast of the Town" fundraiser. BHS parents are able to see direct connections between the fund-a-need fundraising program and curriculum. Students in Video classes participate in community based film festivals such as the Clear The Air Film Festival won by a BHS students and the Directing Change Film Festival. BHS students in Architecture classes worked with the Mid-Peninsula Boys and Girls Club to help design their new Clubhouse.

CTE and the Fine Arts Department exhibit photographs, video productions, paintings, drawings, sculpture, etc. for parents and students to enjoy at Open House each Spring. BHS displays student artwork during the year in display cabinets throughout the school. As part of the CTE, the Nutrition Lab provides service learning opportunities during Back to School Night and Open House. BHS Culinary students prepare food to be served during these occasions to welcome parents and the community. BHS sponsors and hosts a district-wide film festival for the past three years. For the 2017/2018 school year, Burlingame High School will be hosting a district wide Student Leadership conference.

The journalism program at BHS offers Journalism 1 and Advanced Journalism and has been a successful program for over 25 years. The class explores the profession of journalism while creating a news website and a print newspaper about issues of interest to the students. Students learn to write in different genres, sell ads, promote articles on social media, take photos, and learn design (InDesign), edit, revise and gain leadership experience. The class is run like a newsroom and is a student-run class. BHS students enrolled in Journalism also have opportunities to participate in NorCal Media Day and other journalism workshops provided by colleges around the area. They also attend the NSPA/JEA annual Scholastic Journalism Conference in the Spring. While it is difficult to have speakers in our class because students are usually on a print cycle, BHS Journalism classes often have the editor of the San Mateo Daily Journal and local journalists like Peter Hartlaub visit our class. Several students have year-round internships at the local paper, *The San Mateo Daily Journal*. Students also have the opportunity to attend journalism camps available around the country during the summer.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *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 school's 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.*

Findings	Supporting Evidence
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 are 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 our oldest building, the A building, does not have adequate ventilation or air conditioning in all of the classrooms. During our warmest months, this lack of air conditioning can negatively impact teaching and learning in these classrooms. 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	• Classroom checklist • Maintenance logs on safety equipment • Master Schedule • Number of students with unassigned class periods • Restroom use logs • Data on suspensions • CTE curriculum • Digital Bridge • Data on bullying • Parent Speaker Agenda • Restorative Justice data • Wellness Counselor meeting log • Healthy Kids' Survey Data • Red Emergency Bag • Emergency Class rosters • Disaster drill schedule

reduce incidents of restroom vandalism decrease the number of students out of class when class is in session. 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. BHS addresses Internet safety in BHS CTE classes, and many of our 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. Burlingame High School administration deals with cases of bullying by interviewing the individuals involved, gathering information and taking various step including but not limited to: a) mediation between students involved b) parent contact c) Disciplinarian 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. 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 our 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 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. 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 a 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, our campus has five AED machines and two oxygen tanks that a handful of staff are trained to use.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *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 a caring, learning environment.*

Findings	Supporting Evidence
Burlingame High School demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. The BHS School Safety Plan is a board approved comprehensive document that addresses important emergency procedures and guidelines. At the start of the academic year, classrooms are	

inspected to make sure evacuation routes and drill procedures are posted and evacuation bags are present. Burlingame High School conducts lockdown drills, evacuation drills and earthquake drills annually. The first staff meeting of the year reviews important safety procedures and any changes to these procedures. BHS Teachers have expressed interest in more comprehensive lockdown and on campus intruder training. The BHS classified staff participates in a safety training class.

All BHS students receive a code of conduct policy that is published in their student planner. BHS administrators visit all history classes to review the rules and consequences with students. The BHS Code of Conduct sets high standards and expectations for students. Seniors have a Spring assembly to review special consequences for their participation in senior student activities in order to hold them to these expectations through graduation. Burlingame High School campus has a dedicated School Resource Officer and a closed campus.

BHS uses Alternative to Suspension more often than suspension; students are often counseled; sometimes given a detention. The rate of suspension has been low for the 2016-2017 academic year.

BHS Counselors and teachers work together to ensure that students are supported in their learning. There is a clear process for referring students to the appropriate counselor/advocate to address students' needs. There is a formal MTSS referral form that teachers can fill out, but the BHS Counseling department also offers support through drop in and scheduled visits, and email to ensure student's needs are being met. Three Wellness Counselors, new this year, specifically support students' emotional and mental health needs.

Office hours at BHS are available on Wednesday from 2:30-3:15 every week for students to drop in and receive teacher assistance. Although some students take advantage of this time to see their individual teachers, there are many who do not take advantage of this opportunity. There has been some discussion about changing the time of office hours to an embedded model that encourages students to use this time effectively. In addition to office hours, BHS students can receive peer tutoring in the Academic Center in the BHS Library, and many teachers hold office hours during lunch.

Some departments at BHS have moved towards a Standards Based Grading model to support students in their learning. The district and school site offer professional development opportunities for teachers wanting to learning more about this practice, and how to promote student learning through the use of formative assessments and opportunities to revise and redeem.

In order to appeal to a variety of student interests and strengths, BHS offers a number of elective classes. Some of these courses include Culinary Arts, Exploring Tech, Ceramics, AP Art, Drama, and Journalism, 3-D Video Game Design, Photography, Art of Video, Yearbook, Leadership, Computer Science, Choir and Band. Efforts to promote curriculum engagement around culturally responsive curriculum manifest itself in several of programs at BHS. One example occurs in our senior class, where “The Immortal Life of Henrietta Lacks” provides discussion to address the implicit bias and blatant racism across historical, scientific, and socioeconomic lines. In our Culinary Arts program, much of the Spring semester focuses on regional and international foods. BHS Culinary students and families choose dishes and present on their cultural food expertise. Burlingame High School also hosts an International Week, which includes a multicultural assembly and food fair.

BHS recognizes students frequently for their accomplishments. BHS Leadership and ASB work together to recognize a student-of-the-month at each grade level. Rising Star awards, distributed during classes, honor students who have improved their grade point averages, and awards are given to students who have made the Honor Roll with their names posted on the Honor Roll Bulletin Board. BHS recognizes and celebrates athletic accomplishments particularly at the end of the year farewell rally. BHS’s end of year rally also recognizes students for academic, service, and athletic accomplishments.

At BHS, there are staff and parent concerns about academic pressure. Burlingame High School addresses academic dishonesty with students who feel desperate and pressured for grades. It is unclear to what extent the pressure students feel to cheat or take on additional advanced course work stems from parent/ family pressure, peer pressure, or misperceptions about academic identity and success.

There are some concerns that our most vulnerable members of the student population are not advocating for themselves or seeking additional support.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's 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.*

Findings	**Supporting Evidence**
Burlingame High School has several initiatives in place to encourage an atmosphere of trust, respect and professionalism. Every year, a group of BHS teachers volunteer to form a social committee. The goal of the BHS social committee is to help build positive relationships within and between departments. The BHS Social Committee hosts a beginning of the year, mid-year and end of the year gathering for teachers and staff. The BHS Campus Wellness Coordinator also hosts a series of lunchtime events to encourage a sense of community among staff members. Instructional coaching is in place district wide in order to improve the quality of teaching and establish professional relationships. As part of the evaluation cycle, all teachers going through a full evaluation have access to an Instructional Coach. They are there to build a professional relationship, and to provide positive peer assistance and feedback in a series of non-evaluative coaching cycles. ICs are there to be an ally as teachers navigate the review process and gather data that allows them to inform their instruction. During the formal evaluation sessions with BHS administrator, Instructional Coaches are available to teachers to help provide clarification, additional evidence or suggest feedback. Based on the 2015/2016 School Safety Survey, 57% of BHS teachers surveyed identified that most adults to nearly all adults on the staff support and treat each other with respect. 56% of BHS staff surveyed stated that they agree or strongly agree that BHS promotes staff trust and collegiality. 57% of BHS staff surveyed identified that most to nearly all adults on staff have close professional relationships. Overall, 71% of BHS staff find BHS a supportive and inviting place to work, when combining strongly agree and agree responses. 51% of BHS staff (combined strongly agree and agree) feel they participate in decision-	• Social Committee • IC Coaches • School Safety and climate survey • Parent group website • SAC Website and Agenda • Student Attendance Review Board • PLC Goals • POW • Professional Development Agendas • District meeting calendar • Site TOSA meeting agenda • Healthy Kid Analysis: Guidance Counselor Presentation

making, 89% of the staff (combined strongly agree and agree) feel they have access to staff resources and training to do the job effectively, and 40% feel the district provides relevant paraprofessional training.

In the school safety climate survey, only 28% of BHS staff indicated that BHS is a supportive and inviting place for students to learn as well only 27% of the staff indicating that parents are encouraged to be active partners in educating their child. There might be a correlation between these data sets; perhaps more parental input from a larger cross section would make BHS a more supportive and inviting place for students to learn.

Monthly BHS Parent Group holds meetings on site, with the principal and an assistant principal in attendance. At these meetings, topics may include: parent volunteer opportunities, fundraising events, and areas of concern. The ELAC (English learners), Latino Parent Group have meetings six times per year. The BHS Black Parent Group meets once a month district wide, with some Burlingame High School parents participating.

The Site Advisory Committee (SAC) meets once per month to discuss different school proposals and initiatives. The SAC committee is made up of parents, administrators, teachers and students. This committee covers a variety of issues that affect student welfare, and makes recommendations to the parents group on the allocation of fundraising dollars.

BHS holds Monthly SARB meetings for students who need assistance or direction in their school attendance and behavior. The team, composed of Assistant Principals, Dean, Guidance Counselor, and Student Resource Officer discusses student needs and determines whether they are receiving an appropriate level of support at their current school site.

BHS teachers have adopted principles of Professional Learning Communities (PLCs) through course teaching teams, enhancing a culture of trust and collaboration through the sharing of data, designing support systems and modifying instruction to meet student needs. BHS teachers readily share best practices and engage in walkthroughs to provide insight to fellow teachers, setting aside time at least twice a month to meet in their course

alike teams to have these important discussions. BHS encourages students to develop a sense of self and community through school and community-based activities, including Service Commission, Students in Action, ASB Leadership, and many other opportunities provided by the PAWS program, or other classroom activities. Some of the programs BHS students participate in are “One Dollar for Life,” “Facing History and Ourselves: Pack It Up,” and the “Sock Drive for Revision.” The Buddies program establishes trust between freshman and upperclassmen and teacher advisors. In this program, BHS freshmen receive a peer mentor from an upper grade level. Many students in our ASB, Service Commission and Leadership programs volunteer to be “Buddies” or mentors to our incoming freshman students. The Buddies program provides enrichment experiences are provided to students during the extended lunch meetings throughout the year BHS encourages students to support one another and to build an inclusive culture. One example is BHS student and staff participation in the Day of Silence. This particular day helps to raise awareness for students who experience oppression. The LGBTQ+ Club distributes Day of Silence wristbands to students and staff members who wish to participate. Burlingame High School has teachers working on special assignment in leadership roles (TOSAs). The school sites TOSAs include Professional Development, Instructional Technology, and a STEM TOSA. The Professional Development and Instructional Technology TOSAs meet monthly at the district level and share objectives at site level weekly meetings. The site TOSAs work with BHS administration to develop and implement site professional development based on the needs of the students, staff, and district level objectives. Part of BHS’s professional development, sets aside time to analyze and discuss the results of the 2015-2016 Healthy Kid Survey. The guidance counselors put together a presentation that illustrated some of the data that was then used as discussion points amongst the teaching staff, asking staff to then identify potential solutions or the need for further information to better support students.	

BHS teachers and students are not directly involved in the creation of the Single Plan for Student Achievement (SPSA) or the Local Control Accountability Plan (LCAP). BHS administrators are responsible for writing the SPSA. During department chair meetings (Curriculum Council), district data and initiatives are shared with department chairs for discussion and feedback. The School Advisory Committee often reviews SPSA and LCAP information at their monthly meetings.	

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *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.*

Findings	Supporting Evidence
Burlingame High School has personnel, programs and coordinators to address a variety of student needs. BHS has systems in place to assist students who are having learning difficulties. SMUHSD has adopted a Multi-Tiered System of Supports (MTSS). At the base of the tiered program of interventions is the Freshman Advisory Program and Buddies Program, while Special Education provides intensive intervention at the top tier. The lowest tier serves the largest number of students and the top tier serves the fewest.	• MTSS Referral Form • SST Questionnaires sent out to teachers to get additional information • College and Career Center Website • Counseling Department Curriculum • Graduation Requirements

This year, Burlingame High School has three full time wellness counselors and one full time wellness coordinator (shared with San Mateo High School) as part of a SMUHSD initiative to address increasing student social emotional and mental health needs. BHS Wellness counselors take referrals for both general education and special education students, and assess the need for mental health intervention. The BHS Wellness Coordinator also coordinates services provided by BHRS (Behavioral Health and Recovery Services), which provides on-site counseling for those students with higher levels of needs.

In the previous model, Burlingame High School had a School Safety Advocate, whose responsibilities were to handle crisis and intervention in regards to student safety. The new model has shifted crisis intervention to BHS academic counselors. BHS Wellness Counselors also address crisis with students on their caseloads and during designated “drop-in” hours, in which BHS students can access a Wellness Counselor as needed. BHS Wellness Counselors hold a caseload of students for individual counseling services. BHS Wellness Counselors also provide Group Counseling services to students. The BHS Wellness Coordinator can manage crisis as needed, when other wellness team members are not available. The role redistribution and new referral process may need improved communication to make sure that our crisis and intervention services are still transparent and available. Our three wellness counselors are currently serving full caseloads, and it is evident that these services are needed and utilized. Because this program model is very new, we do not yet have the data to evaluate its efficacy.

These BHS Wellness Counselors are in addition to our four full time academic counselors, who attend to student’s academic, as well as social emotional, mental health and crisis needs. BHS Academic Counselors provide many academic services to our students, assisting students make appropriate scheduling choices and connecting students with programs and resources. BHS Counselors also communicate with parents, teachers and administrators regarding the emotional and academic welfare of students on a case by case basis.

BHS students can be referred for academic or emotional support by any campus faculty member. The Student Review Team (SRT) meets weekly with school counselors, administrators, attendance

aide, wellness counselors, special education department chairs, school psychologist, School Resource Officer and our health aide to discuss students of concern and provide case management. The SRT meetings may result in the referral of students for specific services, or initiate the student study team (SST) process. Some of the supports available are: Guided Studies (grades 9-11), SES class (Strategic English Support--9th grade only), Science Support class (for Biology and Chemistry), Academic Center (open after school for tutoring), and OSCR (On-Site Credit Recovery using Compass Learning online classes for credit recovery). BHS teachers are available to assist students each Wednesday during Office Hours or at other designated times. Students who need specialized accommodations are afforded a 504 Plan. BHS also has many clubs which offer a safe place to "hang out" with students and adults with similar interests. BHS counselors and teachers can refer individual students to our college and career counselor for individual support, college application process assistance, financial aid resources, and information about college entrance exams like the SAT and ACT. The College and Career Center, which is part of our Counseling Department, provides additional opportunities and support to our students. The College and Career advisor make classroom presentations, administers career interest inventories, and assists with college application list selection and the application process. Additionally, they provide resources for SAT and ACT support, and are the main contact and school expert for financial aid and scholarship information. Burlingame High School has a full time coordinator in charge of our People, Action, Work, Service program (P. A. W. S.) and our E.X.P.L.O.R.E. program. These programs put students into the community as volunteers and to job shadow to further explore their career interests and college majors. Both Career Center Advisors communicate programs and services regularly to students in order to support them in making timely and appropriate post high school plans. Every year, the college and career counselor conducts a Senior Survey to establish post high school plans. Students who leave this survey blank are individually contacted to follow up on post high school plans. Many of students choose to not go directly to a 4 year university, and this survey helps identify and assist them with the 2 year college sign up process. Mass emails, using Schoolloop, provide important news and date reminders, workshops and opportunities are announced in the daily bulletin, on the Schoolloop newsfeed, and during BTV news. During Naviance	

workshops, college and career counselors explain what services are available at the center and who students can contact for additional support.

Students receive NAVIANCE training every year, starting in the 9th grade. College and Career advisors go into every English class for each grade level, adding new content each year to help prepare students for graduation and college admission. By the time students are seniors, they have been exposed to tools that will help them identify potential colleges, different areas of study, as well as possible future careers within areas of interest.

Within the Career Center, the EXPLORE program focuses on field trips that augment classroom learning. Some examples trips include

- Autodesk gallery- for Architectural design
- Electronic Arts- for 3-D Game Design
- LIMPETs- for APES/ Environmental Science
- CCSF Culinary Program- Culinary Arts course
- GATE Students-- Venture capital firm
- UC Berkeley and CSM trips for our Guided Studies Students (exposure to 4 year universities, insight into requirements necessary to go that path.
- NBC Studio- Art of Video

In addition to field trips, the EXPLORE program also arranges job shadowing opportunities for students. Some recent examples include job shadowing at the Fire Department, a veterinary office, an attorney's office, and medical offices. A special shadowing opportunity at Franklin Templeton Funds, arranged in collaboration with Junior Achievement, took six students for a day to learn about finance and investment industry. Currently, the EXPLORE program is starting an internship list to advertise opportunities to the students. These are often summer internships, but have a wide range and appeal, including opportunities at the county level, to performing arts to non-profit organization internships.

BHS encourages students to live healthy lifestyles. The BHS Counseling department coordinated the first Alcohol Awareness month in April of 2017. All BHS students are required to take a semester long Health course, and also have the opportunity to enroll in Foods/Nutrition, which stress the components of healthy

living and nutrition. In addition, the Health Office is accessible to all students, staffed by a trained full-time Health Aide, who is under the direction of the District Nurse. The Health Aide has current certification in CPR, First Aid, and AED administration. Furthermore, the Health Aide regularly attends trainings that are focused on a variety of health-related topics, including Diabetes Management, Seizures, Anaphylaxis and Epi-Pen administration, Mental Health issues and available local resources, Medication Administration and State-Wide Immunization Requirements and Updates. The Health Aide maintains health records for all students and verifies that all immunization records and physician reports are current. The Health Aide notifies and updates teachers and counselors of students with major health issues (including recent injuries and concussions). She also assists the District Nurse with a variety of tasks, including vision and hearing screenings and medically clears over 800 students every school year to be able to participate in athletics. BHS teachers have opportunities to gain training in creating a positive school and classroom climate and helping students develop emotional regulation and focus through Mindful Education and Social-emotional Health workshops and conferences (Mindful Educators, EQ Conference)	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *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 instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Burlingame High School leadership and staff work to address individualized student learning needs through in classroom strategies and interventions, formal support classes, and credit recovery courses. An important focus of professional development at BHS has been the use of learning targets and formative assessment as tools for better understanding the teaching and learning process occurring within the classroom. Course similar teaching teams of teachers	• Professional Development • Marzano research group (Flygare) • Eric Twadell from Solution Tree • Formative assessment, grading practices, highlights from John Hattie's work • Digital 1:1 Program

have time to meet and plan instruction, and professional development has been provided on the use of student work protocols for the evaluation of student learning. Currently, 16 of our teacher classrooms have a class set of Chromebooks as part of our District's 1:1 technology program. This access to technology, along with professional development to assist teachers in utilizing effective learning management tools, has enabled teachers to differentiate instruction based on student learning needs and monitor in the moment student understanding through both informal and formal formative assessment tools. The 1:1 technology program has also made it easy to modify assignments, allow students to work at their own pace, and provides visual and auditory support during student learning experiences. Several courses at Burlingame High School aim to provide additional support to students while allowing them to access rigorous course content. Our Guided Studies program at the 9th, 10th and 11th grade levels is an optional course for general education students who have been identified as struggling academically. Students receive help and support in organization, time management, and a positive academic identity. The courses, taught by highly qualified teachers representing different subject areas, pinpoint areas where students feel challenged. There is an optional Science Support class for students struggling specifically in Chemistry and Physics, utilizing peers tutors and taught by a science teacher. Currently, Burlingame also offers a Strategic English Support for students struggling with grade level reading and writing, and has recently offered Algebra support courses. For students behind on graduation requirements, there is a program called On Site Credit Recovery (OSCR) which enables students to recover credits in required courses to stay on track for graduation. These courses are facilitated by a high qualified instructor, and students work at their own pace through a series of online modules and learning experiences. Any BHS teacher, faculty member, counselor, or administrator who is concerned about the emotional or academic welfare of a student can refer a student using the confidential MTSS referral form. Depending on the nature of the referral, a Student Study Team (SST) meeting may be initiated to evaluate the extent to which the student needs academic and/ or emotional	• Teacher Roster • 1:1 Meetings and best practices slides • Digital Bridge/ 1:1 Summer Institute

intervention. Tier 1 and Tier 2 interventions occur through the SST process. Students requiring a higher level of service, including Special Education services, can be referred for assessment. Burlingame High School employs a full-time on-site school psychologist who evaluates students as part of a team. If eligible for services under established criteria, students can be served via a variety of interventions including: Directed Studies classes, SAI classes (Specialized Academic Instruction core classes), AAC classes (Applied Academic Classes), Co-taught classes (currently Biology, Algebra, Modern World History, US History), Special Designed PE (a small class designed for those students who are not physically or emotionally ready for a large mainstream PE class), Adaptive PE (PE with designated specialized goals) along with the use of Instructional Aides both in the special education classes and in the mainstream classes. Instructional Aides provide pivotal supports for students with individualized needs, including accommodating curriculum, collaborating with teachers, and communicating with parents. Special education students also receive other individualized interventions such as speech/language therapy, vocational/transition services, occupational and physical therapy, vision specialist services, social skills instruction, job club, among others. Special education students are afforded accommodations and modifications according to their IEPs and at the beginning of the year, general education teachers receive a binder containing each student's accommodations. BHS special education department chairs conduct articulation IEP meetings each spring with feeder schools to develop appropriate IEPs for incoming students. Since Special Education students can receive services until age 22, BHS also provides the SMUHSD ATC (Adult Transition Class), services student ages 18-22 with life and work-skills instruction. Because the District has chosen to concentrate the EL population at other District schools, at this time, Burlingame High School does not offer specific courses for our English Learner population. The SMUHSD offers specific English Language Learner programs at our Capuchino, San Mateo, and Hillsdale High School campuses. However, SMUHSD has invested extensively in Constructing Meaning through EL Achieve. This professional development is focused on improving academic language instructional supports for long term English Language Learners in content area courses. Several of our Burlingame High School	

teachers have attended this professional development, and use the academic supports in their courses for our long term English Language Learners, and English language learners who have opted out of the full EL programs offered at other school sites. Burlingame High School also has a Parent Involvement Coordinator who communicates extensively with our parents of English Learner children, and helps monitor our EL student's academic progress.	

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: 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.

E3.3. Prompt: *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 under-performing or struggling students and the interventions to address these identified student 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.*

Findings	**Supporting Evidence**
The SMUHSD administers exams in Math and English to gather data pertaining to levels of proficiency of our incoming 8th graders. Through the 8th grade articulation process, BHS counselors receive transcripts from feeder middle schools to aid the course placement process. Counselors from the middle and high schools get together during Counselor Watch to identify students with both academic and social/emotional needs. Burlingame High School receives information from the middle school regarding students on 504 plans and holds articulation IEP meetings for students already identified as Special Education. For current Burlingame High School students in grades 9-12, teachers work with students in the classroom setting to identify specific student needs. BHS teachers use Tier I intervention strategies with struggling students, make parent contact and use office hours to meet with students who are willing to get help. The BHS Counseling Department monitors students who receive D and F letter grades at each six-week progress report discussing and implementing interventions as needed. BHS counselors review progress through Schoolloop, progress report data and	• SPED binder hosting accommodations • Instructional aide schedule • Tier I,II,III attendance letters • Parent contact (e-mail, phone, conferences) from teachers • MTSS: Structures and Interventions for School Site • MTSS Referral Form

teacher input to refer students to office hours and the Academic Center for additional support. BHS teachers and Counselors also hold parent-student conferences when needed.

For BHS students who need more than Tier I interventions, there are a number of Tier II interventions in place. A case management meeting, called Student Review Team (SRT), discusses some students to determine appropriate interventions. The SRT team includes counselors, wellness counselors, attendance and health clerks and administration. At this meeting, the team determines next step interventions/services and identifies a point person. Possible outcomes could be contact home, referral to a support class, referral to the school resource officer, the dean or a wellness counselor, or a referral to the Student Study Team or SARB process. Tier 1, Tier II and Tier III interventions are currently being redefined at the district level as part of a Multi-Tiered System of Support (MTSS) initiative.

In collaboration with SMUHSD, Burlingame High School is able to offer support classes that meet the specific needs of the student body on a yearly basis. Support class offerings change as data and needs reveal new information. Support classes may include Directed Studies, Applied Academics Program, Guided Studies, subject area support classes, or co-taught classes (SpED and GenEd). BHS students also have credit recovery options through our Onsite Credit Recovery course (OSCR) or summer school. For specific programs like Guided Studies and OSCR, there is district level data gathering, the intent of which is to monitor the effectiveness of the classes at each site. OSCR and Guided Studies Councils meet regularly to review data and ascertain program effectiveness.

BHS teachers in support positions maintain regular communication with General Education teachers, counselors and parents. They also work individually with students on goal-setting, social emotional resilience-building and academic skills.

Additionally, the SMUHSD has a variety of alternative placement programs off the BHS campus to support students in obtaining their high school diploma. These programs are in place to address a number of student needs, including academic and social/emotional needs. The programs include Peninsula Alternative High School, Middle College, Jumpstart, Independent Study, and Adult School.

BHS uses CELDT testing for English Language learners, who identified as speaking a language other than English at home. The test identifies their English proficiency. Students take the CELDT test in October, and may be reclassified in the spring of each year. BHS monitors Reclassified English Learners through a program named Elevation, a monitoring process performed once a year. Elevation sends an assessment form to each teacher to evaluate EL students on their academic performance. These assessments identify students that need more support with English language skills. The Parent Involvement Coordinator/English Learner Specialist monitors English Learner students on regular basis, depending on their academic performance. The coordinator assists with teacher-parent contacts and conferences to help improve communication about a student's progress and performance, and is also available to parents to assist them in filling out forms, knowing who at the school site to contact for additional support and services.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's 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).*

Findings	**Supporting Evidence**
There are several ways in which Burlingame High School supports equitable access to a rigorous and relevant academic curriculum. Burlingame High School has an Academic Center hosted in the BHS Library from 7th period to 5:30, Monday through Friday. The program, including both adult and peer tutors, is run by our Academic Center coordinator. BHS students may drop in during open Academic Center hours and sign up for a peer or adult tutor in a variety of subjects. Although there is not a formal referral process, teachers, counselors, the SST Team, and other support staff often refer students to the Academic Center.	• Academic Center Website • Faculty Handbook • Master Schedule • PLC meeting notes • Master Schedule • Course Offerings • District Homework Committee

BHS teachers provide weekly office hours for students to receive additional help and support, and there are campus wide office hours from 2:30-3:12 every Wednesday. During this time, BHS students can make arrangements to make up exams, receive tutoring, or discuss their academic progress with their teachers.

Special Education teachers at BHS collaborate closely with General Education teachers, particularly in our co-taught courses. Co-taught courses mainstream Special Education students into the General Education classroom, where a General Education teacher and a Special Education teacher work together to provide targeted rigorous instruction for Special Education students.

BHS Math offers accelerated courses so that students can make it to Calculus or Statistics by senior year. The SMUHSD offers a get ahead geometry course so that students can take Algebra 2 in grade 10, Pre-calculus in grade 11 and Calculus in grade 12. BHS students have additional support available in the Academic Center. On Thursdays, there is additional support offered through our Academic Center, with adult peer tutors and a retired math teacher.

BHS Science course offerings all meet the “d” requirement in the UC/ CSU a-g requirements, allowing students to meet both their graduation requirements as well as the “a-g” requirement when they pass the course with a C or better. BHS students also have available an academic science support course that they can take concurrently with chemistry and physics.

In this area, there is still concern about the disproportionality of certain student subgroups in our honors, advanced standing and advanced placement courses.   There is a need to revisit the data from our last WASC review and determine if there has been any improvement.

There have been several attempts to discuss student stress and emotional health with respect to exam schedules, homework holidays, and balanced course loads. These discussions have been initiated independently by our parents’ group, administration and faculty at different points over the past 3 years.

Co-Curricular Activities

E3.5. Indicator: 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.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-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.*

Findings	**Supporting Evidence**
The EXPLORE (Exploring Pathways Learning Opportunities Real Experiences) program serves all Burlingame High School students who are contemplating careers in the areas of; Health and Human Services, Business, Marketing and Retail, Industrial Technology, Engineering and Arts and Communication. Internships, mentors and job shadowing are arranged according to the interest of the student. The Burlingame Rotary, Burlingame Chamber of Commerce and the Burlingame Lions provide some of these opportunities. Additionally, surrounding Burlingame and San Mateo Elementary schools participate and provide opportunities for students who are interested in a career in general education and Special Education. The coordinator works with the school community(students, teachers, administrators and parents) to offer appropriate field trips and presentations P.A.W.S. (People, Action, Work, and Service) program and Jefferson Awards program are supported by the coordinator and offer students opportunities to take part in community service that matches their interests and ambitions. PAWS has made youth service an essential component of the educational program at BHS, increased community awareness of the educational value of youth service, and created a model of school-community collaboration that combines existing resources to promote youth service. BHS does not generally require community service hours except in senior Government classes, but does encourage them for all students. Students who complete at least 50 hours of service during an academic year are recognized. Those students who complete 100 hours of service each academic year for a total of 400 hours are also recognized at senior awards night with a Golden PAWS certificate. BHS is proud to be one of 30 lead schools to be part of the	• EXPLORE Website • PAWS Website • Leadership Syllabus • BHS Athletics Website • Burlingame High School Drama Facebook Page • Booster Groups Website • Theatre Website • Service Commission Syllabus • GATE Website

Jefferson Awards for Public Service Program. BHS works with local media partners as an influential proponent of public service, as well as an avenue through which members of the BHS community are themselves recognized for public service and presented with the Jefferson Awards. The PAWs coordinator, along with the Associated Student Body (ASB) will facilitate the nomination and selection of recipients. As winners are selected, their names are forwarded to our contact Burlingame High School offers two sections of Leadership. One class focuses on the school culture (what students do while they are at school) and the other class focuses on the school climate (how students feel while they are at school). About 16 students continue to take leadership each year from the previous year. Some of them change which class they are in and others stay in the same one, and some will skip a year and then take leadership again the following year. Leadership requires students to attend a small amount of other Burlingame High School activities (like sports games, drama productions, robotics events). The students pick and choose which activities they attend. Students also run the Spirit Shack during Open House and Back to School Night, they help with the Little Big Game decorations set-up & clean-up, and are in charge of Sport Senior night decorations In clubs run through the leadership program, students can create, organize and participate in activities linked to personal and academic interests. Students have the opportunity to create clubs twice during the school year and they can join a club at any point during the school year. Clubs generally meet during lunch once a week in a teacher's classroom. Membership for clubs range from 10 students to around 25 students. The school currently has 72 different clubs. During the fall semester, clubs participate in club week. Students can find out information about the various clubs on campus, sign-up for one, and participate in a variety of club competitions. During the spring semester, clubs participate in International Week as part of the Cultural Assembly and the Food Faire. One example of a leadership program club is the Student Impact Team club. This club organizes an event called KNOW LIMITS. The event is completely student run and is an event where students break down boundaries and cliques to honestly and openly	

discuss personal identity, school culture, and family life.

Outside of our leadership program and clubs, students at Burlingame High School have many opportunities for co-curricular participation. The Burlingame High School athletic department offers twenty one different sports, fifty-one teams, and seven freshmen only teams. More than 50% of the student body participates in at least one sport during the school year.

BHS students have the opportunity to perform, manage and support music and drama presentations to the school and local community. Currently, concert choir, choir, chamber choir, concert band, symphonic band, and jazz ensemble are offered, and students participate in music concerts twice a year, as well as perform at game, assist during dramatic productions and special celebratory events. The Drama teacher, in collaboration with our other VAPA teachers, puts together two dramatic productions each year. The number of students involved in the production varies, with musical productions including as many as 40 cast members and 25 crew members. The drama board has 10 elected/ nominated parents, and the Drama Boosters is made up of many parents of the cast and crew.

The School Service Commission is a curricular class and co-curricular program involving students in school events and community. BHS students participate in outreach events and represent the school to the community at open house, 8th grade visitor's day, 8th grade parent night, back to school night as well as special programs and assemblies. The Service Commission also hosts an annual fundraising pancake breakfast in conjunction with members of the administration, community and faculty.

The GATE Parent's Group offers grants for teachers to develop curricular and co-curricular programs and offers a series of summer courses available to all students in the community.

The Buddies program is a freshmen integration program that pairs every freshmen up with upperclassmen. Throughout the year, events are organized to help freshmen learn about the school, finals, and bond with their upperclassmen buddies.

At this time, there is not a systematic metric for determining the

level of student involvement in the co-curricular activities at Burlingame High School outside of our Visual and Performing Arts, Athletics and leadership courses.	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Burlingame High School has in place a wide variety of structures, programs, services and groups that facilitate a supportive school culture that fosters strong student personal and academic growth, and provides a safe and clean space for learning. There is strong parent involvement, which translates into connections for members and programs in the community for our E.X.P.L.O.R.E and P.A.W.S. programs, successful fundraising to supplement and enrich extracurricular and academic programs and parent volunteers at school events and field trips. The School Advisory Committee, comprised of teachers, parents, administrators and students, works with the Parents Group to ensure the Excellence Fund supports programs that reach a variety of students with diverse needs. The Family Engagement coordinator works with families of English Language Learners, monitoring student grades and communicating with families on the importance of parent involvement. The College and Career center works with students, families and community members to provide students with opportunities to investigate career and college options. The CTE and VAPA programs work with community members and industry experts, as well as with other school departments, to provide unique and authentic learning experiences. The Counseling department works closely with closely with our College and Career center, and leads a variety of parent and student outreach programs to prepare students for high school graduation, and the requirements for college and career pathways. The Counseling Department also includes Wellness Counselors, who work as a team to provide students with mental health supports through MTSS (Multi-Tiered System of Support). Special Education department members also work closely with our Wellness and Guidance counselors to support student success in the least restrictive learning environment. Students who struggle academically, but do not qualify for special education services, can receive additional support through our Guided Studies programs and the Academic Center. Peer and adult tutors, experts in a variety of subjects, are available in the Academic Center at the school library. Teachers can refer students to the academic center to receive additional support, and receive feedback on student academic center attendance. BHS students also have access to a credit recovery program (OSCR) to stay on track for graduation.

In addition to academic services, students have multiple opportunities to connect with the school through academic and co-curricular activities. The campus has over 50 student clubs to choose from, a leadership program that promotes student engagement in campus activities, a service commission with over 70 students enrolled, over 50% of our student body participates in our athletics program, and our P.A.W.S. program for service opportunities outside of school.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Prompt E1:

- Wellness services are available for all students through the MTSS program.
- School provides parent outreach (BTS night, open house) and parent support (parent education nights)
- Parent group supports student learning (VTF, PSAT) activities (booster), and fundraising efforts (Excellence Fund)
- Community involvement through EXPLORE program, PAWS, CTE, VAPA professionals in the classroom.

Prompt E2:

- MTSS service available, including Wellness counselors for student mental health.
- Clean and orderly campus with fast response times from maintenance.
- Wellness Coordinator, Social Committee, Instructional Coaches

Prompt E3:

- Camp Everytown, KnowLimits improves inclusivity.
- Mental health support personnel and services (data on number of suicide preventions/ services for students dealing with depression).
- Guided studies for 9th, 10th and 11th grade.
- Multiple types of support are making a difference
    - More students are graduating having met their a-g requirements
    - Increasing AP performance and participation.
    - Improvement in CAASPP scores
    - Large percentage of students move onto 2 and 4 year college after HS graduation

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

1. Promote healthy decision making, mindfulness and a growth mindset across all grade levels and student groups.
2. Be strategic and systematic with low tier interventions for students. For example, reconsider how office hours is used to maximize student support.
3. Recognize and reach out to students consistently not connected to the school, either academically, socially, or both.
4. Evaluate the need for faculty and staff to have the time and structure to have deep conversations about common vision, interventions and structures that work.

E1:

- Making parent engagement opportunities visible and accessible to all.
- Increasing communication to inform students on different opportunities to target a range of student groups.

- Making opportunities in the community visible and accessible for all students.
- Using the data on parent education to help identify and support students who may not have the support needed at home.

E2:

- Students who aren’t typically represented in AP courses or athletics need to be more incorporated into school culture and feel confident enough to communicate effectively with other students and teachers.
- Although not present in a defined metric, anecdotally staff members are concerned about promoting gender equity in terms of communication, success and respect.
- Focus on teaching more soft skills to incorporate all students and give them the ability to achieve at higher academic levels.
- Healthy Kid's survey shows a high use of alcohol as students continue at the high school.
- Healthy School Survey shows that 56% of our staff agree or strongly agree that colleagues treat each other with professionalism and respect. It is worth investigating why 44% do not.

E3:

- The concept of office hours is a great idea, but the timing and management could be improved to increase productive student use of this time.
- Achievement gaps still persists, still need to be mindful of the support systems in place for our unduplicated students.
- The 9th grade Health Class and other informational programs offered through our Counseling department are wonderful tools to promote wellness and healthy decision making. How do we promote wellness and healthy decision making across the school and across grade levels?

Prioritized Areas of Growth: Focus Groups A, B, C, D, & E

TASK: To prioritize the areas for growth in each section. This will inform our work in completing Chapter 3, drafting the Critical Learning Needs in Chapter 4, and completing the Action Plan in Chapter 5.

Section A: Organization

- ➔ A new principal and administrative team are establishing new 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.
- ➔ Improve communication and strengthen alignment of priorities between the district and school site.
- ➔ BHS needs to improve involvement from underrepresented stakeholders.

Section B: Curriculum

- ➔ BHS can increase its intentional focus across the curriculum on preparing students for college readiness in Math and English.
- ➔ BHS should improve our approach to working with students with special needs in college-prep and grade-level appropriate classes, including students served through IEPs and 504 Plans, and those who are identified as English Learners.
- ➔ BHS should improve articulation with feeder schools in terms of academic and career ready skills such as time management and organization in order to prepare them for high school. We should also work with feeder schools to encourage students to explore possible career pathways.

Section C: Instruction

- ➔ BHS should provide instruction in “soft skills” for all students.
- ➔ BHS would benefit from using data from formative assessment to guide instruction and reteaching.
- ➔ BHS strives to extend the collaborative culture from PLC/Department level across disciplines.
- ➔ BHS should continue to work on differentiating instruction to help all students master skills and content. In addition to enhancing differentiation for students, BHS should consider how to improve structure of office hours to extend opportunities for differentiation.
- ➔ BHS should continue to work on meaningful integration of technological resources to enhance instruction and help deliver engaging, differentiated instruction. BHS should also work on identifying a plan to include direct instruction on foundational technology skills for 21st century learners.

Section D: Assessment

- ➔ A-G requirements: [A] Need more minority students completing A-G; [B]Need to increase A-G enrollment to at and beyond the % of students with highly educated parents
- ➔ Embedding time into the school day (office hours, flex-time) to facilitate remediation with students not meeting standards.
- ➔ Finding useful tools for formative assessments for all disciplines to give more timely feedback to teachers in order to adjust instruction based on results. (canvas to load formative assessments)

Section E: School Culture

- Promote healthy decision making, mindfulness and a growth mindset across all grade levels and student groups.
- Be strategic and systematic with low tier interventions for students. For example, reconsider how office hours is used to maximize student support.
- We have a group of students consistently not connected to the school, either academically, socially or both.
- Faculty and staff need the time and structure to have deep conversations about common vision, and interventions and structures that work.

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

CHAPTER 4

CRITICAL STUDENT LEARNING NEEDS

SAN MATEO UNION HIGH SCHOOL DISTRICT
EDUCATION
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Chapter 4: Critical Student Learning Needs

OVERALL SUMMARY

The leadership team and all stakeholders at Burlingame High School are committed to our student's academic progress and individual well-being. While there are effective supports afforded to all students, there have been some changes at BHS that have impacted our support systems. These changes include new leadership, a more comprehensive Counseling program with the addition of three Wellness Counselors, the implementation of additional student support programs through our Multi-Tiered System of Supports (MTSS), as well as a transition to more comprehensive support classes for students and away from specifically aligned classes such as Strategic Algebra and English Support.

Through these transitions, BHS has remained steadfast in its commitment to the academic and personal growth of all students. The result of these changes, along with the continued commitment of BHS staff, has resulted in increased graduation rates, UC/CSU a-g rates and CAASPP test scores. However, through the analysis of student performance data and perception data through survey results, BHS administration and staff are aware that our at-risk students are not making the same gains as other students, making the achievement gap still a point of concern.

In reviewing a variety of data points, it is evident that our 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 is true in meeting UC/CS A-G requirements and CAASPP scores.

In reviewing the claims of the CAASPP ELA and Math results, BHS staff recognized the following areas as areas for further attention and concentrated effort: "Problem Solving" & "Data Analysis", "Communicating Reasoning," "Listening," and "Speaking."

As a result of our analysis, BHS has identified the following Critical Student Learning Needs based on Profile and Focus Group analysis and findings:

1. Students need 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, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority.

2. BHS 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. BHS 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.

While working through the Burlingame High School ACS WASC/CDE self-study, staff has identified the following critical questions:

- How have instructional strategies implemented with Common Core affected student learning? Has the intensified rigor of Common Core increased the anxiety that students have towards school?
- How are we supporting our students from Hispanic/Latino, African American, and socioeconomically disadvantaged demographics?
- How well does the curriculum across all disciplines align to support the mental and emotional needs of our students?

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

CHAPTER 5

ACTION PLAN

SAN MATEO UNION HIGH SCHOOL DISTRICT
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Chapter V: Action Plan

The goal statements for Burlingame High School are purposefully broad and short to enable the faculty and staff to keep them in mind as we work toward improving our school program and culture. There are a select of strategies under each goal statement - these strategies indicate major areas of focus for the Action Plan.

Statement - Area of Improvement

Goal #1: Connect all students to academic and skill-based success.

Strategy #1: *Implement research-based instructional strategies for increased Tier 1 student performance.*
Strategy #2: *Create grade-level agreements for the inclusion of soft skills, executive functioning skills, and technology skills.*

Rationale:

Strategy #1: *Professional Development has been focused primarily on the implementation of PLCs in the past three to four years. With the shift from the STAR/CST and CAHSEE tests to the CAASPP, CAST, and EAP, teachers are requesting additional supports in identifying strategies that we can use to target specific skill building across the curriculum. When we review our MTSS work, significant progress has been made in academic and behavioral Tier 2 and Tier 3 supports, but the staff would like to shift some of that focus to building our Tier 1 interventions for additional classroom-based supports.*

- *Reduce number of D/F grades across grades by 10% by 2019-20*
- *Reduce number of multiple Fs across grade levels by 20% by 2019-20*
- *Increase number of students meeting 'College Ready' on the CAASPP/EAP by 10% by 2019-20 in ELA*
- *Increase number of students meeting 'College Ready' on the CAASPP/EAP by 10% by 2019-20 in Math*
- *Increase number of students tagged as IEP, 504, EL, Latino, and/or Parent Ed Levels of 'Some College' or below meeting 'College Ready' on the CAASPP/EAP by 10% by 2019-20 in ELA and Math*

Strategy #2: *To create continuity across the curriculum and support the creation of a guaranteed and viable curriculum, the staff at BHS find that consistency of teaching and classroom expectations are central to student success. To support student in finding academic and skill-based success, we are committed to creating grade-level agreements that focus on the intentional teaching of soft skills, executive functioning skills, and technology skills.*

- *Create grade-level agreements that identify the soft skills, tech skills, and executive functioning skills to be intentionally addressed by grade level and course.*
- *Develop and implement a schoolwide approach that supports all students in adopting a growth mindset with a focus on resilience and persistence.*
- *Increase number of students reporting agreement in classroom engagement by 10% by 2019-20 on CA Healthy Kids Survey*

Links to Critical Student Learner Needs / Schoolwide Learner Outcomes:

CLN #1: *Students need increased 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, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority.*
CLN #3: *BHS 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.*
SLOs: *Mind & Mindset; Research & Communication; Self-Awareness & Management; Civic & Social Responsibility*

Measurable Ways to Assess Progress:

- *Teacher Instructional Strategy Survey Results: teacher implementation of Tier 1 academic support strategies and instructional strategies; to be completed annually*
- *Professional Development Training Calendar and teacher attendance records: increase in teachers completing different strands of PD topics*

- *D/F Reports - decreased D/F rates across all grade levels*
- *CA Healthy Kids Survey Results: Increase in student engagement and student connection feedback*
- *CAASPP/EAP Results: positive improvement in all areas.*

Means to Monitor and Report Progress:

Leadership Team will be responsible for compiling the data and reviewing student performance and other indicators on an annual basis. Data and findings will be reviewed and analyzed at Curriculum Council, School Advisory Council, and Staff Meetings. BHS Administration will work with the SMUHSD district personnel to review progress and improvement plans on a semi-annual basis. Presentations are made to the Board of Trustees on progress toward our goals on a regular basis in coordination with the district office. Annual review of indicators guides the Single Plan for Student Achievement and annual Professional Development planning at the site level.

Actions to be Taken to Reach this Goal: Specific Steps	Timeline	Person(s) Responsible	Resources
Strategy #1: Implement research-based instructional strategies for increased Tier 1 student supports.			
Review Tier 1 strategies currently in practice in all classrooms, including instructional strategies. ➔ Review strategies on list ➔ Survey staff for current usage ➔ Review survey results with Curriculum Council ➔ Implement best practices	School Year 2018-19 Ongoing	Administration Curriculum Council	Meeting time
Intentional inclusion of instructional strategies training into Professional Development Plan for 2018-19 and 2019-20 ➔ Understanding by Design ➔ Universal Design for Learning ➔ Differentiation ➔ Research Skills ➔ Questioning Strategies ➔ 21st Century Skills / Literacies ➔ Instructional Technology	Spring/Summer 2018 Ongoing	Administration PD TOSA Curriculum Council	Meeting time Research outcomes on strategies that have the largest impact on student learning.
Intentional inclusion of instructional norming discussions into Staff Meetings ➔ Revise & Redeem Practices ➔ Homework Policies ➔ Homework-Free Holidays ➔ Grading Practices	School Year 2018-19	Administration Curriculum Council	Meeting time Scholarly work to support discussion of items (pros + cons)
Train teachers in Constructing Meaning techniques to improve student literacy. ➔ Differentiate workshops for teachers who have already attended a full training.	School Year 2018-19	PD TOSA Administration CM Training Coordinator	Staff Meeting Time Constructing Meaning Materials
Review inclusion of strategies in PD Plan on annual basis to determine next steps.	Spring 2019 Ongoing	Administration PD TOSA Curriculum Council	Meeting Time Data for Review PD Calendar + Attendance
Research additional Tier 1 teaching strategies that best support student learning and implement as determined by Curriculum Council and PD TOSA ➔ Gender Equity	Ongoing	Administration PD TOSA Curriculum Council	Meeting Time PLC Time PD Calendar + Training

➔ Student Inclusivity ➔ Peer Observation Week ➔ Student Shadow Opportunities ➔ Embedding of Office Hours into bell schedule ➔ Use of Academic Center		Intervention Specialist School Counselors Academic Center Coordinator	Opportunities
Provide Department and PLC time and training in the following topics: ➔ Course alignment - horizontal + vertical ➔ Identification of 'power standards': the need to know skills and content that are the focus of each course. ➔ CCSS/NGSS Implementation ➔ Cycle of Inquiry - including creation of and analysis of outcomes of common formative and summative assessments. ➔ Standards- or skill-based grading practices	Ongoing	Administration PD TOSA Curriculum Council	Meeting Time PLC Time PD Calendar + Training Opportunities
Engage teachers in evaluation process that supports their individual learning and professional growth. ➔ Instructional Coaches ➔ SMUHSD Evaluation System	Ongoing	Administration Instructional Coaches Teachers	Meeting Time SMUHSD Evaluation System
Engage teachers in site leadership opportunities ➔ Department Chairs ➔ Teachers on Special Assignment ➔ Wellness / OSCR ➔ Interventions & Supports ➔ School Advisory Committee ➔ PD Workshop & Staff Meeting Presentations ➔ Ad Hoc Committee Chairs	Ongoing	Administration Curriculum Council Teachers	SMUHSD Program Funding
Strategy #2: Create grade-level agreements for the instruction and inclusion of soft skills, executive functioning skills, and technology skills.			
Research and create a list of skills that we would like all students at BHS to embody and develop prior to graduation. ➔ Soft skills ➔ Executive functioning skills ➔ Technology skills ➔ Emotional Intelligence (self-awareness, self-regulation, motivation, empathy, etc.) Possible skills to include: ➔ Tech: Canvas, Google Suite/MS Office (Word, Excel, PPT), Netiquette (communicating with respect), Digital Communication (email, text, chat, social media - grammar and etiquette), Use of Browsers (bookmarks and favorites), Safety, Research Skills ➔ Soft Skills: Collaboration, Communication, Leadership, Problem Solving, Adaptability, Prioritization ➔ Executive Functioning: Planning, Organization, Task Initiation, and Time Management	School year 2018-19	Administration Curriculum Council School Advisory Committee Ad Hoc Teacher Committee Inst. Tech Coordinators (ITCs)	Meeting Time Research Time PD funds or Dept Head Days
Create and implement a matrix of the skills that will be addressed. Organize the skills and identify specific courses and grade levels that will teach them intentionally and with fidelity to ensure that all students have	School year 2018-19	Administration Curriculum Council Departments	Meeting Time Research Time PD Funds or Dept Head Days

practice in developing the skills.		Ad Hoc Teacher Committee	
Implement PD trainings that offer teachers support and best practices for instruction in each of the skill areas identified above.	Ongoing	Administration PD TOSA ITC TOSAs	PD Time
Offer PD for teachers looking to improve their own skills in each of the identified areas on the matrix. Teachers need to lead by example in their classrooms. ➔ Determine by survey at beginning of each year: how do our teachers want to improve?	Fall 2018 Ongoing annual surveys	Administration PD TOSA ITC TOSAs District PD and ITC TOSA Support	PD Time Survey

Statement - Area of Improvement

Goal #2: Connect all students to school culture and community.

Strategy #1: *Support all students in connecting to the school in areas outside of academics (i.e. clubs, athletics, visual arts, performing arts, and civic/community outreach opportunities).*
Strategy #2: *Refine and implement MTSS Tier 2 and Tier 3 interventions and school-based mental health supports.*

Rationale:

Strategy #1: *BHS, as an institution, is not currently able to determine how connected our students are to the school in ways other than academics and athletics. As a school community, we value the education of the whole student and offer a variety of ways for students to be connected to the school and surrounding community. This goal challenges us to determine how students are connecting, how many students are connected, and how we might increase the connection of students who are not currently participating in any extra-curricular activities.*

- *Determine baseline data to determine connectedness of students in 2018-19*
- *Increase overall student connectedness by 10% in 2019-20*
- *Increase student agreement in connecting to the school as reported on the CA Healthy Kids Survey by 10% by 2019-20*
- *Establish ways to celebrate the non-academic successes of our students: i.e., athletics, the arts, community service, etc.*

Strategy #2: *BHS has developed an MTSS Intervention Matrix that includes Tiered Interventions for students in the areas of Academics, Behavior, Emotions, and Social Supports. We have not, however, collected data to determine the efficacy of many of these programs. As we seek to improve our approach to instruction through the Cycle of Inquiry, we are looking to establish the same protocols for reviewing the outcomes of our site programs.*

- *Establish baseline data for current programs in Tier 2 interventions for Academics and Behavior: how are students being served, how can we measure improvement, and how can we improve our Tier 2 interventions and services?*
- *Focus on Programs that require site-based commitment of resources: Guided Studies, College Study Skills, and the Academic Center.*
- *Continue to refine approach to identifying students in need of supports and connecting them to supports (i.e. SRT, Counseling, Wellness Counselors, etc.)*
- *Establish procedures to efficiently connect students to supports - especially those identified as in need of Tier 2 and Tier 3 supports.*
- *Implement Restorative Justice Practices (RJP) and/or Positive Behavior Interventions and Supports (PBIS) to better support students in establishing positive school identity.*
- *Decrease in student risk-taking behavior as reported on the CA Healthy Kids Survey by 10% by 2019-20*
- *Decrease in student stress and mental health troubles as reported on the CA Healthy Kids Survey by 10% by 2019-20*

Links to Critical Student Learner Needs / Schoolwide Learner Outcomes:

CLN #1: *Students need increased 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, including those with IEPs, 504 plans, low academic capital, and English Learners to*

access the curriculum is a priority.
CLN #2: *BHS 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. This has been supported by the SMUHSD implementation of site-based Wellness Counselors, allowing reinforcement of and continued work around the reduction of student stress and anxiety.*
CLN #3: *BHS 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.*
SLOs: *Mind & Mindset; Self-Awareness & Management; Civic & Social Responsibility*

Measurable Ways to Assess Progress:

- *Baseline data for student connectedness established and published.*
- *Data collected for students receiving Tier 2 site-based academic supports: determine the impact of programs such as Guided Studies, College Study Skills, and the Academic Center.*
- *CA Healthy Kids Survey: increase in student connection to school, decrease student risk-taking behavior*
- *SRT Listing: number of students discussed at weekly support and intervention meetings.*
- *Aeries Intervention Dashboard: number of students supported and the interventions applied to each student.*
- *Completion of Transcript Reviews for students in Guided Studies and College Study Skills for past three years - establishing a baseline of students supported and efficacy of programs.*
- *Established and published procedures and protocols for each of the following items:*
    - *RJP or PBIS: investigation + implementation*
    - *MTSS Matrix: revision + refinement*
    - *SRT Meeting Format: refinement*
    - *Use of Universal Screener Information: review current procedures + refine as needed to best support students.*

Means to Monitor and Report Progress:

Leadership Team will be responsible for compiling the data and reviewing student performance and other indicators on an annual basis. Data and findings will be reviewed and analyzed at Curriculum Council, School Advisory Council, and Staff Meetings. BHS Administration will work with the SMUHSD district personnel to review progress and improvement plans on a semi-annual basis. Presentations are made to the Board of Trustees on progress toward our goals on a regular basis in coordination with the district office. Annual review of indicators guides the Single Plan for Student Achievement and annual Professional Development planning at the site level.

Actions to be Taken to Reach this Goal: Specific Steps	Timeline	Person(s) Responsible	Resources
Strategy #1: Support all students in connecting to the school in areas outside of academic (i.e. clubs, athletics, visual arts, performing arts, and civic/community outreach opportunities).			
Identify efficient manner to collect information on student connection to the following opportunities on campus: ● Athletics ● Academic Center Use ● Activity attendance - dances, sporting events, plays, etc. ● Club activity/membership ● Leadership/ASB participation ● Peer Tutoring ● Performing Arts participation ● Service Activities - on campus and off campus	Summer 2018	Administration District Office Support Student Data Analyst Support	Time Creative use of SIS

● Visual Arts shows			
Collect data on annual student connections to the items listed in the above area. Share and publish findings for community discussion. Compare actual connection data to student perceptions as reported in CA Healthy Kids Survey.	Baseline: 2018-19 School Year Ongoing info collection	Administration Student Data Analyst Counselors College & Career Center Advisor	Time Creative use of SIS
Identify and implement efficient means to inform students of ways to connect to opportunities.	School Year 2018-19	College & Career Center Advisor	Financial resources as needed with approval by Admin
Identify means to celebrate non-academic successes (as listed above) on an annual basis for all grade levels.	School Year 2018-19	Ad Hoc Teacher Committee College & Career Center Advisor Counseling Department	Financial resources as needed with approval by Admin.
Implement promotion of student connectedness in classroom visits and curriculum from counseling presentations	School year 2018-19	Counseling Department	Counseling Dept Curriculum
Add student assemblies to event calendar to address areas of focus to support positive school culture, possibly including the following topics: ➔ Challenge Day / Gender Equity ➔ Anti-Bullying / Inclusivity ➔ Character	Summer 2018	Administration Activities Director Counseling Department Wellness Counselors	Master Event Calendar Funds to pay for assemblies Changes to bell schedules as needed
Revise Buddies Day to increase student connection between students in grades 11/12 and incoming freshmen. ➔ Calendared topics for the year ➔ Targeted training for the staff ➔ Targeted continued training for buddies leaders ➔ Freshman specific assemblies as warranted	Planning: Spring 2018 Implementation: 2018-19	Activities Director ASB Administration (support)	Meeting time Funds for training?
Club Membership: ➔ Determine ways to honor students with continued membership in clubs. ➔ Determine how to promote club membership on a quarterly basis. ➔ Support clubs in equitable and inclusive membership rolls.	Planning: Summer 2018 Implementation: 2018-19	Activities Director ASB	Meeting time Tech to track student participation in activities.
Targeted Athletics Support / Panther Pit ➔ Provide students with positive models for participation at athletic events. ➔ Promote a 'Game of the Week' across campus to support all athletic teams. ➔ Research and implement a 'positive points/merit points' concept for attendance at games of the week.	Planning: Summer 2018 Implementation: 2018-19	Athletic Director Activities Director Administration ASB BTV	Calendar events Meeting time Training time/funds Tech to track student participation in activities
Research manners in which students can serve as a senate to monitor and promote positive behaviors on campus.	Research: 2019-20 Implementation: 20-21	Activities Director & ASB Administration	Meeting Time Outside School Visits
Strategy #2: Refine and implement MTSS Tier 2 and Tier 3 interventions and school-based mental health supports.			
Review current MTSS Tier 2 site interventions. ➔ Student participation ➔ Determine impact on student academics - positive or neutral? ➔ Complete 3-year study of grad cohorts including student grades	Review Fall 2018	Administration Teachers of Support Classes Counseling Department	Meeting time Data collection

and post-secondary plans for all students receiving Tier 2 class supports (Guided Studies, SES, SAS, Science Support) ➔ Revise and update Academic Support Classes			
Implement Designated ELD time in specific courses to best support English Learners ➔ dELD Classes for grades 9/10 and 11/12 ➔ Identify appropriate students for the course ➔ Work with District Office to implement new dELD instructional materials	School Year 2018-19	Administration Curriculum Council District ELD Coordinator	Meeting time Course sections Instructional Materials
Review current MTSS Tier 3 site interventions and protocols for Tier 3 referrals. ➔ Student participation ➔ Referral process: published? Efficient? Effective?	Review Spring 2019	Administration Counseling Department School Psychologist Wellness Counselors + Coordinator	Meeting time Data collection
Establish Restorative Justice Protocols for Tier 1 and Tier 2 student behavior infractions (including attendance)	Research + Plan: Fall 2018 Pilot: Spring 2019 Review/Revamp: Summer 2019 Full Implementation: 2019-20	Administration Dean Ad Hoc Teacher Committee	Meeting time Possible financial supports for planning time (summer/subs)
Establish Positive Behavior Intervention Supports ➔ Research effective PBIS Plans ➔ Attend PBIS training ➔ Create plan for BHS ➔ Pilot/roll out to staff	Research + Plan: Fall 2018 Pilot: Spring 2019 Review/Revamp: Summer 2019 Full Implementation: 2019-20	Administration Dean Ad Hoc Teacher Committee	Meeting time Possible financial supports for planning time (summer/subs)
Establish Anxiety Management/Support Program at BHS ➔ Establish baseline of students with SSTs/504s/IEPs stating anxiety/depression as a primary distractor from school. ➔ Present findings to DO ➔ Find space on campus for program	Baseline/Data Gathering: 2018-19 Present data to District Office Mental Health/Wellness team: Spring 2019	Administration Counseling Team Wellness Counseling Team Special Education Department	Meeting time Access to data
Continue to refine and revisit access to the Wellness Program ➔ Refine connection between Wellness Counselors and School Counselors. ➔ Refine SRT to identify trends of student behaviors/support needs and implement targeted mental health support appropriately.	Ongoing	Administration Counseling Team Wellness Counseling Team	Meeting Time Access to student data
Provide Professional Development for Teachers to better support student mental health needs. ➔ Culturally relevant instruction: to increase feeling of connection and engagement in the classroom ➔ Mindfulness Practices: to support student behaviors ➔ Growth Mindset: to support student behaviors in the classroom ➔ LGBT training: identify how we work with and support students in transitional life stages	Planning: Summer 2018 Implementation: Ongoing	Administration PD TOSA District TOSAs	Meeting time Training materials as needed

Statement - Area of Improvement

Goal #3: Connect all students to their future.

Strategy #1: *Implement school-wide practices to ensure all students meet academic requirements (UC/CSU a-g) to attend college upon graduation, with particular attention to students in subgroups: Latino, SpEd/504, English Learners, and students with parents with educational levels of some college or below.*
Strategy #2: *Intentional career navigation and exploration.*

Rationale:

Based on self-study findings, there is room for improvement in assisting all of our students in meeting major indicators of post-high school success.
Strategy #1: *Students in the following subgroups perform at a far lower rate than the average BHS student: Latino, English Learners, students with 504 and IEP plans, and those with parents who indicated that they have completed 'some college' or below.*

- *Increase number of students meeting 'College Ready' in Math by 10% in specified subgroups by 2019-20*
- *Increase number of students meeting 'College Ready' in ELA by 10% in specific subgroups by 2019-20*
- *Increase a-g completion rates of all seniors by 5% in specific subgroups by 2019-20*

Strategy #2: *There is a high rate of self-reported student stress on campus, along with a highly competitive college-going culture. The rationale in support of this strategy is to support students in exploring a variety of career options as well as the post-secondary educational requirements for those careers. We are looking to support students in making pragmatic plans to follow after high school graduation.*

- *Decrease student 'agreement' in stress by 10% as reported on CA Healthy Kids Survey by 2019-20*
- *Increase number of students completing CTE two-course pathways by 10% by 2020-21.*
- *Implement data collection and review of student concurrent enrollment at community colleges. Establish baseline in 2018-19 and promote course options in 2019-20 through 2020-21.*
- *Increase number of students completing community college coursework by high school graduation.*

Links to Critical Student Learner Needs / Schoolwide Learner Outcomes:

CLN #1: *Students need increased 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, including those with IEPs, 504 plans, low academic capital, and English Learners to access the curriculum is a priority.*
CLN #2: *BHS 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. This has been supported by the SMUHSD implementation of site-based Wellness Counselors, allowing reinforcement of and continued work around the reduction of student stress and anxiety.*
CLN #3: *BHS 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.*
SLOs: *Mind & Mindset; Research & Communication; Self-Awareness & Management; Civic & Social Responsibility*

Measurable Ways to Assess Progress:

- *UC/CSU a-g completion rates for each graduating class - transcript review*
    - *Review of disaggregated data: Latino, IEP/504, English Learners, and Parent Education Level*
- *College-going rates - focus on post-high school educational and training plans*
- *Graduation rate*
- *Senior Survey results - focus on post-high school educational and training plans*
- *CA Healthy Kids survey results - focus on student stress and risk-taking behavior*
- *CAASPP/EAP Results - focus on college readiness results as computed for EAP*

- *College & Career Center College Visits - which colleges have presented and how many students have attended?*
- *CTE Pathway completion rates*
- *CSM/Community College concurrent enrollment rates*
- *D/F Reports*

Means to Monitor and Report Progress:

Leadership Team will be responsible for compiling the data and reviewing student performance and other indicators on an annual basis. Data and findings will be reviewed and analyzed at Curriculum Council, School Advisory Council, and Staff Meetings. BHS Administration will work with the SMUHSD district personnel to review progress and improvement plans on a semi-annual basis. Presentations are made to the Board of Trustees on progress toward our goals on a regular basis in coordination with the district office. Annual review of indicators guides the Single Plan for Student Achievement and annual Professional Development planning at the site level.

Actions to be Taken to Reach this Goal: Specific Steps	Timeline	Person(s) Responsible	Resources
Strategy #1: Implement school-wide practices to ensure all students meet academic requirements (UC/CSU a-g) to attend college upon graduation, with particular attention to students in subgroups: Latino, SpEd/504, English Learners, and students with parents with educational levels of some college or below.			
Develop school data analysis protocols for continuous improvement plans and the writing of the SPSA. ➔ Create Data Pack for ongoing program evaluation ➔ Determine most relevant/important data points to track for indicators on student progress toward completing a-g requirements	Planning: Spring 2018 Data Collection: Summers Reporting: Fall Staff Meetings	Administration Student Data Analyst	
Develop school data packs to review student progress toward completion of a-g requirements. ➔ D/F rates - schoolwide ➔ Teacher D/F lists ➔ Sophomore transcript reviews ➔ Junior transcript reviews ➔ Course requests for following school year ➔ Senior transcript reviews - ensure that students have signed up for all final courses for a-g completion (as much as possible)	Data Collection: Summers Reporting: Fall Staff Meetings	Administration Student Data Analyst Counseling team	
Deepen PLC Practices to ensure that all students meet grade level requirements. ➔ Curriculum Mapping → Guaranteed & Viable Curriculum ➔ Review curriculum for culturally relevant content ➔ Common Formative Assessments + Cycle of Inquiry ➔ Review common practices for equitable access for students in the noted subgroups above ➔ Grading practices	Spring 2018 → ongoing	PD TOSA PLCs	Meeting time PD options PLC time
Determine ways to leverage Educational Specialists (Case Managers) to support the accommodation and modification needs of students with IEPs and 504s in all classes ➔ Possible pairings of courses with Ed Specialists - not limited to just co-taught classes. ➔ Support of inclusion for all students.	School Year 2019-20	Administration Special Education	Master Schedule Meeting time PD options PLC time

Research and implement ways to provide all students with access to AS/AP courses (true open access) ➔ Review graduating cohorts for students accessing AS and AP curriculum based on race, ethnicity, gender, language fluency, and parent education level.	School Year 2019-20	Administration Curriculum Council	Meeting Time PD Options PLC Time
Use data collected from pack and teacher feedback to inform Goal #1; Strategy #1: Instructional Strategies	Ongoing	Administration PD TOSA Curriculum Council	Meeting Time PLC Time
Strategy #2: Intentional Career Navigation & Exploration			
Four year planning using Naviance or Aeries. ➔ Organized by grade level ➔ Shared with families ➔ Create models for different academic pathways ➔ Review of Counseling Department Curriculum	Ongoing	Counseling Team Administration	Instructional Time
Implementation of Career Day Events ➔ Two sessions ➔ Pre-planned ➔ Offer wide selection of jobs: professional, civil servants, tradesmen, entrepreneurs, etc. ➔ Ensure that students have an idea of the educational and professional pathways taken by the Career Day presenters: how did they get where they are?	March 2018 Ongoing offering	Counseling Team Departments/Teachers Administration	
Create and Implement Matrix of Career-Related Skills (see the Soft Skills portion of the Matrix in Goal #1)	--	--	--
Review of College & Career Center Curriculum ➔ What information is shared with different groups of students? ➔ How are students encouraged to determine potential careers of interest? ➔ Revise curriculum as necessary to support students in making good/reasonable college choices ➔ Track student participation/attendance in CCC events	School Year 2018-19	College & Career Center Counseling Department Administration	Tech to track attendance Meeting time
Embedded connections between curriculum and career. ➔ Ensure that there is a clear connection between many of the projects/subjects that students are engaged in and potential career choices/options. ➔ Offer teachers PD opportunities to learn from CTE teachers (how to incorporate connections)?	School Year 2019-20	Curriculum Council CTE Teachers Teachers	Meeting time
Collect data on CTE Pathways: ➔ Number of students completing 2-year pathways ➔ Number of students looking to continue on pathways to career and/or college ➔ Review courses offered: are we offering students entry points to careers of interest in this community?	Data Collection: Summer 2018	Student Data Analyst CTE Teachers Counseling Department	Meeting time Access to SIS
Determine and track number of students concurrently enrolled in	School Year 2018-19	Administration	Meeting Time

Community College Courses and expand outreach to increase student enrollment. ➔ Review number of students enrolled ➔ Track course enrollment ➔ Meet with district/community colleges to potentially offer courses on BHS campus for concurrent enrollment ➔ Track Middle College students - where are they going after high school?	Plan for concurrent course placement at BHS 2019-20	District Office Counseling Department Community College Admin Student Data Analyst	Data: students in courses Access to SIS
Review and revise organizational administrative protocols to best support student engagement in the academic environment: ➔ Student Attendance ➔ Discipline: Interventions and Suspension/Expulsion Rates ➔ Restorative Justice Practices ➔ Positive Behavior Interventions and SUpport	School Year 2018-19 Ongoing	Administration Dean	Access to SIS Discipline Matrix

Relation of BHS Action Plan to SMUHSD LCAP Goals:

Comment on how the Single Schoolwide Action Plan aligns with various aspects of the district LCAP. If there is dissonance between the two plans, explain what process or follow-up will occur to resolve differences.

SMUHSD LCAP Goal	BHS Action Plan
#1: Access ● High Quality Facilities ● Highly Qualified Teachers ● Certificated Staff Diversity ● Student access to and enrollment in rigorous coursework (includes increase in student enrollment in AP/IB courses) ● Implementation of state standards ● Ensuring all students are College & Career Ready (includes CTE Pathways completion, concurrent enrollment, passing of AP/IB tests, and increased achievement on Smarter Balanced tests/EAP)	BHS Goal #1: Strategy 1 BHS Goal #1: Strategy 2 BHS Goal #3: Strategy 1 BHS Goal #3: Strategy 2
#2: Achievement & Equity ● Improving A-G completion ● Reduction in D/F rates ● Increasing number of 10th graders 'on-track' ● Increased AP/IB Achievement ● CAASPP/EAP Improvement ● English Learner Progress acquiring English Proficiency ● Graduation Rates: Increase in graduation rates overall and among key subgroups ● Drop-out rates: Decrease dropout rates overall and among key subgroups	BHS Goal #1: Strategy 1 BHS Goal #1: Strategy 2 BHS Goal #3: Strategy 1 BHS Goal #3: Strategy 2
#3: Student Wellness and Student/Family Engagement ● Suspension/Expulsion rate decrease ● Student Wellness Improvements ● Decrease in chronic absenteeism ● Provide effective training/supports for families ● CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18	BHS Goal #1: Strategy 1 BHS Goal #2: Strategy 2

Follow-up Process for Ongoing Improvement:

As a school community, we spent a good deal of time creating an Action Plan that is specific enough to encompass the items that we want to address to improve the educational environment of Burlingame High School, and flexible enough to allow for shifts as we deem appropriate and necessary. We also believe that this is the fundamental purpose of the Action Plan.

Many items in the action plan require the intentional collection and sharing of data. Much of the data collection and analysis will take place over the summer months by Administration and the Student Data Analyst. The information will then be shared with all Burlingame High School stakeholders, including teachers, staff, students, parents, and community members, in a variety of meeting presentations, staff meetings, Parent Group meetings, and through our BHS Website.

Annually, we will review the data prior to the writing of our Single Plan for School Achievement (SPSA) and adjust our plans as informed by data, analysis, and stakeholder feedback.

Simply put, our intent is to use this WASC Action Plan as a blueprint for school improvement for the next three to six years.

BURLINGAME HIGH SCHOOL ACS WASC/CDE SELF-STUDY REPORT

APPENDIX

SAN MATEO UNION HIGH SCHOOL DISTRICT
EDUCATION
THE FUTURE OF AMERICA
SAN MATEO, CALIFORNIA

Burlingame High School:
“Building a Connected Community”

Mission Statement & Schoolwide Learner Outcomes

Mission Statement: “The Panther Promise”

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 community membership.

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 Single Plan for Student Achievement

Burlingame High School
School Name

4130472
CDS Code

Date of this revision: November 30, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Paul Belzer
Position:	Principal
Telephone Number:	(650) 558-2800
Address:	1 Mangini Way Burlingame, CA 94010
E-mail Address:	pbelzer@smuhsd.org

San Mateo Union High School District
School District

Superintendent:	Kevin Skelly
Telephone Number:	(650) 558-2201
Address:	650 North Delaware Street San Mateo, CA 94401-1732
E-mail Address:	kskelly@smuhsd.org

The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

Our Mission
Burlingame High School is dedicated to the preparation of academically and socially responsible students.

School Goals
- Prepare all students for college and 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 inclusivity, student well-being, and school spirit.

Core Values
- Treat each other with fairness, compassion, and respect, while valuing differences.
- Hold each other to high standards and expectations.
- Support everyone to achieve his or her personal best.
- Respect the learning process and honor improvement.
- Maintain professionalism, a strong work ethic and integrity.
- Encourage the value of humor, play and laughter.

Expected School-wide Learning Results (ESLRs)
- Academic Preparation:
- Students produce evidence of knowledge and problem solving ability by meeting current standards.

(Students gather, evaluate, and apply information from a variety of sources. Students demonstrate creative, competent, appropriate, and ethical use of technology.)
- Students communicate ideas and information effectively.

(Students read and write critically to exhibit understanding. Students prepare clear and confident oral, written, and artistic presentations.)
- Students prepare themselves to meet the demands of work, school and adult life.

(Students plan and track academic and career goals. Students employ a variety of learning strategies. Students collaborate, cooperate, and compromise in familiar and unfamiliar situations.)
- Social Responsibility:
- Students respect themselves, the learning environment, the campus and the community.

(Students make healthy life choices. Students act respectfully toward others.)
- Students contribute time, energy and talents to their school and community.

(Students take an active part in the societal and cultural life of the school and community. Students demonstrate the necessary skills to be productive citizens in a democracy.)

Rev: 11/2016

III. School Profile

Burlingame High School (BHS) has been serving students for over ninety years with a tradition of academic excellence and strong community relations. BHS is one of six comprehensive high schools in the San Mateo Union High School District located on the peninsula of the San Francisco Bay Area. BHS currently serves 1433 students from many cities in the San Mateo County with over 60% coming from designated attendance areas in Burlingame and Hillsborough. The incoming grade 9 students come from nearly 20 middle schools, both public and private. Projections indicate that enrollment at BHS will increase by approximately 250 students over the next 4 years. With this projected increase, BHS is fortunate to have a new academic building that was just completed and occupied in January 2016.

Student Enrollment:

BHS has a low student mobility rate and BHS student demographic data remain relatively stable. Enrollment percentages in gender and grade levels show comparatively small changes. Ethnicity and special programs show some variation in certain subgroups (e.g., Hispanic/Latino and ELD students). Since 2011, the gender enrollment shows female enrollment being 2-4% lower than the male enrollment. The female & male enrollment ratio in 2016-17 is 48% female (687 students) and 52% male (746 students). With the growth in enrollment, there was a minor increase in percentage of grade 9 students (26.37%) over grade 12 students (25.71%). Grade 10 and 11 students were at a slightly lower enrollment at 24.76% and 23.15% respectively. A look at the enrollment by race shows the following composition of the student body: 56.92% White students, 21.91% Asian, 18.83% Hispanic/Latino, .15% American Indian/Alaskan Native, 1.1% Black, and 1.1% Pacific Islander.

Among our special programs, Reclassified English Fluent students are currently at 24.25%, an increase from 21% in 2014-2015. Our 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. English Only designated students are now at 70.77%. Our Special Education population remains consistent at 9.16%, and the percentage of students on a 504 Plan is at 3.22%.

Community:

BHS benefits from a strong relationship with our families and community. Our school has an active Parents' Group that includes members of the Athletic Boosters, Music Boosters, Spirit Boosters, Drama Boosters, and the Latino Parent Group. All of these groups provide substantial volunteer and financial support to our students. Parents are also involved with the School Advisory Council with two 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).

Since BHS is located near Burlingame Avenue, the business district of the city, we have a close relationship with the businesses in our community and often benefit from their support and generosity. The Burlingame Rotary Club provides student scholarships, donations, and mentors for students and student clubs. The Lions Club has a deep link to BHS and its members volunteer their time and resources to student events, such as Freshman Orientation Day. The Lions Club also partners with Burlingame Police Department and the BHS Service Commission students to hold an annual Pancake Breakfast. Burlingame Police Department arranges to have a School Resource Officer (SRO) whose presence on campus has helped to develop a constructive connection between the local law enforcement and our students. The SRO performed community service activities with our students and made himself available as a guest speaker in classes such as Government and Culinary Program. Local businesses frequently donate resources and participate in fundraisers organized by both student and parent groups.

School Organization:

Two primary leadership organizations currently exist at BHS involving staff, parents, and students. The Curriculum Council is composed of Department Chairs, Teachers on Special Assignment (TOSAs) around adult learning, 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, and gather information on important school matters to share with constituents. 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. At the request of the Parents Group, SAC also reviews staff requests to Parents' Group for funding during the two funding cycles per school year.

BHS's administration is composed of a Principal, two Assistant Principals, and 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, Instructional Technology Coordinator, and STEM Coordinator), and Department Chairs.

Four Counselors, a Dean of Students, and a School Safety Advocate, who oversee conflict resolution and violence prevention, provide services to BHS students. The District's Speech, Language, and Hearing Specialist and School Psychologist work individually with students in need of services and developing Individual Education Plans (IEP), provide input to the Student Review Team, and contribute to Student Study Team meetings. BHS has approximately 69 teachers and approximately 35 classified staff members. A College, Career, and Financial Advisor and EXPLORE/PAWS Coordinator run the school's Career Center. The EXPLORE/PAWS Coordinator's responsibilities include service learning, internship opportunities, and guest speaker series. BHS has an Academic Center Coordinator who manages the Academic Center, a tutoring program staffed every day until 5:30 pm. BHS also has a Site Technician who oversees all network and technology equipment. In addition, BHS has a Site Accountant Technician, Student Data Analyst, Attendance Clerk, Health Services Aide, and 2 Campus Supervisors. Four staff members assist in managing the office administration and a maintenance crew of 10 employees assists the Plant Manager.

Rev. 11/2016

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

BHS staff uses a variety of disaggregated data for our needs assessment, such as the following:

- BHS demographic information
- AP course enrollment
- AP exam scores
- California Assessment of Student Performance and Progress (CAASPP) - Smarter Summative Assessment
- Early Assessment Program (EAP) results
- Special education inclusion rate
- Graduation rate
- Drop-out rate
- UC/CSU eligibility
- PSAT data
- Post-secondary college & career plan
- Enrollment during first fall immediately after high school
- California Healthy Kids Survey
- Student participation in athletics, community service, and leadership
- BHS attendance report
- Annual report of student discipline, suspensions, and expulsions

Based on the analysis of data, BHS staff work on identifying struggling students and supporting them with instructional strategies, intervention programs, and alternative learning options.

B. Surveys

BHS administration and staff use the California Healthy Kid's Survey, California School Climate Survey (District Level & Site Level) for our needs assessment process, and site & district professional development surveys. These surveys influenced the school's self-study process and report as part of the WASC accreditation process. The guidance department also conducts student surveys through Naviance to gather additional information about student needs.

C. Classroom Observations

In addition to the informal class visits and formal observations conducted by the administration team, the adult learning TOSA Team (Professional Development Coordinator and Instructional Technology Coordinators) and administration introduced the peer observation challenge in November 2016. Teachers were invited to take part in observing their colleagues, whether they were in their own professional learning communities (PLCs), departments, other PLCs or departments, or even at other schools. The names of each teacher who conducted a visit and of each teacher who was visited were put into a raffle drawing for a prize. The value of these visits was the opportunity for teachers to learn from each other and to be able to see teachers in other departments/PLCs. BHS will offer another peer observation challenge in spring 2017. The TOSAs also visit teachers' classrooms for informal visits as they are charged with supporting teachers in the classroom and providing opportunities to improve instructional practices. Also new to BHS and our district this year are Instructional Coaches whose role is to support teachers on full evaluation cycle. BHS has four Instructional Coaches from math, history, health, and world language content backgrounds who serve teachers of various subject areas. The instructional coaching model offers a learning opportunity not only for the teachers receiving the coaching but also for the Instructional Coaches. Instructional Coaches providing mentoring to teachers by helping them create a SMART goal for the school year, conducting classroom visits, and giving feedback in debrief sessions. Starting in August 2015, the Instructional Coaches and the administration team met to create common understanding about how to support teachers. Moreover, this year the Instructional Coaches and Administration met to share this year's professional development goal as it relates to their role in instructional support for teachers. Instructional Coaches have been invited to share their general observations about teaching practices at school sites. BHS continues to promote classroom observations for our school improvement goals.

D. Student Work and School Documents

BHS administration, Curriculum Council, and Professional Learning Communities analyze and review a variety of student data, site level common assessment results, and student work for the needs assessment goals. In Curriculum Council meetings, administration and the PD coordinator provide protocols for looking at data and student work with a new set of data at each meeting so that the department chairs could share this practice at department meetings/PLCs. The professional learning communities are working to integrate these needs assessment goals into their teams' goals. As a district, using the looking at student work protocol is an ongoing process and a priority for our next district-wide professional development day. Additionally, mark distribution by course is shared with Department Chairs at each marking period.

E. Analysis of Current Instructional Program (See Appendix B)

The BHS instructional program is structured for teachers to engage in on-site and off-site professional development, collaborate with teachers within and outside of their department, revise and refine their curriculum, and examine and adapt their instructional practices to meet the needs of their students. The continuous implementation of PLCs and teacher teams advances work towards school goals. A block schedule two days per week facilitates this process by building in collaboration time and providing student support during office hours. The BHS instructional program is also structured to meet student's academic needs by offering varying instructional programs and strategies. BHS offers instructional programs and strategies for our students, including the following:

- Advanced Placement/Honors
- College Preparatory
- Special Education
- Support classes including Intensive and Strategic English Support, Guided Studies, and OSCR (blended learning)
- Academic Center

V. Description of Barriers and Related School Goals

BARRIERS

The following areas complicate the work toward achieving school goals:
- Lack of easy method of developing and generating data from common formative assessments
- Limited repeated exposure around disaggregated student data
- Limited time to train around mainstreaming special education students
- Limited access to certain types of data, including the SES students
- Development stage for creating systematic intervention programs for struggling students and their families
- Ongoing development of guaranteed curriculum for all students
- Growing concern about mental health issues among students

RELATED SCHOOL GOALS

Based on an analysis of student data, the following areas pose concerns:
- While there is improvement overall in student achievement in a variety of measures, an achievement gap still exists among significant subgroups, especially among Hispanic/Latino, long term English Learner, and Special Education students.
- Enrollment in Advanced Placement courses has increased overall but Hispanic/Latino, long term English Learner, and Special Education students are still disproportionately underrepresented in most Advanced Placement courses.
- Among several student subgroups, the UC/CSU a-g completion rate is disproportionate. Although the a-g completion rate has increased, a gap in completion of a-g approved courses still exists when comparing Hispanic/Latino students to all students.
- We continue to work on mainstreaming our special education students into general education classes.

The school leadership team (Curriculum Council, Teachers on Special Assignment, and Admin Team) revisited the school goals to better reflect student achievement data and the work around professional learning communities, Common Core State Standards, and new state assessments. The relatively new school goals take into account the previous areas of concern (e.g., achievement gap of significant subgroups, under-representation of Hispanic/Latino, long term English Learner, and Special Education students in advanced classes, and creating a least restrictive environment for special education students). 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 teacher's professional development that we conducted last year, we created a professional development plan to support the school goal of preparing all students for college and career.

Faculty Learning Focus: PLC teaching teams will have a deep understanding of the definition and purpose of an essential standard ("need to know" vs. "nice to know"), be able to prioritize essential standards, and create assessments aligned to these standards. PLC teaching teams will have crafted and administered at least one common assessment with a component that integrates critical reading skills. This focus supports the pedagogical philosophy of content mastery over content coverage. This focus also promotes equity through the promotion of PLC teaching team decisions about what students will master. This process increases the quality of student learning opportunities between teachers of the same content area, while enabling teachers to take the time and steps necessary to promote mastery of vital concepts within their classrooms. In this manner, students can receive both more targeted instruction and intervention, creating an environment that both prepares ALL students for college and career, and closes the achievement gap. Connecting this focus to a common assessment aligned with both an essential standard and a critical reading strategy continues the work we have begun this year with content based reading strategies. PLCs will demonstrate accountability in two ways. First, they will share their key standards (as they are developed) in a common folder viewable by all PLC teaching teams. Second, they will create an action plan in order to further their work for both the school site and subject area councils. The TOSA team will support PLCs in developing and implementing the action plans.

During the second semester, the BHS faculty and staff will also be focused on preparing the WASC Self Study in preparation for the six-year WASC accreditation process in SY2016-17.

The BHS PD Plan also seeks to support the goals of our district's Curriculum Councils: reading, writing, speaking, and listening. The three teachers whose roles are to guide adult learning on campus - Professional Development TOSA

(Teacher on Special Assignment), Instructional Technology TOSA, and Assessment & Data TOSA - will offer support TOSA clinics tailored to meet the needs of individual teaching teams, based on their council focus for academic speaking & listening, reading, and writing. Focusing on these areas of the CCSS is directly supported by two measures:

- District TOSA walkthroughs of all sites reveal a need for increased opportunities for students to practice academic writing, speaking & listening and reading on a daily basis
- CAASPP results indicate room for growth in all areas, at the site and district level.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Achievement

LEA GOAL:

LCAP/SMUHSD Goal #1: Ensure Educational Excellence and Equity for Every Student: High Quality Learning Environment (Conditions of Learning)
LCAP/SMUHSD Goal #2: Ensure Educational Excellence and Equity for Every Student: Increase academic expectations to create college and career ready students.

SCHOOL GOAL #1:

Prepare all students for college and career.

Data Used to Form this Goal:

- A-G eligibility
- AP exam scores
- AP course enrollment
- California Assessment of Student Performance and Progress (CAASPP) - Smarter Summative Assessment
- Early Assessment Program (EAP) results
- Special education inclusion rate
- Graduation rate
- PSAT Participation Rates & Score Data
- SAT Participation Rates & Score Data
- ACT Participation Rates & Score Data
- Post-secondary college & career plan

Findings from the Analysis of this Data:

In reviewing our a-g eligibility, we spent time reviewing the transcripts of students from the class of 2016 to ensure that the data provided by our SIS was correct. We found that the data was NOT correct, and determined that we have an annual eligibility rate of 81% of students in the general education program at BHS; and 77.67% of all students on graduation track at BHS.

In the class of 2016, we find the following:
- 77.67% met a-g eligibility (233 out of 300 students) and 22% did not (67 out of 300) - of students who were on diploma track.
- 83.8% of Female and 72.1% of Male students on graduation track met a-g eligibility.
- 49% of Hispanic/Latino students on graduation track met a-g eligibility; 51% did not.
- 23.5% of Special Education students on graduation track met a-g eligibility; 76.5% did not.
- 64.2% of English Learner students designated as RFEP or EL in Mainstream on graduation track met a-g eligibility; 35.7% did not.

Advanced Placement scores
- Over the past 5 years, an increasing number of BHS students (399 students in 2012, 443 in 2013, 443 in 2014, 447 in 2015, and 467 in 2016) are completing an increasing

number of AP exams (848 in 2012, 919 in 2013, 963 in 2014, 900 in 2015, and 998 in 2016)
- Overall, the number of students passing their exams with a score of 3, 4, or 5 has held in the mid-70% (74% in 2012, 77% in 2013, 72% in 2014, 75% in 2015 and 2016).

A review of our Advanced Placement course enrollment vs. student demographics among certain highlighted groups shows the following:
- Of the 1367 students enrolled at BHS on graduation track in 2016-17, 583 (42.6%) are enrolled in one or more AP courses.
- AP Enrollment in one or more classes by grade: 9th: 2/353 (0.6%); 10th: 148/358 (41.3%); 11th: 224/340 (65.9%); 12th: 209/316 (66.1%)
- AP Enrollment in one or more classes by sex: 274/583 (47%) of enrollment is male; 309/583 (53%) is female.
- Speclal Education: 2 of 91 enrolled students on graduation track = 2.2% SpEd Enrollment
- English Learner: 136 of 363 enrolled students on graduation track = 37.5% EL Enrollment
- Hispanic/Latino: 80 of 239 enrolled students on graduation track = 33.5% Hispanic/Latino Enrollment

Of the 292 grade 11 students who took the Smarter Summative ELA assessment in April 2016, the data indicate the following:
- Overall Performance: 253/292 (86.3%) students met or exceeded standards. 26 students (8.9%) nearly met the standards and the remaining 14 students (4.8%) did not meet the standard.
- Reading Claim Performance: 61.1% scored Above Standard, 31.1% scored At/Near Standard, 5.5% scored Below Standard.
- Writing Claim Performance: 70.0% scored Above Standard, 25.9% scored At/Near Standard, 3.8% scored Below Standard.
- Listening Claim Performance: 46.4% scored Above Standard, 49.5% scored At/Near Standard, 3.8% scored Below Standard.
- Reasearch/Inquiry Claim Performance: 71.3% scored Above Standard, 24.6% scored At/Near Standard, 3.8% scored Below Standard.

Of the 290 grade 11 students who took the Smarter Summative Mathematics assessment, the data indicate the following:
- Overall Performance: 197/290 (67.9%) students met or exceeded standards. 57 students (19.7%) nearly met the standards and the remaining 35 students (12.1%) did not meet the standard.
- Concepts & Procedures Claim Performance: 54.1% scored Above Standard, 30.7% scored At/Near Standard, 14.8% scored Below Standard.
- Problem Solving Claim Performance: 37.2% scored Above Standard, 51.0% scored At/Near Standard, 11.4% scored Below Standard.
- Communicative Reasoning Claim Performance: 46.6% scored Above Standard, 46.6% scored At/Near Standard, 6.6% scored Below Standard.

Early Assessment Program scores that show readiness for college level work had been embedded previously in CST and more recently in CAASPP:
Class of 2013 (CST/EAP):
- English - 46% ready for college, 16% conditionally ready for college, 38% not ready
- Math - Not available

Class of 2014 (CST/EAP):
- English - 54% ready for college, 17% conditionally ready for college, 29% not ready
- Math (combined Algebra II & Summative) - 23% ready for college, 61% conditionally ready for college, 16% not ready

Class of 2015 (CAASPP):
- English - 48% ready for college, 19% conditionally ready for college, 33% not ready
- Math - 15% ready for college, 61% conditionally ready for college, 24% not ready

Class of 2016 (CAASPP):
- English - 63% ready for college, 22% conditionally ready for college, 13% not ready
- Math - 36% ready for college, 32% conditionally ready for college, 32% not ready

Graduation rate:
- Class of 2012: 94.1% graduated (286 of 304 students)
- Class of 2013: 95% graduated (306 of 322 students)
- Class of 2014: 98.7% graduated (324 of 328)
- Class of 2015: 99.3% graduated (288 of 290 students)

- Class of 2016: 98.6% graduated (299 of 303 students)

Over the past few years, BHS has made the PSAT available to all students in grades 10 and 11 so that they could practice a standardized assessment that is required for many colleges. Since we began to administer this test during the school day, we have seen an increase in participation from 62% of 10th grade and 57% of 11th grade students in October 2013, to over 96% of all 10th and 11th grade students in 2014, 2015, and 2016.

SAT data - average scores:
- 2012-2013: Critical Reading - 557, Math - 574, Writing - 562
- 2013-2014: Critical Reading - 568, Math - 588, Writing - 571
- 2014-2015: Critical Reading - 557, Math - 586, Writing - 560
- 2015-2016: Critical Reading - 567, Math - 579, Writing - 566

ACT data - average composite scores:
- 2012-2013: Composite - 25.4, English - 25.4, Math - 25.9, Reading - 25.2, Science - 24.8
- 2013-2014: Composite - 26.2, English - 26.5, Math - 26.3, Reading - 26.3, Science - 25.2
- 2014-2015: Composite - 26.4, English - 26.5, Math - 26.4, Reading - 26.4, Science - 25.6
- 2015-2016: Composite - 26.7, English - 27.1, Math - 26.6, Reading - 27.1, Science - 25.6

Post-secondary education plans (of those reported):
- Class of 2012 (284 graduates reported): 65.5% Four-Year Institution, 33.1% Community College/Trade School, .7% Work, .7% Military Enlisted
- 4-Year Institutions: 14.1% UC, 20.1% CSU, 30.6% Private/Out of State College, .7% Out of Country College
- Class of 2013 (309 graduates reported): 63.4% Four-Year Institution, 35.9% Community College/Trade School, .6% Military Enlisted
- 4-Year Institutions: 13.3% UC, 15.2% CSU, 33.3% Private/Out of State College, 1.6% Out of Country College
- Class of 2014 (325 graduates reported): 63.9% Four-Year Institution, 32.9% Community College/Trade School, 1.5% Work, 1.5% Military Enlisted
- 4-Year Institutions: 13.5% UC, 11.4% CSU, 37.8% Private/Out of State College, 1.2% Out of Country College
- Class of 2015
- 13% UC, 15% CSU, 1% Other 4-Year, 39% Community College/Trade School, 2% Work, 1% Military Enlisted
- Class of 2016
- 10% UC, 15% CSU, 42% Private/Out of State College, 2% Other 4-Year, 23% Community College/Trade School, 2% Work, 1% Military Enlisted

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) although we have seen student achievement growth among these groups in some of the assessment data. As we move toward full implementation of the Common Core State Standards and CAASPP, we will look to monitor these measures to gauge student performance. We will continue to work on aligning the annual SPSA (Single Plan for Student Achievement) with the district's LCAP (Local Control Accountability Plan) goals. We see room for improvement for student achievement if we are to support all students in being college and career ready upon the completion of high school.

Currently, BHS offers students several courses to support them in their academic success. While we see some students benefiting from receiving additional academic support, we continue to encounter resistance from students and families about taking these support classes. We need to continue gathering data about the effectiveness of these programs:
- Strategic English Support for grade 9 students
- Science Support class for Biology and Chemistry for grade 9 and 10 students
- Guided Studies classes for grade 9-11 students intended for general education students who would benefit from additional academic and emotional support. The classes for grade 9 students include a focus on mathematics and are taught by a credentialed math teacher.
- OSCR (On-site credit recovery) for grade 11 and 12 students
- Directed Studies for special education students

How the School will Evaluate the Progress of this Goal:
BHS will continue to monitor the trend/patterns from the targeted data measures to see how our students are performing and how well they are being prepared for college and career. BHS will evaluate the progress of this goal by reviewing data based on metrics for 2015-2016 district goals. The measures identified by the district are as follows: • Improve A-G completion over the next three years: • All students from 76.7% in 2016 to 80% for the class of 2018 • Subgroup acceleration: Latino from 49% to 55%, ELs from 64.2% to 70%, SpEd from 23.5% to 30% • Continue to work with staff and students on increasing CAASPP and EAP results. • 5% increase in the number of students Exceeding Standard in both ELA and Math CAASPP tests. • 5% increase in the number of students determined "College Ready" in both ELA and Math EAP results. • 5% increase in the students Meeting or Exceeding Standards in all Claim Areas of ELA and Math CAASPP tests. • Continue to work with staff and students on increasing diversity of enrollment in AP classes. • 5% increase in the number of under-represented subgroups enrolled in AP classes in 2017-18 • 5% increase in the number of under-represented subgroups enrolled in AP exams in May 2017 • 5% increase in the number of overall qualifying scores on AP exams in May 2017 • Evaluate the progress of students in Guided Studies program using data including: Grade and Attendance Data, Discipline Data, EAP and CAASPP Results, and Post-High School Plans. The targeted data measures will include: • AP course enrollment • AP exam scores • California Assessment of Student Performance and Progress (CAASPP) • Early Assessment Program (EAP) results • Special education inclusion rate • Graduation rate • PSAT data • SAT data • ACT data • Post-secondary college & career plan • Teacher survey around professional development • Data on the effectiveness of support classes, both at site level and district level

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve identification protocols for students needing support through the following: • Targeted support for students scoring at basic and below • Communication about how to	Ongoing	• Student Data Analyst • Curriculum Council reps • Guidance Counselors	Staff time to create protocols & review data Systematic student support structure	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	General Fund General Fund	1000 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
best help students among support teachers Develop systematic student support team structure to identify individual students in need of support through a variety of methods (e.g., early intervention program, Student Review Team, D/F list in School Loop, counseling referrals, progress reports, Guided Studies, Online Site Credit Recovery (OSCR), and professional learning communities).		• Intervention Team	Articulation between grades 8 & 9 for support	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500
			Staff time to work with students	1000-1999: Certificated Personnel Salaries	General Fund	1000
Continue and increase student/parent awareness of graduation and college requirements through classroom visits, phone calls, and parent education through the following (especially Latino & English Learner families): • ConnectEd calls • Schedule of testing informational visits • Parent information nights • School Loop/school website • Surveys • Parent newsletters	Ongoing	• EL Program Assistant/ Family Engagement Coordinator • Guidance Counselors • Administration	Informational outreach to students, parents, & staff	5900: Communications	General Fund	250
Implement parent education to ELAC and other parent groups about tutoring programs, CELDT process (e.g., scoring and identification), targeted support for long-term EL students, redesignation criteria, and course selection (including information about Advanced Placement program). The parents' increased understanding of this type of option can add to the awareness of students as they select classes.	Ongoing	• EL Program Assistant/ Family Engagement Coordinator • Administration	Informational outreach to students, parents, & staff	5900: Communications	General Fund	250
			Parent Involvement Coordinator/EL Program Assistant	2000-2999: Classified Personnel Salaries	District Funded	50000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue professional development and training of teachers and PLCs to achieve the following: • alignment of curriculum to CCSS • essential standards focus with the common expectations • use of common assessments • modifying instructional practices to maximize student access to the curriculum (e.g., special education students in co-taught classes) • determining appropriate support for students through vertical teams, annual team goals, student performance on common assessments, modified instructional practices, and increased collaboration opportunities, and instructional practices that support college & career readiness • release/planning days for PLCs • peer observations challenge as an opportunity for teachers to observe colleagues for their own professional learning growth and offer feedback as requested (release time for site or other school sites offered) • standards-based grading exploration and implementation among certain departments • interdisciplinary planning and development • Constructing Meaning training to provide language scaffolding to support student learning	Ongoing	• Curriculum Council • Professional Learning Communities • Administration	Professional development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5000
			Professional development	5800: Professional/Consulting Services And Operating Expenditures	General Fund	21000
Provide services about college & career readiness by guidance counselors: • teach curriculum including	Ongoing	• Guidance Counselors	Academic counseling services	5000-5999: Services And Other Operating Expenditures	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
graduation ang a-g eligibility (all students) • place students into appropriate course work (all) • monitor progress through transcript review • enroll/recommend credit recovery and D grade make up (some as needed) • administer different interest inventories to each grade level (all) • host college representatives (some) • present college application workshops (some) • work individually with students on college lists and applications (all) • present financial aid info and workshops (all) • create 4-year plan (starting with grade 9 students)						
Purchase supplemental materials and technology to support English Learners; provide PD opportunities for teachers in working with English Learners (i.e., Constructing Meaning cohorts).	Ongoing	• Administrators • Teachers	Instructional & supplemental materials	4000-4999: Books And Supplies	General Fund	500
			Professional development	5800: Professional/Consulting Services And Operating Expenditures	General Fund	500
Continue student awareness of the CTE programs and pathway connections to community colleges/training programs	Ongoing	• Administration • Teachers • Counselors • EXPLORE Coordinator	Informational outreach to students, parents, & staff	5900: Communications	General Fund	250
Academic Center tutoring focus on specific student groups, both in support and recruitment of strong peer tutors from these subgroups: • Hispanic/Latino students	Ongoing	• Academic Center Coordinator • EL Program Assistant/	Tutoring program	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	30000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Special education students • EL students		Family Engagement Coordinator • Special Education Dept Chairs • Parents • Counselors				
Partner with parents on parent education series to help parents and student understand academic expectations and opportunities in high school. The topics include: • "What I Wish I Had Known" to share for freshman and transition families • "Senior Panel" with BHS seniors serving as panel members to represent different post-secondary options for sophomore and junior families	Ongoing	• Parents • Students • Staff	Parent outreach	5900: Communications	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1000
Bring greater awareness to staff by providing student achievement data with the Curriculum Council for department chairs to subsequently share with their departments, using a looking at data protocol for departments, and making available marks and grade point average data based on student demographics, subject area, and school year.	Ongoing	• Curriculum Council • Professional Learning Communities • Administration	Data review	1000-1999: Certificated Personnel Salaries	General Fund	250

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Outcomes

LEA GOAL:

LCAP/SMUHSD Goal #1: Ensure Educational Excellence and Equity for Every Student: High Quality Learning Environment (Conditions of Learning)

SCHOOL GOAL #2:

Prepare all students to be self-directed and persistent learners.

Data Used to Form this Goal:

- a-g Completion Rates
- AP course enrollment
- AP exam scores
- California Assessment of Student Performance and Progress (CAASPP) - Smarter Summative Assessment
- Early Assessment Program (EAP) results
- Special education inclusion rate
- Graduation rate
- Post-secondary college & career plan
- Enrollment during first fall immediately after high school
- Survey Results from CA Healthy Kids Survey & BHS School Climate Survey

Findings from the Analysis of this Data:

Much of the data for this goal is shared with our first goal, with the exception being that this goal is focused more on student behaviors and choices rather than offerings made at the school level. As such, this goal includes a focus on how we can support students as the mature as learners at Burlingame High School.

In 2014, we were able to access the National Student Clearinghouse Research Center to gather information on how our students performed after high school. This snapshot allowed us to better understand how well our graduates were prepared for their post-secondary educational plans. The following is a summary of our findings from that information.

Enrollment in college/university during first fall immediately after high school:
Gender
- Female - 86.8% in 2012 (131 of 151 students), 83.8% in 2013 (129 of 154 students), 82.4% in 2014 (131 of 159 students)
- Male - 79.4% in 2012 (100 of 126 students), 81.1% in 2013 (133 of 164 students), 72.9% in 2014 (130 of 169 students)

SES
- Economically disadvantaged - 68.2% in 2012 (15 of 22 students), 80% in 2013 (32 of 40 students), 88.5% in 2014 (23 of 26 students)
- Not economically disadvantaged - 84.7% in 2012 (216 of 255 students), 82.7% in 2013 (230 of 278 students), 78.8% in 2014 (238 of 302 students)

Disability
- Disabled - 63.6% in 2012 (14 of 22 students), 66.7% in 2013 (24 of 36 students), 90% in 2014 (27 of 30 students)
- Not disabled - 85.1% in 2012 (217 of 255 students), 85% in 2013 (238 of 280 students), 78.5% in 2014 (234 of 298 students)

English Learner

- EL - 68.2% in 2012 (30 of 44 students), 72.5% in 2013 (58 of 80 students), 81.8% in 2014 (9 of 11 students)
- Not EL - 86.1% in 2012 (201 of 233 students), 85.7% in 2013 (204 of 238 students), 79.5% in 2014 (252 of 317 students)

Race/Ethnicity (only statistically significant reported)

- Asian - 87% in 2012 (40 of 46 students), 78% in 2013 (46 of 59 students), 84.4% in 2014 (54 of 64 students)
- Hispanic/Latino - 66.7% in 2012 (36 of 54 students), 69.7% in 2013 (46 of 66 students), 66% in 2014 (35 of 53 students)
- White - 89.5% in 2012 (153 of 171 students), 87.6% in 2013 (162 of 185 students), 81% in 2014 (153 of 189 students)

An area that affects our students' persistence and resilience is their approach to learning and decision-making. A recent trend that we have seen in the rise of students with high levels of anxiety and other mental health concerns have led us to question how we might be able to support students in a proactive manner. The data shows that we need a systematic approach to this increasing trend. The following sample activities highlight the effort around this concern:

- Adaptive Mind presentation and workshop for students in grades 9 and 12 in October 2016.
- Classroom workshops on Growth Mindset in Mathematics classes during the 2016-17 school year.
- Parent education panel for BHS parents and students about mental health issues in February 2016.
- Parent education panel for district parents and students around stress management by Dr. Kelly McGonigal in April 2016.
- Parent education panel and film presentation of Screenagers, a documentary about how social media access and screen time affect the teenage brain and social landscape.
- Through the PAWS program, opportunities for students to volunteer in organizations intended to offer aid to the less fortunate since this type of volunteer work helps students to see how their actions can positively affect others.
- Health curriculum for grade 9 students that emphasizes a range of mental health concerns, such as risky behaviors, self esteem, stress, assets/resiliency, mental illness, eating disorders, suicide/death, lifestyle diseases, substance abuse, and relationships

Since this goal is relatively new to our undertaking, we are reflecting on how to engage in this goal. We are acutely aware of the need to better track data for our students following high school graduation. We are currently examining our means and ability to access, monitor, compile, and report on post-secondary data. Some questions we have around this goal are as follows:

- What is student persistence in completing a repeated course?
- What is student persistence in continuing a subject area where they have not been traditionally successful (e.g., Algebra II data after Integrated Math II)?
- How do students perform with the aid of a support class or Guided Studies class? Does this support assist them in future classes?
- How many students move from taking a CP course one year into an AS or AP course the next?
- How many students move from an introductory to advanced-level CTE course? Additionally, how many complete that pathway prior to graduation?
- How have standards-based grading practices improved student learning (in the departments that have implemented this)?

How the School will Evaluate the Progress of this Goal:

In addition to the measures used to define this goal (listed above), the following additional data could guide the measurement of this goal:

- Enrollment in support classes such as Guided Studies
- GPA tracking of students in support classes such as Guided Studies
- Course load of upper level students (e.g., number of courses taken)
- Attendance and Discipline Data
- Continuous involvement in athletic & extracurricular activities
- Academic counselor monitoring & reporting
- CTE course student enrollment for the second year
- Tracking of student movement between CP and AS/AP course options
- California Healthy Kids Survey + BHS School Climate Survey data
- Academic Center attendance data
- Tracking of students moving from CP courses into AS and AP level courses.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evaluate usefulness, feasibility, and continuation of providing every student a planner, which is intended to help students in aid in time management, planning, and self-monitoring towards goal achievement	Ongoing	• Admin • Students	Staff time to design, update, order, and coordinate of student planners, as well as cost of the student planners.	0000: Unrestricted	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3600
Evaluate means to determine post-secondary enrollment, success, and graduation rates, including utilizing the services of National Student Clearinghouse	Ongoing	Administration (Site & District)	Staff time to explore what information is available from post-secondary institutions.	1000-1999: Certificated Personnel Salaries	General Fund	500
Determine feasibility of conducting a survey of graduates to measure self-reported post-secondary and continuing education, training, and learning	Ongoing	Administration	Staff time to explore what information/resources are available to best/accurately survey/assess graduates.	1000-1999: Certificated Personnel Salaries	General Fund	500
Identify the school's ability to compile graduate names and contact information in order to survey	Ongoing	Student Data Analyst	Staff time to determine availability, ease, and access to graduates' names and contact information.	2000-2999: Classified Personnel Salaries	General Fund	500
Explore how we can improve understanding of mental health issues that prevent our students from being persistent/resilient and self-directed learners (e.g., meditation exercises or coping skills with stress management to teach students to look beyond the immediate stress to persisting)	Ongoing	• Staff • Administration • Parents • Students	Understanding mental health issues	5000-5999: Services And Other Operating Expenditures	General Fund	1000
Workshops for students, parents, and staff around growth mindset and mental health issues, such as: • Students: Growth Mindset and Adaptive Mind Workshops • Parents: Julie Lythcott-Haims, author of "How to Raise an Adult" • Staff: Mental Health First Aid	Beginning Fall 2016	• Staff • Administration • Parents • Students	Training workshops	5000-5999: Services And Other Operating Expenditures	General Fund	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
training through Kognito.						
Provide services about being self-directed and persistent learners by guidance counselors: • present learning style info and quiz (grade 9) • teach study skills in class and on individual basis (grade 9) • High School Course Planning (beginning with grade 9) • facilitate course placement (all students) • encourage and model college research through web tools, such as Naviance (all)	Ongoing	Guidance counselors	Counseling services	5000-5999: Services And Other Operating Expenditures	General Fund	500
Lifelong learner modeling with staff professional development • give staff opportunities to learn and grow themselves • offer opportunities for teachers to review and revise their curriculum and adjust assessments according to the needs of their students • refresh their own thinking about where they are in growth as a teacher	Ongoing	Staff	Professional growth	5800: Professional/Consulting Services And Operating Expenditures	None Specified	0
Implementation of BHS School Climate Survey - Grades 9/12 * Data used to determine areas of strength and growth in student learner behaviors.	October 2016	Admin	Understanding student learner behaviors	5000-5999: Services And Other Operating Expenditures	None Specified	0
Research and implement best practices such as formative assessments and revise and redeem practices.	Fall 2016-ongoing	Al Departments	Staff time to research, plan, and implement best practices	1000-1999: Certificated Personnel Salaries	Common Core	1,000

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Engagement and school climate

LEA GOAL:

LCAP/SMUHSD Goal #3: The SMUHSD will continue to enhance and improve the social-emotional health of its students

SCHOOL GOAL #3:

All students demonstrate civic and socially responsible behavior.

Data Used to Form this Goal:

- California Healthy Kids Survey
- Camp Everytown survey
- Student participation in athletics
- Student participation in EXPLORE program
- Student participation in PAWS program
- BHS attendance report
- Annual report of student discipline, suspensions, and expulsions

Findings from the Analysis of this Data:

Based on the results of the California Healthy Kids Survey from 2015-16, the data show the following:

- When asked to respond to the prompt, "I do things that make a difference" (under the section for opportunities for meaning participation), 46% of the freshmen indicated "very much true & pretty much true" and 41% said "a little true." Of the juniors, 44% indicated ""very much true & pretty much true" and 31% said "a little true."
- 80% of freshmen and 79% of juniors agreed that they experienced no cyberbullying incidents within a 12-month period. 12% of freshmen and 12% of juniors indicated they experienced 2 or more incidents within a 12-month period.
- 57% of Hispanic/Latino freshmen felt connected to school versus 79% of Asian freshmen, 67% of white freshmen, and 62% of mixed freshmen.
- 50% of Hispanic/Latino juniors and 44% of mixed juniors felt connected to school versus 75% of Asian juniors and 77% of white juniors.

Responses from 38 student participants in a survey from Camp Everytown in Fall 2015, an intensive youth leadership development program based on values promoting safe, inclusive school communities: respect, acceptance, and responsibility:

- Empathy building statement agreement
- I try to understand what others think/feel - 74% pre-Camp Everytown, 100% post-Camp Everytown
- I try to understand others' experiences - 79% pre, 100% post
- I accept people who are different from me - 76% pre, 100% post
- I can work with someone who has different opinions than mine - 69% pre, 100% post
- Responsibility building statement agreement
- I stand up for myself without putting others down - 74% pre, 100% post
- I stand up for what I believe in - 79% pre, 100% post

- I stand up for others if I see them being bullied or teased - 76% pre, 97% post
- I tell the truth even when it is not easy - 62% pre, 97% post
- Community building statement agreement
- I believe that I can make a difference in my community - 92% post
- I want to try to make my community a better place - 100% post
- Participating in Camp Everytown inspired me to help other people in my community - 97% post
- I plan to participate in community service in the next 6 months - 89% post

(This group of students was recommended by staff members and then they self-selected to participate in Camp Everytown. Survey results show that experiences such as Camp Everytown and KNOW Limits could create a positive impact on students' civic and social responsibility.)

Participation in team sports instills in students a sense of community, teamwork, cooperation, sportsmanship. These are qualities that we want to foster within our students to meet our goal of civic and socially responsible students. In 2015-16, BHS had 18 sports teams offered in the fall, 14 teams in the winter, and 19 teams in the spring. A total of 56.5% of individual students participated in BHS athletics. Participation of specific classes is broken down as follows:

- Grade 9: 60% overall participation with 63% of females and 58% of males
- Grade 10: 64% overall participation with 62% of females and 67% of males
- Grade 11: 61% overall participation with 64% of females and 57% of males
- Grade 12: 40% overall participation with 40% of females and 40% of males

For 2016-17, BHS has increased the number of its athletic programs with the addition of a Freshman Boys Baseball team. The increase in freshman sports from four to seven teams in the past two years encourages our grade 9 students to be connected and engaged in school. They are able to learn these important values early on in their high school experience.

In the 2015-16 school year, EXPLORE and PAWS program continued to show strong interest among students. A review of the EXPLORE student participation for the 2014-2015 and current year through November 6, 2015 shows that the participant numbers for school year 2015-2016 are on track to meet and possibly exceed last year's participation rate. PAWS has adapted to having students report their hours on an on-line system so that there is better consistency in tracking the community service hours. This automation process and increasing communications to the student population have been the focus areas for PAWS. The goal for PAWS participation rate is to increase by 10%.

- EXPLORE program student participation
- 2014-2015: field trips - 272 students, class speakers - 459, grade level presentations/workshops - 335
- 2015-2016 (as of November 6, 2015): field trips - 149 students, class speakers - 372, grade level presentations/workshops - 450
- PAWS program community hours for students
- 2014-2015:100+ hours - 19 students, 50-99 hours - 29 students, under 50 hours - 68 students
- 2015-2016 (as of November 6, 2015): 100+ hours - 0 students, 50-99 hours - 6 students, under 50 hours - 33 students

BHS has been monitoring its attendance and truancy data since students must be in school to be successful and engaged:

- Truant students by year
- 2012-2013: 18% with 14+ period truant, 14% with 21+ period truant, and 6% with 35+ period truant
- 2013-2014: 13% with 14+ period truant, 9% with 21+ period truant, and 4% with 35+ period truant
- 2014-2015: 15% with 14+ period truant, 9% with 21+ period truant, and 5% with 35+ period truant
- 2015-2016: 10.6% with 14+ period truant, 6.6% with 21+ period truant, and 3.8% with 35+ period truant
- Truant total numbers from first day of school to October 31 (7 periods)
- 2013-2014: 1153
- 2014-2015: 1982
- 2015-2016: 1364
- 2016-2017: 2479
- % of student population with cuts from first day of school to October 31 (7 periods)

- 2013-2014: 27%
- 2014-2015: 29%
- 2015-2016: 23%
- 2016-2017: 20%

A review of the annual report of student discipline, suspensions, and expulsions reveals the following:

- Total number of expulsions at BHS:
- 2012-2013 - 1
- 2013-2014 - 1
- 2014-2015 - 1
- 2015-2016 - 1
- Total number of students suspended:
- 2012-2013 - 48
- 2013-2014 - 38
- 2014-2015 - 31
- 2015-2016 - 35
- Total number of suspensions:
- 2012-2013 - 55
- 2013-2014 - 52
- 2014-2015 - 36
- 2015-2016 - 53
- Total number of lost instructional days:
- 2012-2013 - 130
- 2013-2014 - 109
- 2014-2015 - 71
- 2015-2016 - 103
- Total number of students taking advantage of ATS:
- SY 2014-15: 60
- SY 2015-16: 23

Students at Burlingame High School continue to take advantage of a number of opportunities to engage in community service programs. Students are involved in service-related clubs include Interact, Ecology Club, Students In Action, ODFL (One Dollar for Life), and Key Club. A few of student-led initiatives include "Soles without Holes" to collect gently worn shoes for the homeless and "Recycle for Goats Campaign" to raise money to purchase a goat for a family in a third world country to help them become self-sustained. Students also learn about leadership and service through classes offered during the school day: Beginning Leadership, Advanced Leadership, and Service Commission. Upper level students also serve as Buddies, mentors to freshmen, as part of our freshman transition, Buddies Program. This program has the additional benefit of training upper level students to be leaders on campus. The student leaders from various programs on campus mobilize themselves for important school events throughout the year, such as Back to School Night, Panther Preview Day, High School Information Night, and Open House. Leadership students hold "Kick in the Kindness" initiative to encourage kindness and community among the student body. Students in non-service clubs and programs also participate in community-based events. For example, the Drama Club joined Students In Action to hold a canned food drive. This school year, BHS students partnered with Aragon High School and Capuchino High School in a friendly competition with San Mateo High School for this canned drive. Students serve as peer tutors during school for content and support classes, as well as volunteer tutors after school in the Academic Center. For all of the community volunteer efforts, Burlingame High School has previously been a recipient of Bay Area Jefferson Awards. Service to others continues to be a priority for many of our clubs and programs. Service-oriented clubs work in partnership under the umbrella of Students In Action Club to develop a common purpose of service to others.

Over the past several years, BHS has been implementing strategies intended to address discipline-related issues. These strategies include Saturday Work Study and restorative justice model through the Alternative to Suspension, a program designed to help students turn their suspension into an opportunity for learning and growth. In collaboration with the District Health and Wellness office, this day-long program helps students to increase their awareness of causes of suspension, improve their decision-making skills to avoid further suspensions, and create a plan to improve school attendance, decrease disciplinary incidents, and increase overall success in school. We have seen a downward trend in suspension rates, instructional days lost because of suspension, and expulsion. As a district, there has been a focus on earlier outreach to incoming freshmen and increase in the following areas: attendance monitoring, counseling contact, use of the Student Safety Advocate (with augmented hours and counseling interns) in previous years and Wellness Counselors beginning Fall 2016, access to support classes, and early academic interventions.

How the School will Evaluate the Progress of this Goal:

As with the other school goals, BHS will evaluate the progress by the metrics identified by the 2016-17 district goals. The measures of district goals are as follows:

- More positive results on the California Healthy Kids Survey on the next cycle in 2017-18:
- Increase in school connectedness measures from 60% to 65%
- Increase meaningful participation in school from 17% to 23%
- Decrease in students feeling chronically sad/hopeless from 28% to 20%
- Reduce both suspension and expulsion rates by another 10% in 2016-17
- Review and revamp (as needed) mental health assessment processes with any changes shared with report to the Board
- Expand the use of restorative justice process to include at least one more school or course

We will review these measures for 2017-18 to determine areas of need and progress of this goal. For example, the California Healthy Kids Survey responses from BHS grade 9 and grade 11 students from 2015-16 show:

- BHS students indicated school connectedness at 66% for grade 9 and 67% for grade 11
- BHS students indicated meaningful participation in school at 18% for grade 9 and 20% for grade 11
- BHS students indicated feeling chronically sad/hopeless at 28% for grade 9 and 23% for grade 11
- Among BHS students, 15% of grade 9 and 10% of grade 11 indicated they considered suicide

Additional target measures will include:

- Students' community service hours through PAWS (People Action Work Service)
- Number of projects developed by students in Service Commission classes
- Number of freshmen who feel connected as a result of the Buddies Program
- Number of Buddies involvement
- Specific & measurable actions taken by students who participate in responsibility, respect, & leadership training such as SMUHSD Leadership Camp and Camp Everytown
- Reduction in discipline referrals
- Student participation in clubs
- Annual senior survey
- PSAT Day Survey of students in grades 9 & 12.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training for staff in supporting students around leadership & service.	Ongoing	• Admin • Staff	Staff training	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities and awareness for students to engage in community-based and service-learning programs, including PAWS.	Ongoing	• PAWS Coordinator • Club & program advisors • Admin	Student access to service-learning, including through PAWS program	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	28000
Send students and staff to programs such as SMUHSD Leadership Camp. With the support of trained staff, students and school staff engage in a series of group exercises that directly address self-identity, cultural stereotypes, family dynamics, peer relationships, gender roles, disability, and leadership skill development.	As available throughout the year	• Activities Director • Staff members • Admin	Student and staff training to address a variety of issues facing a high school campus, including respect and leadership	0000: Unrestricted	Other	10000
Explore development of a program to reduce student stress and instill core values of BHS.	Ongoing	• Admin • Staff	Program development	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500
Use progressive consequences with student discipline: • Site-based interventions such as in-house detensions, Saturday School, behavior contracts, mediations, counseling, and other consequences that have students reflect on their behavior • Alternative to Suspension Program • Explore the use of Restorative Justice Program	Ongoing	• Admin • Staff	Discipline with guidance and reflection	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2500
Highlight positive service/actions/behaviors of students, staff, and parents.	Ongoing	• Admin • Staff • Students • Parents	Celebrate small successes and meaningful accomplishments	0000: Unrestricted	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide services about demonstrating civic and socially responsible behavior by counseling office: • encourage community service opportunities via PAWS • encourage job shadowing via EXPLORE • model and teach healthy communication skills in meeting with parents and teachers • model responsible behavior and work ethic • support social and emotional growth on a variety of topics through individual and group meetings	Ongoing	Counseling team	Counseling services	5000-5999: Services And Other Operating Expenditures	General Fund	400
Introduce more activities around inclusiveness and acceptance for all students (including gender spectrum awareness).	Ongoing	• Admin • Staff • Students • Parents	Awareness activities	5000-5999: Services And Other Operating Expenditures	General Fund	1000
Conduct outreach to community and coordination of service clubs: • Send out monthly newsletter about community service activities by BHS students (led by Students in Action Club) • Hold regular meetings with presidents of community service clubs for increase coordination and communication	Ongoing	• PAWS Coordinator • SIA Club Advisor • Students	Outreach and coordination	5900: Communications	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250
Work collaboratively with school community to continue to reduce the number of students with truancy issues at BHS. * Mental Health supports early for students with poor attendance. * Early tracking of students with 14+ cuts on attendance records. * Continued senior sanctions during	Ongoing	* Admin * Dean * Wellness Counselors * School Counselors	Tracking and outreach	None Specified	None Specified	
			Support of students with Wellness Counseling	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
second semester.						

VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: SCHOOL CLIMATE
LEA GOAL:
LCAP/SMUHSD Goal #3: Build partnerships among students, families, and the community to support student success.
SCHOOL GOAL #4:
Build positive school culture based on student well-being, inclusivity, and school spirit.
Data Used to Form this Goal:
* Master Schedule * SpEd Students enrolled in general education program. * Athletics Participation Report * Student Activity and Club involvement * Healthy Kids Survey * BHS School Climate Survey (October 19, 2016) * Attendance Report * Discipline Data (Detentions, Suspensions, and use of alternative programs and restorative justice practices)
Findings from the Analysis of this Data:
This is a new goal for the 2016-17 school year. The school administration, in concert with our Curriculum Council and School Advisory Committee, reviewed the data from our first three goals and determined that our school would benefit from an analysis of our school climate with a focus on student well-being, inclusivity, and school spirit. As this goal is new, we are still gathering relevant and reliable baseline data before determining growth markers. We have begun looking at our data, however, and a brief analysis of our findings is included below. Our current Master Schedule includes courses that separates students into General Education and SAI courses, depending on need. This does not allow for full academic inclusion for all students who have access to the general education program in other curricular areas (this finding does not include students who are assigned to our Applied Academic Class or Adult Transition Classes). We currently offer the following SAI classes: English I, English II, English III/IV, Gov/Econ, Algebra 1.5/2.0, Algebra I, Geometry, and Algebra II. We do offer three co-taught classes to assist with inclusion in the general education program and all Instructional Aids are deployed to support students in the general program. Of the 104 students with IEPs, 43 of them are enrolled in 1 or more SAI classes (not including Directed Studies). According to our Athletic Reports from the 2014-15 and 2015-16, over 55% of students at BHS participate in the athletics program at BHS. 60% of our freshmen, sophomores, and juniors, and 40% of seniors participate on one or more athletic teams at Burlingame High School. On October 19, 2016, we administered the BHS School Climate Survey to all 9th and 12th grade students. The survey gathered data on student safety, support for student engagement, health and life balance, and the culture of excellence at BHS. With this information, in addition to the California Healthy Kids Survey administered in 2015-16, we will look for school strengths and growth areas related to this new goal. In reviewing our attendance data (included in previous goal findings), we are currently experiencing a elevation of excused absences and truancy from the August 17-October 31,

2016, time period, though the number of students accumulating these cuts is lower than in past years. In effect, we have fewer students cutting their classes more often. In light of this finding from data in goal 3, we are looking to determine what mental health supports we can put into place to better support our students.

How the School will Evaluate the Progress of this Goal:

* Master Schedule
* SpEd Students enrolled in general education program.
* Athletics Participation Report
* Healthy Kids Survey
* BHS School Climate Survey (given for the first time on October 19, 2016)
* Attendance Report
* Discipline Data (Detentions, Suspensions, and use of alternative programs and restorative justice practices)
* School-Based Mental Health/Wellness
* Spirit Points / Data gathered through ASB & Leadership Class
* Club Participation Report

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work with departments to increase the number of students with IEPs in general education classes. This includes: • reviewing the needs of students with IEPs • offering differentiated instruction PD for teachers new to working with students with IEPs • reviewing the course offerings on the Master Schedule. • reducing the number of SAI classes over time to improve academic inclusivity of special education students.	January 2017-ongoing	* Admin * School Counselors * Department Chairs	Continue efforts to effectively mainstream students with IEP's.	1000-1999: Certificated Personnel Salaries	Professional Development Block Grant	3,000
Implement on-site School Based Mental Health program to improve the well-being of students on campus.	August 2016-Ongoing	* Admin * Wellness Coordinator * Wellness Counselors * School Counselors	Add three full-time Wellness Counselors to staff.	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Streamline SST and 504 processes to identify students to require supports through formalized accommodation plans for increased access to academic programs.	August 2016-Ongoing	* Admin * School Counselors * Teachers * School Psychologist	Review/revise site practices to provide early identification and timely services.	1000-1999: Certificated Personnel Salaries	General Fund	1,000
Work with Leadership and ASB classes to increase inclusion and spirit opportunities for all students, including access to clubs and spirit days. * Monitor Club rosters for student affiliation, with particular focus on students from traditionally under-represented subgroups.	SY 2016-17	* Admin * Leadership teacher * Leadership and ASB students.	Partner with Leadership students, administration, and Activities Director to plan and implement related activities.	None Specified	None Specified	
Monitor Athletics for student participation rates and interest in additional programmatic offerings.	SY 2016-17	*Admin *Athletic Director *Classified Staff	Monitor and encourage increased participation in athletics	None Specified	None Specified	
Investigate and receive feedback regarding later school start time for students.	SY 2016-17	*Admin * All staff	Research and study feasibility of implementing a later start time for 2017-2018 school year	None Specified	None Specified	
Provide professional development and related activities around "Mindfulness" and instructional practices to support student well being.	August 16-Ongoing	*Admin *School Counselors *Wellness Counselors *Health and Wellness Coordinator	Provide professional development and opportunities for staff and students to practice mindfulness and stress reduction activities.	None Specified	None Specified	
Parent Night Presentations about Mental Health and adolescent development.	October 2016-Ongoing	*Admin *Counselors *Wellness Counselors	Provide parents with resources and information regarding adolescent development, early identification of mental health concerns.	None Specified	None Specified	

VI. Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	Common Core	1,000.00
2000-2999: Classified Personnel	District Funded	50,000.00
0000: Unrestricted	General Fund	500.00
1000-1999: Certificated Personnel	General Fund	4,250.00
2000-2999: Classified Personnel	General Fund	1,000.00
4000-4999: Books And Supplies	General Fund	500.00
5000-5999: Services And Other	General Fund	8,400.00
5800: Professional/Consulting Services	General Fund	21,500.00
5900: Communications	General Fund	750.00
5000-5999: Services And Other	None Specified	0.00
5800: Professional/Consulting Services	None Specified	0.00
0000: Unrestricted	Other	10,000.00
0000: Unrestricted	Parent Teacher Association/Parent	3,600.00
1000-1999: Certificated Personnel	Parent Teacher Association/Parent	500.00
2000-2999: Classified Personnel	Parent Teacher Association/Parent	30,500.00
5000-5999: Services And Other	Parent Teacher Association/Parent	30,000.00
5800: Professional/Consulting Services	Parent Teacher Association/Parent	1,500.00
5900: Communications	Parent Teacher Association/Parent	1,250.00
1000-1999: Certificated Personnel	Professional Development Block Grant	3,000.00
5800: Professional/Consulting Services	Title II Part A: Improving Teacher	5,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	1,000.00
District Funded	50,000.00
General Fund	36,900.00
None Specified	0.00
Other	10,000.00
Parent Teacher Association/Parent Faculty Club	67,350.00
Professional Development Block Grant	3,000.00
Title II Part A: Improving Teacher Quality	5,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	14,100.00
1000-1999: Certificated Personnel Salaries	8,750.00
2000-2999: Classified Personnel Salaries	81,500.00
4000-4999: Books And Supplies	500.00
5000-5999: Services And Other Operating Expenditures	38,400.00
5800: Professional/Consulting Services And Operating	28,000.00
5900: Communications	2,000.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,500.00
Goal 2	12,600.00
Goal 3	44,150.00
Goal 4	4,000.00

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	310	311	295	298	291	294	95.2	95.2
All Grades	310	311	295	298	291	294	95.2	95.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2678.9	2692.3	55	64	29	23	11	9	4	5
All Grades	N/A	N/A	55	64	29	23	11	9	4	5

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	61	61	34	33	4	5
All Grades	61	61	34	33	4	5

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	58	70	35	26	7	4
All Grades	58	70	35	26	7	4

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	36	46	59	50	5	4
All Grades	36	46	59	50	5	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	63	72	33	25	4	4
All Grades	63	72	33	25	4	4

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	310	311	293	290	292	289	94.5	92.7
All Grades	310	311	293	290	292	289	94.5	92.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2656.5	2672.6	32	36	31	32	21	20	16	12
All Grades	N/A	N/A	32	36	31	32	21	20	16	12

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	47	54	33	31	20	15
All Grades	47	54	33	31	20	15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	37	37	52	51	11	11
All Grades	37	37	52	51	11	11

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	33	47	54	47	12	7
All Grades	33	47	54	47	12	7

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	807	817	729
Percent with Prior Year Data	99.9	99.5	100
Number in Cohort	806	813	729
Number Met	561	518	465
Percent Met	69.6	63.7	63.8
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	319	547	296	579	312	497
Number Met	107	332	96	338	85	276
Percent Met	33.5	60.7	32.4	58.4	27.2	55.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	91	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	**No**		**N/A**

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	40	37	23	36	37	38	12	20	23	4			8	7	15
10	15	38	27	42	38	36	19	8	32	23	4			13	5
11	20	29	21	48	21	57	20	29	7	12	14			7	14
12	42	29	11	47	35	33	5	18	56	5	12			6	
Total	28	34	22	43	34	41	15	18	28	12	6		2	8	9

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

BHS staff uses a variety of disaggregated data for our needs assessment, such as the following:

- BHS demographic information
- AP course enrollment
- AP exam scores
- California Assessment of Student Performance and Progress (CAASPP) - Smarter Summative Assessment
- Early Assessment Program (EAP) results
- Special education inclusion rate
- Graduation rate
- UC/CSU eligibility
- A-G Completion Rates
- PSAT data
- SAT data
- ACT data
- Post-secondary college & career plan
- Enrollment during first fall immediately after high school
- California Healthy Kids Survey
- Student participation in athletics, community service, and leadership
- BHS attendance report
- Annual report of student discipline, suspensions, and expulsions

Based on the analysis of data, BHS staff work on identifying struggling students and supporting them with instructional strategies, intervention programs, and alternative learning options.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In addition to a number of the state and local assessments listed above, BHS staff will use the following data to monitor student progress on curriculum-embedded assessments and modify instruction:

- Scholastic Reading Inventory (for English levels of incoming and current grade 9 students)
- Scholastic Math Inventory (for Math levels of incoming and current grade 9 students)
- Student grades/transcripts
- Common assessment data from PLCs

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

100% of BHS certificated staff meet the NCLB highly qualified staff requirement.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

   Not applicable

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

   100% of BHS teachers are credentialed by California Teacher Credentialing. All teachers have access to professional development training opportunities upon request and approval process.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

   Staff development is planned based on identified student needs and enhancing teacher proficiency to meet the needs of a diverse student body. On site professional development has been offered in areas such as performance data analysis, discussion of survey data, professional learning communities, teaching on modified block, bullying prevention & identification, and instructional technology in the classroom. Course-specific teacher teams collaborate regularly to increase alignment, create pacing guides, and develop, administer, & analyze results of common formative assessments. Teachers also attend subject area and instructional strategy related conferences, as well as district-sponsored professional development.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   BHS staff will use teacher observation data, student achievement data, and student/teacher survey data to determine the need areas for external and internal instructional assistance and support for teachers. BHS teachers benefit from the district TOSAs (Teachers on Special Assignment) for instructional assistance. The district's English Coordinator provides instructional support to BHS English teachers in our Strategic English Support class program, and the district's math coordinator provides instructional support to math teachers. In addition, the district TOSAs in charge of professional development and instructional technology work with our site-based TOSAs on adult learning. Also new to BHS and our district this year are Instructional Coaches whose role is to support teachers on full evaluation cycle. BHS has four Instructional Coaches from math, world language, health and Social Science content background who serve teachers of various subject areas. The instructional coaching model offers a learning opportunity not only for the teachers receiving the coaching but also for the Instructional Coaches. Instructional Coaches providing mentoring to teachers by helping them create a SMART goal for the school year, conducting classroom visits, and giving feedback in debrief sessions. Starting in August 2016, the Instructional Coaches and the administration team met to create common understanding about how to support teachers. Instructional Coaches have been invited to share their general observations about teaching practices at school sites.

8. Teacher collaboration by grade level (EPC)

   Teacher collaboration continues to be a significant to our professional learning plan. Our bell schedule and yearlong calendar are design to support teachers to collaborate so that they can align curriculum by course and grade level, share best practices, and analyze student performance data. Teachers meet during weekly collaboration time, common preps, and release/planning time.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

   With the transition to the Common Core State Standards (CCSS), teachers in all departments have begun to engage in district-wide & site-based review of the new standards. Staff members had been introduced to the concept of Depth of Knowledge, and they had an opportunity to practice taking a practice test on line so that they could understand the shift in the type of assessments that students would need to take. With the understanding that this process of aligning curriculum, instruction, and materials to the new Common Core State Standards would take additional time beyond the weekly collaboration time and prep periods, teachers/PLCs were able to request release or planning days to work in their PLCs. The focus of this year's professional development plan was around defining essential standards ("need to know" vs. "nice to know"), developing common assessments, and looking at student work. (See Related School Goals in Part V for additional information around the BHS professional development plan.)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

    All students in grade 9 and grade 10 receive at least the equivalent of 55 minutes per day in mathematics and language arts instruction.

11. Lesson pacing schedule (EPC)

    Pacing guides were previously in place for English 1, English 2, and Algebra 1 to support the work of teachers who teach English and math support classes for grade 9 & grade 10 across the district. As schools in our district began the shift to the CCSS, English and math teachers have been involved in identifying essential standards and in revising the pacing guides to include common assessments.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

    The district provides standards based instructional materials to all students. Students with special needs including special education, English Learners, and academically challenged students also have supplemental materials and technology to support their access to the core curriculum.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

    Standards-aligned materials are used in all content areas, as well as in Strategic English Support, Intensive and Strategic Algebra Support classes, Guided Studies classes, and OSCR (On-site credit recovery) where interventions take place.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

    Services offered to support under performing students include the following:

- Academic Center for tutorials during & after school (funded by the Parents Group)
- Guided Studies for grades 9-11
- Office hours
- On-site Credit Recovery
- Guided Studies for algebra support for students in need of support to pass Algebra 1
- Strategic English Support for grade 9 students
- Student Study Team & 504 Plan meetings
- Academic counseling by guidance counselors
- Well Counselors provide individual and group counseling

15. Research-based educational practices to raise student achievement at this school (NCLB)

    Through a variety of funding sources including the Title II funds, LCAP funds, General Funds, and Parents Group, professional development activities are available for teachers & support staff in all departments. The following are examples of professional learning that the BHS staff members are engaged to raise student achievement:

- Alignment of course curriculum to Common Core State Standards
- ACTFL (American Council on the Teaching of Foreign Languages) conference
- Advanced Placement trainings (e.g., AP Language & Culture Summer Institute)
- CETA (California Educational Theatre Association) conference
- Collaboration time regularly scheduled for teachers to work in their PLCs
- Constructing Meaning cohort training
- Co-teaching of special education students
- Creating common assessments in professional learning communities
- Critical Friends Group training (around looking at student work protocols)
- Curriculum design for 1-1 Digital Pilot
- Instructional coaching
- Instructional technology
- Learning Forward conference for district TOSAs
- NCTM (National Council for Teachers of Mathematics), NCTE (National Council for Teachers of English) conferences

- Professional learning community conferences
- Silicon Valley Math Initiatives
- Stanford World Language Project

16. Opportunities for increased learning time (Title I SWP and PI requirement)

    BHS offers targeted Guided Studies support classes to increase learning time for students performing below grade-level or lacking grade-level standards proficiency. The strategic support classes that BHS offers are Strategic English Support for grade 9, Guided Studies for grades 9-11, and Directed Studies for special education students. This year, grade 9 and grade 10 students also have an opportunity to get addition support in science (i.e., Biology and Chemistry) through a science support class. Tutoring is also available through the Academic Center, which is open until 5:30 pm daily in the library. Algebra 1 tutoring is available through our math teachers. All students have access to Office Hours every Wednesday afternoon so that they can connect with their teachers on academic concerns.

17. Transition from preschool to kindergarten (Title I SWP)

    Not applicable

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

    BHS uses resources available from its various stakeholders to assist under-achieving students through the following:

- Academic Center, tutoring support with peer and adult tutors
- Academic counseling services
- Burlingame Lions Club
- Burlingame Rotary Club
- College & Career Center
- EL Program Assistant/Parent Involvement Coordinator
- EXPLORE program
- Instructional Aides
- Mental health services, including the School Safety Advocate
- Parents Group volunteers

19. Strategies to increase parental involvement (Title I SWP)

    Title 1 is not applicable to BHS. However, the strategies that BHS uses to increase parental involvement include a variety of approaches, including the following:

- Auto dialer via phone regarding BHS events
- Daily school bulletin
- English Language Advisory Committee meetings
- Latino Parent Group meetings
- Monthly Booster meetings (e.g., Athletic, Music/Choir, Drama)
- Monthly Parents Group meetings
- Monthly meetings between Principal and Parents Group Co-Presidents
- Multiple parent volunteer opportunities
- School Loop
- School website to communicate important information to parents
- Variety of parent information nights
- Weekly and monthly newsletters (NewsAlert and Highlights) to parents with upcoming events

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

    BHS encourages the involvement of parents, community representatives, teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs. Examples of these include the following structures:

- Black Parents Association (district-wide)
- Booster Groups (e.g., Athletic, Music/Choir, Drama)
- English Language Advisory Committee
- Latino Parents Group
- Parents Group
- School Advisory Committee (e.g., Single School Plan for Student Achievement reviewed & approved)
- WASC Self-Study groups

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

    Burlingame High School uses Title II funds for staff development opportunities that include collaborative planning within professional learning communities, conferences, and workshops. Title III and LCAP funds are used by the English Language Development program and departments for instructional material & support services to assist English Learners in attaining English language proficiency.

22. Fiscal support (EPC)

    Burlingame HS receives Title II, Title III, and LCAP funds. In addition to these funds and general funds, BHS also secures financial support from the Parents Group for a variety of needs (e.g., personnel, special programs such as PAWS and EXPLORE, technology, supplemental material, instructional supplies, and tutoring program).

Appendix C - 2016-17 Categorical District Services Budget

	Title I	Title II	Title III	LCAP Supplemental	Other
Allocation		$1,500.00		$60,005.00	
Carryover					
Amount to Central Services					
Total		$1,500.00		$60,005.00	

2016-17 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION						
Object Code	**Description of Services**	**Title I**	**Title II**	**Title III**	**LCAP Supplemental**	**Other**
1000	Certificated		$1,245.00		$3,000	
2901	ELD Specialist/Instructional Aides				$32,034.00	
2902	Other Classified Support				$2,105.00	
3000	Benefits		$255.00		$22,866.00	
4000	Instructional Supplies					
5000	Professional Development Support					$20,000.00
5000	Other Services					
	TOTALS		**$1,500.00**		**$60,005.00**	**$20,000.00**

Appendix D – Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

- Prepare all students for college and career.
- Prepare all students to be self-directed and persistent learners.
- All students demonstrate civic and socially responsible behavior.

Identify the major expenditures supporting these priorities.

- Personnel, certificated, and classified
- Communications
- Professional/consulting services
- Services

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

- Staff time to exam data, develop criteria, & identify students/priorities/needs
- Professional development
- Systematic student support structure

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
These strategies are in place and on-going.

What specific actions related to those strategies were eliminated or modified during the year?
With Senate Bill No. 172, CAHSEE has been suspended and removed as a condition graduation from high school for each student completing grade 12, for the 2015–16, 2016–17, and 2017–18 school years. We are no longer using this measure as part of our student achievement data or action item.

Identify barriers to full or timely implementation of the strategies identified above.
Time for collaboration and training continues to be challenging as we weigh the various priorities or needs that arise during the school year.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
We continue to implement the following actions:

- Created common planning time for most PLCs so that they would have time to collaborate with course-alike and subject-alike colleagues.
- Provided planning days during the summer for teachers.
- Offered release days during the school year for teachers and staff.
- Planned training for the school year to address areas of concern (e.g., special education training).
- Offered professional development learning opportunities on Wednesday PLC time.
- Set aside additional release periods for the Professional Development and Instructional Technology Coordinator TOSAs (Teachers on Special Assignment) to work with teachers.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
Student achievement data indicate that several of our subgroups continue to lag behind other student groups in standardized assessments.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
Research shows the collaboration in PLCs can be particularly effective when the teachers engage in a full cycle of inquiry. The overall effect appears to have increased student performance as indicated by student improvement in various groups. We need time to fully implement the cycle of inquiry, especially since we are engaged in becoming accustomed to Common Core State Standards and the shift in instructional practices.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
All the strategies were important in improving student achievement but the lack of time for full implementation or effective follow-through appeared to be a major factor.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

X Lack of timely implementation
Limited or ineffective professional development to support implementation
Lack of effective follow-up or coaching to support implementation
Not implemented with fidelity
Not appropriately matched to student needs/student population
X Other: Time for effective follow-through or implementation

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications:
Continue to look for ways to find time and to bring additional staff to share in these responsibilities/action items.

Involvement/Governance

How was the SSC involved in development of the plan?
The SSC provided input about the plan and suggested revisions.

How were advisory committees involved in providing advice to the SSC?
The advisory committees received a copy of the draft and were asked to provide feedback.

How was the plan monitored during the school year?
Various stakeholders reviewed the school goals and made suggested changes to the goals. Throughout the school year, the school plan (e.g., measures, action items) is revisited by the SSC and Curriculum Council.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- Regular updates to various stakeholders
- Communication among those responsible for implementing and monitoring the activities
- Regular review of data throughout the year
- Use of the WASC report as an opportunity to reflect on school goals and student progress

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
Each of the school goals is an ongoing process, and to greater or lesser extent we have been working on meeting the goals.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
As noted in the previous question, we show continuous improvement in each of the school goals.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

- Engage in early identification of individual students in underrepresented sub-groups with potential to enroll in AP and CTE courses.
- Develop systematic student support team structure to identify individual students in need of support through a variety of methods. This requires a deeper study of the data, at both site and district level, regarding the effectiveness of our support programs/classes.
- Improve identification protocols for students needing support.
- Increase collaboration between counselors and teachers to ensure proper placement of students in academic classes.

Based on this information, what might be some recommendations for future steps to meet this goal?

- Continue to work on the strategies above and monitor the progress being made in meeting this goal.
- Increase outreach and understanding about English Learners and special education program.
- Increase parent awareness about academic programs and opportunities for students to Latino Parents Group.

Appendix E - Recommendations and Assurances (Burlingame High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 11/18/2015

Attested:

Paul Belzer		
Typed Name of School Principal	Signature of School Principal	Date
Sandra Feder		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

X Original signature on file (date: 11/9/2016)

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:
We will represent the student voice and make decisions based upon how the decision will affect students.

Parents Pledge:
We will represent the parent voice and make decisions based upon how the decision will affect students and parents.

Staff Pledge:
We will represent the staff voice and make decisions based upon how the decision will affect students, parents, and staff.

Appendix G - School Site Council Membership: Burlingame High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Paul Belzer	X				
Jenna Joseph		X			
Michael Zozos		X			
Carla Renzi			X		
Liza Wardell			X		
Sandra Feder				X	
Jen Beswick				X	
Edie Arteaga					X
Gianna Garcia					X
Claire Beswick					X
Karla Cahue-Lunaparra				X	
Jim Burke		X			
Numbers of members of each category	**1**	**2**	**3**	**3**	**3**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix E - Recommendations and Assurances (Burlingame High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[ ]	State Compensatory Education Advisory Committee	Signature
[X]	English Learner Advisory Committee	Karla Cano. Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 11/18/2015

Attested:

Paul Belzer		11/9/16
Typed Name of School Principal	Signature of School Principal	Date
Sandra Feder	Sandra Feder	11/9/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

[X] Original signature on file (date: 11/9/2016)

Introduction:

LEA: San Mateo Union High School District **Contact (Name, Title, Email, Phone Number):** Kevin Skelly, Ph.D, Superintendent, kskelly@smuhsd.org, 650-558-2200 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

The San Mateo Union High School District (SMUHSD) serves the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno in the heart of the Bay Area's Peninsula. The SMUHSD, since its inception in 1902, has helped 132,000 teens walk the momentous stage of graduation, leaving these young people prepared for college and career. Through six comprehensive high schools, a credit recovery school, a middle college program, and an adult school, the SMUHSD serves approximately 8,500 students and the SMUHSD grows in enrollment every year.

Our students come from all walks of life, backgrounds and abilities, and the SMUHSD ensures all receive the best possible education. We do this by treating the whole student – from emotional wellness to academic achievement – and ensuring that each student has the options, classes, guidance and overall support needed to have a fulfilling four year high school experience. We achieve the highest standard of education and care for our students through employing high caliber teachers who are passionate about education, administrative team members who are true leaders, and a highly professional "behind the scenes" support team staff that ensures the smooth operation of all of our schools.

Our accomplished record of ensuring an excellent education for our community's teens is in no small part due to our extended District family of dedicated parents who care deeply for all of our students, city agencies and non-profits who are invested in making sure our community's teens receive a top notch education, and business partners who are committed to ensuring our students have the resources they need to afford college.

And all of these team and community members are in part guided by the Local Control and Accountability Plan (LCAP). This document helps to guide our mission of providing an excellent education for a better future. It is one of our key "roadmaps." It serves to keep each and every one of the District team members focused on why we exist – to ensure that every student – no matter where they are from, what language they speak, their level of abilities, how much resources they have or even if they have a home – are treated with dignity and respect, and that each student receives equal treatment and an equal chance at receiving an excellent education for an opportunity to live a bright future.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Over the course of the 2016 School year, the SMUHSD Superintendent and staff convened meetings with parent and community groups that met the LCAP statutory requirements for stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with representative parents of pupils identified in Ed. code section 42238.01 as well as internal stakeholders - certificated and classified staff. The groups consulted over the course of this past year included: • LCAP Parent Advisory (referred to as the Budget Advisory Committee below) - comprised of the required Parent Advisory Committee representation as well as members of the broader community. • LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) - comprised of the parents of EL's from across all of the district's school sites. • School Site Councils (SSC's) across all sites. • Site Leadership Teams across all school sites. • English Learner Advisory Committees (ELAC's) across all school sites. • Associated Student Body (ASB) Representatives - from across all school sites. • Collective Bargaining Units - both classified and certificated. [Sept. 2015—May 2016] Superintendent Skelly and district staff engaged key stakeholder groups starting with the establishment of his own goals with the SMUHSD Board of Education - aligned to the 2015-18 LCAP Goals. In addition, the staff conducted regular meetings with the PTA executive council and key staff for advisement, updates and feedback. with LCAP goals and student performance data included in topics of interest. [Data: Demographics of District and its schools; District GoalsLCFF priorities; metrics aligned to the state priorities and local goals;] What follows is a list of those engagements with these key district-wide stakeholder groups: 9/17/2015: Budget Task Force Meeting #1 with Deputy Superintendent Liz McManus. 9/24/2015: Budget Task Force Meeting #2 with District Instruction Department staff to review plan.	1. These meetings convened by district leadership yielded broad endorsement of the actions and services outlined in the 2015-18 (current) and 2016-19 (new) LCAP. However, these engagements (with both staff and the LCAP Parent Advisory/English Learner Parent Advisory/Broader community) also garnered some significant input/feedback about the following issues which are addressed in detail in Section 2 of this LCAP (specifically in the revised goals 2 [related to student achievement] and 3 [related to student social-emotional well-being): Goal 2-related Input from Staff and LCAP Parent Advisory/EL Parent Advisory/Community representatives: • The district needs to create a common instructional framework and aligned PD structures/ processes (including PLC's) that includes pedagogical & cultural responsiveness best practices and that is sufficiently differentiated for teachers. Such a document will guide the Instruction Department's Professional Development priorities • Given that the district has not (generally) made investments in 2010 CA Standards-aligned instructional materials, the district needs to develop an approach or design principles about instructional materials that matches its instructional framework (above) and ensures equitable access to content for all students • The district needs a Comprehensive plan for data and assessment that is aligned to the CA Standards and Next Generation Science Standards • The district needs a more nimble and effective tiered intervention model (both academic and social/emotional) that is coherent and adequately/effectively staffed and more effectively accelerates the achievement of historically underserved students (Long-Term English Learners in particular) • The district needs to establish a set of clear CTE pathways that facilitate student career-readiness Goal 3-related Input Input from Staff and LCAP Parent Advisory/EL Parent Advisory/Community representatives: • The district needs to provide a more effective set of social emotional and mental health supports to students overall and among our unduplicated student groups.

10/6: Budget Task Force Meeting #3 10/8: Budget Task Force Meeting #4 • The District Instruction Department, which leads our LCAP effort, experienced a change in leadership in November/December 2015, and as a consequence, LCAP involvement activities were limited during this period. However, the work began again in earnest in the winter of 2016. 1/28/16: SMUHSD Board Meeting - LCAP Overview and update 2/11/16: SMUHSD Board Meeting - LCAP update - Goal 2 (Review of Student Achievement outcomes attainment) 3/10/16: SMUHSD Board Meeting - LCAP update - Goal 1 (Review of High Quality Learning environment outcomes attainment) 3/23/16 Industry Advisory Committee Meeting regarding Career Technical Education - LCAP Goals/actions reviewed 3/25/16-4/15/16 - District administered LCAP Parent Survey of all families in the district. The district garnered approximately 1100 responses from across all school sites to the survey. The survey also yielded approximately 350 responses from the families of Unduplicated Pupils. 4/21/16 SMUHSd Board Meeting - LCAP update - Goal 3 (Review of Engagement outcomes attainment) 4/27: April Budget Advisory Committee meeting 5/12/16 SMUHSD Board Meeting - LCAP update - support for unduplicated pupils (focus on on English Learners). While this report was done via a written communication to the Board, the document summarized the key actions/services that the district is putting in place for these students as well as the ongoing need to re-double the district's/schools' efforts to accelerate their achievement. 6/9/16 SMUHSD Board Meeting - 2016-19 LCAP and Budget Public Hearing - District opened website for public comment before and after public hearing on	As a consequence of this stakeholder input, the goals and actions/services in the 2016-19 LCAP are significantly changed to address these newly codified concerns. As indicated above, details of these initiatives can be seen in Section 2 (2016-19 Plan) of this LCAP.

Draft LCAP and indicated via public document (on website, in writing) how issues/concerns raised by the broader community and the formal representative bodies (PAC/BAC; DELPAC/DELAC) were addressed by the Superintendent. 6/23/16 SMUHSD Board Meeting - 2016-19 LCAP and Budget Approval	
District and site leadership facilitated the following meetings with site-based stakeholders: 2.1 [October 2015 – May 2016] Monthly Principal Advisory Committees, Student Council and Staff meetings; ELAC parent meetings [Data reports reviewed site specific achievement data including CAASPP, CELDT, EAP and graduation rates] reviewed LCAP-aligned School site plans. Explicit engagements regarding the LCAP occurred on the following dates: 3/21/16 District Leadership met with Hillsdale HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services 4/4/16 - District Leadership met with Mills HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services 4/4/16: District Leadership solicited virtual input from the Aragon HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services 4/11/16: District leadership met with San Mateo HS School Site Council to update them on LCAP purpose and Goals/Actions/Services 4/13/16: Burlingame HS School Advisory Committee/School Site Council to update them on LCAP purpose and Goals/Actions/Services 4/18/16: Capuchino HS SSC meeting to update them on LCAP purpose and Goals/Actions/Services 5/2/16: District Leadership met with San Mateo HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services 5/11/16: District Leadership met with Burlingame HS School Site Council to update them on LCAP purpose and Goals/Actions/Services 5/11/16 District Leadership met with Peninsula HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services 5/16/16: District Leadership met with Capuchino HS School Site Council to update them on LCAP purpose and Goals/Actions/Services 5/16/16District Leadership met with Hillsdale HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services	2.1 Stakeholders (site staff, community members, students and parents) on the site leadership and School Site Councils agreed that needs and goals should remain focused on student achievement and counseling for college and career advisement. The English Learner Parent Advisory Committee (DELAC), reported high satisfaction with Parent Involvement Coordinators and educational workshops that have been implemented in 2015-16 - especially the Adelante Event held at SMHS on April 21, 2016. Actions and services have been expanded to include increased numbers of families participating in PIQE workshops as well. 2.2 SPSAs presented to the Board in December 2015 included SMART goals aligned to LCAP. Feedback garnered from the board and public comments. Nothing substantive was offered.

2.2. [September 2015—May 2016] In addition, general School Site Council meetings convened by site administrators included LCAP on agenda for explanation; Department Chair Meetings; site Latino Parents' groups—reviewed questions and discussed progress on actions & services identified for Year One of the LCAP with recommendations for continued actions. [Data reports: site specific achievement data including CELDT, CAHSEE, EAP, AP/IB Exam results, and graduation rates]	
3. [October 2015—May 2016 6 meetings] The District English Language Advisory Committee (DELAC) meets monthly and acts as the SMUHSD LCAP English Learner Parent Advisory. Beginning in the fall of 2015, the SMUHSD Manager of EL and Compliance facilitated a series of meetings with the DELAC that yielded a new vision ("Our English Learner students are loved, supported, understood, and successful in our schools.") and set of key outcomes of the work of the DELAC going forward. The impact of this work is captured on the box to the right. The key engagement with the DELAC regarding the LCAP was at its meeting on 3/23/16 where the LCAP was reviewed and feedback/input garnered.	3. DELAC/EL Parent Advisory provided input for the Annual Update on 3/23/16 (and through their representatives on the LCAP Parent Advisory/BAC), and that their recommendations and needs are represented in any revisions for Section 2 , as well as in determining the measures or metrics that will more effectively show improved progress for our district's English Learners and program improvements needed. The DELAC/EL Parent Advisory put forward the following requests for support at their presentation to the Board of Education on April 21, 2016: Academic Program: • Additional class options (electives) for English Learner students Survive your first year of high school in the United States Life Skills in the U.S. Technology classes Electives that are more accessible to Els • Smaller class size for ELD and Sheltered content classes • Strengthen tutoring for English Learner students LAB time after school to continue improving English skills • Formal orientation for newcomer students and parents • Continue to monitor EL student progress and focus on early academic intervention Parent Engagement & Outreach: • Full-time Parent Involvement Coordinators at more school sites • More social opportunities for English learner students and their parents to get together with mainstream students to celebrate, socialize and build community • Parent centers at the school sites or District Office

	- More Parent workshops especially for parents of freshman - Workshops that discuss social issues, navigating the U.S. school system, using school loop and programs like Naviance, topics of teen mental health, etc. The district has integrated some of these ideas into the 2016-19 LCAP. Specifically, the emphasis on more paid time for Parent Involvement Coordinators and more after school and in-school tutoring support for students.
4. [August 2015—June 2016] Monthly meetings with District leadership---Attendance & Welfare, Student Services, Instructional Services including teachers on special assignment in the areas of English, Math, Professional Development, Assessment & Data, Special Education, On Site Credit Recovery (OCSR), Instructional Technology, Career & Technical Education, content area curriculum councils (Social Studies, Health, World Language, Physical Education, Guidance, Library, AVID, GATE, Science, Visual and Performing Arts (VAPA),English Language Development (ELD), Guided Studies.) [Data Examined: LCFF priorities; CAASPP//CELDT 3-5 year trend results; Demographics of District and its schools; District Goals; Attendance; Disciplinary; Civil Rights Data Collection; Post-Secondary Reports; Title III Accountability reports]	4. Monthly Leadership meetings review the eight State priorities and alignment with site goals as outlined in SPSAs and WASC mid-term reviews for 2014-15. Collaborative discussions focused on identifying existing measures for student achievement and new measures in light of the transition to CAASPP. Site teams developed strategies to include these priorities and metrics in site plans including both SPSAs and WASC mid-term reports for spring 2015. Site groups also determined gaps in data collection for Goal 3—parent and student involvement measures with need expressed for more accurate collection methods including both qualitative surveys and quantitative data; i.e., club involvement for students. While the Healthy Kids Surveys are helpful, these are only administered to 9th and 11th grade students; thus requiring additional and more comprehensive surveys or measurement methods to be developed. 4.1 Weekly reports to Superintendent from Instructional Services and Attendance & Welfare Departments allowed for ongoing updates and monitoring of student progress, program evaluations, student engagement including truancy, suspension and disciplinary data, state and federal updates, and site student activities. This provided data for the LCAP's Section 2. Annual Update and input on continuing or expanding actions and services for this year's plan. Both qualitative and quantitative data from the site level to the district level that is included in site SPSAs and SARCs have informed the revision of the LCAP and necessary goal revisions as well.
5, The SMUHSD Board has affirmed that the existing Budget Advisory Committee (BAC) operates as the LCAP Parent Advisory (it meets the LCAP	5. BAC input affirmed the progress on Year 1 Actions and services with recommendations to continue and/or in these areas:

statutory requirements for stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with representative parents of pupils identified in Ed. code section 42238.01) and has representatives from the broader community, and has been tasked with garnering input and participating in the cycle of reflection and review for the LCAP. In addition, to insure that all stakeholder voices from each targeted subgroup--foster youth, English Learners and low income were included, the public meeting invited students and parents from the community to participate with interpreters available. An initial meeting on April 27, 2016 was convened of the BAC and at the meeting, the BAC reviewed the 2015-18 LCAP goals, actions and services, and included student voice, parents and community representatives. BAC reviewed and made final comments on the draft goals and outcomes of the 2016-19 LCAP on May 11, 2016.	5.1. Include parents and students as partners in the actions and services outlined in District Goal 3 5.2. Stretch goals to challenge students to aspire to exceed expectations vs. just meeting them 5.3. Support for Technology investments 5.4. Engage students proactively in reviewing plan progress and goal checkpoints earlier in the LCAP reflection and review cycle 5.5. Early intervention is important—include articulation at 8th grade level or earlier 5.6. Student engagement should be measured in participation in clubs, activities and community service 5.7 Expand parent education in supporting their children's academic and other specialized needs for success at school
6. CTA [April 27,2015] /CSEA [April 12, 2015]Leadership—District Leadership met individually with both bargaining units' leadership to answer questions and review the requirements of the LCAP as well as discuss progress, concerns and receive input. CTA and CSEA membership participate in site-level meetings; i.e., School Site Council, ELAC, advisory committees, WASC reviews fall to spring	6.1. CTA recommended improving the site communication of the LCAP goals through principals; i.e., staff meetings, etc. Another concern was in the draft's measurable goals and whether these were reasonable and attainable. Recommendation was to re-evaluate and establish communication procedures specific to the goals of the LCAP and their relationship to annual site plans and work. The preliminary budget summary was discussed as well, with recommendations given on reconciling year-to-year totals. These recommendations were implemented. 6.2 CSEA recommended continued communication and validated progress on actions and services included in the prior year's LCAP. They identified services to continue and/or expand in Goals 2 and 3 in these areas: Continued support of classified positions such as Parent Involvement Coordinator and added support for attendance personnel; working with CSEA leadership to review and evaluate efficiency in support areas of Safety Resource Officers and attendance positions; continued training and professional development for all staff including opportunities for job-alikes to train on skills specific to their positions
7. The district met with the Associated Student Body presidents from all seven school sites on April 21st and May 12, informed them of the purpose/function of the LCAP and solicited input about the Goals and outcomes via a survey.	Students indicated broad endorsement of the proposed 2016-19 Goals and outcomes and applauded the district's new mental health initiative. They also indicated continued need for more student-counselor engagement at some sites.

Annual Update:

Existing structures have been instrumental in refinement "life cycle of LCAP" for required reflection, adaptation, and growth for SMUHSD. As a high school district with its rotation of 9th--12th grade students and their parents, established advisory groups contribute to continuity. Gaps in outreach and inclusion of all stakeholder voices are recognized and in subsequent years of LCAP review, both district leadership and site administration will engage in activities like student leadership and affinity focus groups as well as more comprehensive surveys specifically aligned to LCAP actions and services.

This LCAP does not differentiate between stakeholder engagement broadly (reviewed in the section above) and the process of Annual Update. The key stakeholder engagements that encompassed the receiving and annual update on outcomes and soliciting input on the future plan are as follows:

9/17/2015: Budget Task Force Meeting #1 with Deputy Superintendent Liz McManus.
9/24/2015: Budget Task Force Meeting #2 with District Instruction Department staff to review plan.

10/6: Budget Task Force Meeting #3
10/8: Budget Task Force Meeting #4

- The District Instruction Department, which leads our LCAP effort, experienced a change in leadership in November/December 2015, and as a consequence, LCAP involvement activities were limited during this period. However, the work began again in earnest in the winter of 2016.

1/28/16: SMUHSD Board Meeting - LCAP Overview and update

2/11/16: SMUHSD Board Meeting - LCAP update - Goal 2 (Review of Student Achievement outcomes attainment)

3/10/16: SMUHSD Board Meeting - LCAP update - Goal 1 (Review of High Quality Learning environment outcomes attainment)

Annual Update:

The district generally integrated update information with its engagement process. As a consequence, much of the Annual Update issues are covered extensively in the "involvement process" above.

Stakeholder involvement has validated some of the 2015-16 actions and services with overall positive input and endorsement of the goals.

Stakeholders continue to be concerned with the achievement gaps between unduplicated pupils and their historically high-achieving counterparts on many of the measures shared during annual updates. They pushed the district to continue redress the differentials in outcomes.

The focus on three broad goals as developed in the initial LCAP process has been affirmed as well. The reflections from these diverse groups has supported the Annual Update and adaptation of the 2016-19 LCAP with revisions and refinement indicated on the subsequent pages of this document.

3/23/16 Industry Advisory Committee Meeting regarding Career Technical Education - LCAP Goals/actions reviewed 4/21/16 SMUHSd Board Meeting - LCAP update - Goal 3 (Review of Engagement outcomes attainment) 4/27: April Budget Advisory Committee meeting 5/12/16 SMUHSD Board Meeting - LCAP update - support for unduplicated pupils (focus on on English Learners). While this report was done via a written communication to the Board, the document summarized the key actions/services that the district is putting in place for these students as well as the ongoing need to re-double the district's/schools' efforts to accelerate their achievement. 6/9/16 SMUHSD Board Meeting - 2016-19 LCAP and Budget Public Hearing 6/21/16 SMUHSD Board Meeing - 2016-19 LCAP and Budget Approval	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<table>
<tr>
<td>GOAL 1:</td>
<td colspan="2">SMUHSD will provide High Quality Teaching and Learning environments to all students by:
1. Providing 21st Century facilities and learning tools (digital and analog) to all students
2. Ensuring access to the highest quality staff—educators, support staff and leaders - who receive effective and differentiated professional development
3. Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills</td>
<td>Related State and/or Local Priorities:
1 X 2 X 3 _ 4 _ 5 _ 6 X 7 X 8 X
COE only: 9 _ 10 _
Local : Specify LEA Plan 1a,1b; 3; 5a,5b</td>
</tr>
<tr>
<td>Identified Need :</td>
<td colspan="3">While the the facilities, staff and infrastructure of the SMUHSD are generally of high quality, we have an interest in continuously improving our services - especially as relates to our Unduplicated Pupils and their experiences both in and out of the classroom. We have identified the following areas of need regarding the provision of high quality learning environments from analyses of both survey and input data from stakeholders:
1. We need to continue to provide high quality professional development to staff and work to improve the differentiation of that training so that it is as personalized and relevant to their needs - both certificated and classified. We will also engage staff in training that is explicitly intended to support their work with our unduplicated pupil populations (English Learners, Long-term English Learners, Low Income students and our Foster Youth and Homeless Students).
2. In addition to the work to continuously improve the skills and knowledge of our staff, we will also continue to invest in high-quality, standards-aligned instructional materials for our students. We have been slow to adopt new materials because we have not felt that many had yet been developed to support the rigor and shift of the new CA Standards and Next Generation Science Standards. We now believe that there are better-aligned materials and look forward to adopting them so as to support our staff and students in attaining the full rigor of the new standards.
3. Furthermore, we will also continue to build access to and ensure the effectiveness of our digital learning devices, infrastructure and experiences for students - especially for "unduplicated" student populations. We will continue to leverage the twice-annual survey we commission from Bright Bytes to gauge progress on student access and impact of these important 21st Century learning tools - especially as relates to our high-priority student subgroups.
4. Finally, we have also reviewed our data about access to our most rigorous courses (Advanced Placement and International Baccalaureate courses) and have found that our historically underserved students continue to lag behind their other subgroup counterparts in participation rates in these courses. We look to continue to ensure that our students have access and then are successful in these important and rigorous course offerings. In addition, we have found that while many of our students enroll in one year of Career Technical Education (since it is a district requirement), they do not enroll in the two-year sequence that ensures that they have valid and accessible access to career options at the end of high school. We know that this would be a viable option for some students and would like to increase their post-secondary options. This is all ultimately contingent on the provision of high-quality academic counseling services. We continue to need to provide high-quality academic counseling to students and their families to effectively guide and monitor student progress through out schools.</td>
</tr>
<tr>
<td rowspan="2">Goal Applies to:</td>
<td>Schools:</td>
<td colspan="2">LEA-wide</td>
</tr>
<tr>
<td>Applicable Pupil Subgroups:</td>
<td colspan="2">All students including under-performing sub-groups and targeted populations: Low Income, English Learners, Foster Youth, Homeless and RFEP.</td>
</tr>
</table>

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	A - High Quality Facilities: All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) annually and be monitored via quarterly reports to the Board of Education. B. Highly Qualified Teachers: The percentage of teachers designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime. C. Access to technology: All students will have daily (one-to-one) access to digital technology in at least one of their core courses as evidenced by teacher reporting in survey and Bright Bytes survey data regarding student "Access." D. Access to Digital and analog Instructional Materials: All students will have weekly access to non-fiction digital content that is engaging, rigorous and relevant as evidenced by analytics data provided by NEWSELA software and Bright Bytes survey data. District will establish benchmarks on the frequency of access during 2016-17 school year. E. Effective Professional Development for Certificated Staff: Teachers and Administrators will continue to be satisfied by the quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of certificated staff who attend). F. Effective Professional Development for Classified Staff: Classified Staff (administrative and business/facilities support staff) will continue to be satisfied by quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of classified staff who attend) G. Student access & enrollment in all required areas of study: The district will close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of students in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses. In addition, the district will increase the overall percentage of students enrolled in 2-course Career Technical Education pathway. • AP/IB Enrollment Goal: increase overall percentage of students enrolled by 3%; Increase in overall AP/IB enrollment (participation in at least one course) percentage of EL, Low-Income, Foster/Homeless Youth by 10% • CTE Enrollment Goal (local measure): increase overall percentage of students enrolled in two-year sequence from 12.75% currently to 15%; increase of EL, Low-income, Foster/Homeless Youth by 5% ("Other Local Measure") H. Programs & services that enable ELs and LTEL students to access core standards including ELD: The district will increase by 5% the overall number of 10th grade students "on track" (having completed at least 115 credits) and 10% the overall number of 10th grade English Learner and Long-term English Learner students "on track" (having completed 115 units). I. Programs & services that enable low income students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation. ("Other Local Measure") J. Programs & services that enable Foster Youth and Homeless students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation. ("Other Local Measure") K. Equitable access to academic counseling services - The district will establish a baseline and then develop a methodology for tracking the equitable distribution of counselor time working with student subgroups (as evidenced by annual inventory of monthly counselor contacts with students). ("Other Local Measure")

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The district provides a base program that ensures access to a high quality and rigorous academic program for all students in the district. This program includes:	LEA-wide	X All OR: _ Low Income pupils	1A. Highly-qualified certificated staff (administrators and teachers) 1000-1999: Certificated Personnel Salaries Base $49,659,361.00

A. Highly-qualified certificated teaching staff (35:1 student:teacher ratio) that provide high quality teaching and learning and site and district certificated administrators who support the overall management of the schools and programs. B. High quality counseling staff that provide high quality counseling services to all students. C. High quality classified staff that provide support for the operation of the district. D. In order to support and retain its high quality staff, the district provides benefits to all of its certificated and classified staff. E. High Quality Instructional Materials are provided to every student, including a comprehensive, research-based ELD program that is aligned to the ELA/ELD framework and ensures English Learners progress quickly toward re-classification as Fluent English Proficient. F. The district provides and array of Services and Other Operating Expenditures (including FACILITIES) the ensure the efficient operation of the district on a day-to-day basis. G. The district provides a high-quality technology infrastructure (devices, hardware and support staff) that supports the 21st Century learning needs of students and staff.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1B. High quality Guidance Counseling staff. 1000-1999: Certificated Personnel Salaries Base $3,995,000 1C. High quality classified staff. 2000-2999: Classified Personnel Salaries Base $16,611,985.54 1D. The provision of employee benefits to all staff. 3000-3999: Employee Benefits Base $21,987,157.84 1E. High quality instructional materials for all students. 4000-4999: Books And Supplies Base $4,170,106.46 1F. Services and other Operating Expenditures. 5000-5999: Services And Other Operating Expenditures Base $11,957,760.54 1G. District Technology Infrastructure [Goal 9160] 0000: Unrestricted Base $2,773,394
2. Implement SMUHSD Certificated Professional Development Plan (aligned to Goal 1B): A. Training will be provided for all site administrators and district/site Curriculum Coordinators on elements of SMUHSD Instructional Framework (and then similar trainings to be conducted when/where relevant to departments). This includes explicit training on the Constructing Meaning strategies for supporting all students, but especially EL's and LTEL's with the	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A. Instructional Framework PD for various Staff [Goal: 9120] 1000-1999: Certificated Personnel Salaries Base $15,000 2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base $5,000 2C. Instructional Coaching Program [Goal: 1723] 1000-1999: Certificated Personnel Salaries Base $950,000 2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base $40,000

rigorous listening/speaking and reading/writing demands of the CA Standards. B. Provide ongoing support for data-driven cycles of inquiry (focused on identifying strategies [and prompting interventions] that are supporting high-priority students attain the standards) in PLCs or teacher teams within and across content areas at all school sites. C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with 200 teachers on formal evaluation (both probationary and veteran teachers). Ultimately, by March 2016, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the long-term structure/process of the IC program. D. Development and implementation of "New Teacher" Professional Development program that includes PD on Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program. E. Continue to provide and support Professional Development Coordinators at the district and site levels. F. Support four district-wide professional development Days (student release): • Monday, August 15, 2016: School site priorities focused (all day) • Monday, October 10, 2016: Curriculum Councils/Departments (all day) • Monday, February 6, 2017: School site priorities focused (all day) • Monday, April 24, 2017: Distict-wide Teaching and Learning Academy (all day)			2E. District and Site PD Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $332,200 2F. District-wide PD Days [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $100,000
3. Implement the SMUHSD Classified Professional Development Plan: A. Training for all district classified staff at 4 professional development days: • August 15, 2016 • October 10, 2016 • February 6, 2017	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	3A. Classified Professional Development [Goal 9638] 5800: Professional/Consulting Services And Operating Expenditures Base $251,087

• April 24, 2017 Trainings will include relevant and rigorous content that supports the specific needs of various classified staff - provided by classified management. At least one of the trainings for Instructional Assistants will include training for them on supporting unduplicated pupils in the general education classroom.		_ Other Subgroups: (Specify)	
4. Implement the SMUHSD Instructional Technology plan: A. Support and Implement the new and ongoing 1:1 Teacher Chromebook Cart Program (49 new carts to be procured in 2016-17 school year) B. Pilot implementation of new Learning Management System (LMS - Canvas) with all certificated staff for professional development. Begin investigation of uses with students for roll out in 2017-18 school year. C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4A. Computer Carts (49 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Base $450,000 4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base $50,000 4C. Site Instructional Technology Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $332,200
5. Continue to provide transportation services for students in need. This includes the provision of a bus pass on SamTrans for any/all high-need students including Foster Youth, Homeless and Low income Pupils.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Supplemental $15,000
6. Continue to provide high-quality academic counseling services to all students - with a special emphasis on outreach and support to unduplicated students and their families.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6. Academic counselor expenditures captured in Goal 1 - Action/Service #1B

7. Continue to provide part-time EL Specialists at all sites to monitor and support the academic needs of EL students at all school sites.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7. EL Specialists [Goal 1760] 2000-2999: Classified Personnel Salaries Base $140,000
8. Provide high quality instructional materials for all students, but with special attention to investments in tools like Newsela and ELD materials for supporting the needs of English Learners and struggling readers.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Base $150,000
9. Provide site-based professional development at each school site. A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base $120,000

LCAP Year 2: 2017 - 18	
Expected Annual Measurable Outcomes:	A - High Quality Facilities: All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) annually and be monitored via quarterly reports to the Board of Education. B. Highly Qualified Teachers: The percentage of teachers designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime. C. Access to technology: All students will have daily (one-to-one) access to digital technology in at least one of their core courses as evidenced by teacher reporting in survey and Bright Bytes survey data regarding student "Access." D. Access to Digital and analog Instructional Materials: All students will have weekly access to non-fiction digital content that is engaging, rigorous and relevant as evidenced by analytics data provided by NEWSELA software and Bright Bytes survey data. District will establish benchmarks on the frequency of access during 2016-17 school year. E. Effective Professional Development for Certificated Staff: Teachers and Administrators will continue to be satisfied by the quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of certificated staff who attend). F. Effective Professional Development for Classified Staff: Classified Staff (administrative and business/facilities support staff) will continue to be satisfied by quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of classified staff who attend) G. Student access & enrollment in all required areas of study: The district will close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of students in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses. In addition, the district will increase the overall percentage of students enrolled in 2-course Career Technical Education pathway. • AP/IB Enrollment Goal: increase overall percentage of students enrolled by 3%; Increase in overall AP/IB enrollment (participation in at least one course) percentage of EL, Low-Income, Foster/Homeless Youth by 10% • CTE Enrollment Goal: increase overall percentage of students enrolled in two-year sequence from 12.75% currently to 15%; increase of EL, Low-income, Foster/Homeless Youth by 5% H. Programs & services that enable ELs and LTEL students to access core standards including ELD: The district will increase by 5% the overall number of 10th grade students "on track" (having completed at least 115 credits) and 10% the overall number of 10th grade English Learner and Long-term English Learner students "on track" (having completed 115 units). I. Programs & services that enable low income students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation. J. Programs & services that enable foster youth and Homeless students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation. K. Equitable access to academic counseling services - The district will establish a baseline and then develop a methodology for tracking the equitable distribution of counselor time working with student subgroups (as evidenced by annual inventory of monthly counselor contacts with students).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The district provides a base program that ensures access to a high quality and rigorous academic program for all students in the district. This program includes:	LEA-wide	X All OR: _ Low Income pupils	1A. Highly-qualified certificated staff (administrators and teachers) 1000-1999: Certificated Personnel Salaries Base $49,659,361.00

A. Highly-qualified certificated teaching staff (35:1 student:teacher ratio) that provide high quality teaching and learning and site and district certificated administrators who support the overall management of the schools and programs. B. High quality counseling staff that provide high quality counseling services to all students. C. High quality classified staff that provide support for the operation of the district. D. In order to support and retain its high quality staff, the district provides benefits to all of its certificated and classified staff. E. High Quality Instructional Materials are provided to every student, including a comprehensive, research-based ELD program that is aligned to the ELA/ELD framework and ensures English Learners progress quickly toward re-classification as Fluent English Proficient. F. The district provides and array of Services and Other Operating Expenditures the ensure the efficient operation of the district on a day-to-day basis. G. The district provides a high-quality technology infrastructure (devices, hardware and support staff) that supports the 21st Century learning needs of students and staff.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1B. High quality Guidance Counseling staff. 1000-1999: Certificated Personnel Salaries Base $3,995,000 1C. High quality classified staff. 2000-2999: Classified Personnel Salaries Base $16,611,985.54 1D. The provision of employee benefits to all staff. 3000-3999: Employee Benefits Base $21,987,157.84 1E. High quality instructional materials for all students. 4000-4999: Books And Supplies Base $4,170,106.46 1F. Services and other Operating Expenditures. 5000-5999: Services And Other Operating Expenditures Base $11,957,760.54 1G. District Technology Infrastructure [Goal 9160] 0000: Unrestricted Base $2,773,394
2. Implement SMUHSD Certificated Professional Development Plan (aligned to Goal 1B): A. Training will be provided for all site administrators and district/site Curriculum Coordinators on elements of SMUHSD Instructional Framework (and then similar trainings to be conducted when/where relevant to departments). This includes explicit training on the Constructing Meaning strategies for supporting all students, but especially EL's and LTEL's with the	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A. Instructional Framework PD for various Staff [Goal: 9120] 1000-1999: Certificated Personnel Salaries Base $15,000 2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base $5,000 2C. Instructional Coaching Program [Goal: 1723] 1000-1999: Certificated Personnel Salaries Base $950,000 2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base $40,000

rigorous listening/speaking and reading/writing demands of the CA Standards. B. Provide ongoing support for data-driven cycles of inquiry (focused on identifying strategies [and prompting interventions] that are supporting high-priority students attain the standards) in PLCs or teacher teams within and across content areas at all school sites. C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with 200 teachers on formal evaluation (both probationary and veteran teachers). Ultimately, by March 2016, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the long-term structure/process of the IC program. D. Development and implementation of "New Teacher" Professional Development program that includes PD on Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program. E. Continue to provide and support Professional Development Coordinators at the district and site levels. F. Support four district-wide professional development Days (student release): • Monday, August 15, 2016: School site priorities focused (all day) • Monday, October 10, 2016: Curriculum Councils/Departments (all day) • Monday, February 6, 2017: School site priorities focused (all day) • Monday, April 24, 2017: Distict-wide Teaching and Learning Academy (all day)			2E. District and Site PD Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $332,200 2F. District-wide PD Days [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $100,000
3. Implement the SMUHSD Classified Professional Development Plan: A. Training for all district classified staff at 4 professional development days: • August 15, 2016 • October 10, 2016 • February 6, 2017	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	3A. Classified Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base $251,087

• April 24, 2017 Trainings will include relevant and rigorous content that supports the specific needs of various classified staff - provided by classified management. At least one of the trainings for Instructional Assistants will include training for them on supporting unduplicated pupils in the general education classroom.		_ Other Subgroups: (Specify)	
4. Implement the SMUHSD Instructional Technology plan: A. Support and Implement the new and ongoing 1:1 Teacher Chromebook Cart Program (49 new carts to be procured in 2016-17 school year) B. Pilot implementation of new Learning Management System (LMS - Canvas) with all certificated staff for professional development. Begin investigation of uses with students for roll out in 2017-18 school year. C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) SWD	4A. Computer Carts (49 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Base $450,000 4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base $50,000 4C. Site Instructional Technology Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $332,200
5. Continue to provide transportation services for students in need. This includes the provision of a bus pass on SamTrans for any/all high-need students.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Supplemental $15,000
6. Continue to provide high-quality academic counseling services to all students - with a special emphasis on outreach and support to unduplicated students and their families.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6. Academic counselor expenditures captured in Goal 1 - Action/Service #1B

7. Continue to provide part-time EL Specialists at all sites to monitor and support the academic needs of EL students at all school sites.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7. EL Specialists [Goal 1760] 2000-2999: Classified Personnel Salaries Base $140,000
8. Provide high quality instructional materials for all students, but with special attention to investments in tools like Newsela and ELD materials for supporting the needs of English Learners and struggling readers.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Base $150,000
9. Provide site-based professional development at each school site. A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base $120,000

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	A - High Quality Facilities: All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) annually and be monitored via quarterly reports to the Board of Education. B. Highly Qualified Teachers: The percentage of teachers designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime. C. Access to technology: All students will have daily (one-to-one) access to digital technology in at least one of their core courses as evidenced by teacher reporting in survey and Bright Bytes survey data regarding student "Access." D. Access to Digital and analog Instructional Materials: All students will have weekly access to non-fiction digital content that is engaging, rigorous and relevant as evidenced by analytics data provided by NEWSELA software and Bright Bytes survey data. District will establish benchmarks on the frequency of access during 2016-17 school year. E. Effective Professional Development for Certificated Staff: Teachers and Administrators will continue to be satisfied by the quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of certificated staff who attend). F. Effective Professional Development for Classified Staff: Classified Staff (administrative and business/facilities support staff) will continue to be satisfied by quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of classified staff who attend) G. Student access & enrollment in all required areas of study: The district will close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of students in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses. In addition, the district will increase the overall percentage of students enrolled in 2-course Career Technical Education pathway. • AP/IB Enrollment Goal: increase overall percentage of students enrolled by 3%; Increase in overall AP/IB enrollment (participation in at least one course) percentage of EL, Low-Income, Foster/Homeless Youth by 10% • CTE Enrollment Goal: increase overall percentage of students enrolled in two-year sequence from 12.75% currently to 15%; increase of EL, Low-income, Foster/Homeless Youth by 5% H. Programs & services that enable ELs and LTEL students to access core standards including ELD: The district will increase by 5% the overall number of 10th grade students "on track" (having completed at least 115 credits) and 10% the overall number of 10th grade English Learner and Long-term English Learner students "on track" (having completed 115 units). I. Programs & services that enable low income students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation. J. Programs & services that enable foster youth and Homeless students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation. K. Equitable access to academic counseling services - The district will establish a baseline and then develop a methodology for tracking the equitable distribution of counselor time working with student subgroups (as evidenced by annual inventory of monthly counselor contacts with students).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The district provides a base program that ensures access to a high quality and rigorous academic program for all students in the district. This program includes:	LEA-wide	X All OR: _ Low Income pupils	1A. Highly-qualified certificated staff (administrators and teachers) 1000-1999: Certificated Personnel Salaries Base $49,659,361.00

A. Highly-qualified certificated teaching staff (35:1 student:teacher ratio) that provide high quality teaching and learning and site and district certificated administrators who support the overall management of the schools and programs. B. High quality counseling staff that provide high quality counseling services to all students. C. High quality classified staff that provide support for the operation of the district. D. In order to support and retain its high quality staff, the district provides benefits to all of its certificated and classified staff. E. High Quality Instructional Materials are provided to every student, including a comprehensive, research-based ELD program that is aligned to the ELA/ELD framework and ensures English Learners progress quickly toward re-classification as Fluent English Proficient. F. The district provides and array of Services and Other Operating Expenditures the ensure the efficient operation of the district on a day-to-day basis. G. The district provides a high-quality technology infrastructure (devices, hardware and support staff) that supports the 21st Century learning needs of students and staff.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1B. High quality Guidance Counseling staff. 1000-1999: Certificated Personnel Salaries Base $3,995,000 1C. High quality classified staff. 2000-2999: Classified Personnel Salaries Base $16,611,985.54 1D. The provision of employee benefits to all staff. 3000-3999: Employee Benefits Base $21,987,157.84 1E. High quality instructional materials for all students. 4000-4999: Books And Supplies Base $4,170,106.46 1F. Services and other Operating Expenditures. 5000-5999: Services And Other Operating Expenditures Base $11,957,760.54 1G. District Technology Infrastructure [Goal 9160] 0000: Unrestricted Base $2,773,394
2. Implement SMUHSD Certificated Professional Development Plan (aligned to Goal 1B): A. Training will be provided for all site administrators and district/site Curriculum Coordinators on elements of SMUHSD Instructional Framework (and then similar trainings to be conducted when/where relevant to departments). This includes explicit training on the Constructing Meaning strategies for supporting all students, but especially EL's and LTEL's with the	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A. Instructional Framework PD for various Staff [Goal: 9120] 1000-1999: Certificated Personnel Salaries Base $15,000 2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base $5,000 2C. Instructional Coaching Program [Goal: 1723] 1000-1999: Certificated Personnel Salaries Base $950,000 2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base $40,000

rigorous listening/speaking and reading/writing demands of the CA Standards. B. Provide ongoing support for data-driven cycles of inquiry (focused on identifying strategies [and prompting interventions] that are supporting high-priority students attain the standards) in PLCs or teacher teams within and across content areas at all school sites. C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with 200 teachers on formal evaluation (both probationary and veteran teachers). Ultimately, by March 2016, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the long-term structure/process of the IC program. D. Development and implementation of "New Teacher" Professional Development program that includes PD on Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program. E. Continue to provide and support Professional Development Coordinators at the district and site levels. F. Support four district-wide professional development Days (student release): • Monday, August 15, 2016: School site priorities focused (all day) • Monday, October 10, 2016: Curriculum Councils/Departments (all day) • Monday, February 6, 2017: School site priorities focused (all day) • Monday, April 24, 2017: Distict-wide Teaching and Learning Academy (all day)			2E. District and Site PD Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $332,200 2F. District-wide PD Days [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $100,000
3. Implement the SMUHSD Classified Professional Development Plan: A. Training for all district classified staff at 4 professional development days: • August 15, 2016 • October 10, 2016 • February 6, 2017	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	3A. Classified Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base $251,087

• April 24, 2017 Trainings will include relevant and rigorous content that supports the specific needs of various classified staff - provided by classified management. At least one of the trainings for Instructional Assistants will include training for them on supporting unduplicated pupils in the general education classroom.		_ Other Subgroups: (Specify)	
4. Implement the SMUHSD Instructional Technology plan: A. Support and Implement the new and ongoing 1:1 Teacher Chromebook Cart Program (49 new carts to be procured in 2016-17 school year) B. Pilot implementation of new Learning Management System (LMS - Canvas) with all certificated staff for professional development. Begin investigation of uses with students for roll out in 2017-18 school year. C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4A. Computer Carts (49 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Base $450,000 4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base $50,000 4C. Site Instructional Technology Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $332,200
5. Continue to provide transportation services for students in need. This includes the provision of a bus pass on SamTrans for any/all high-need students.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Supplemental $15,000
6. Continue to provide high-quality academic counseling services to all students - with a special emphasis on outreach and support to unduplicated students and their families.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6. Academic counselor expenditures captured in Goal 1 - Action/Service #1B

7. Continue to provide part-time EL Specialists at all sites to monitor and support the academic needs of EL students at all school sites.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7. EL Specialists [Goal 1760] 2000-2999: Classified Personnel Salaries Base $140,000
8. Provide high quality instructional materials for all students, but with special attention to investments in tools like Newsela and ELD materials for supporting the needs of English Learners and struggling readers.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Base $150,000
9. Provide site-based professional development at each school site. A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base $120,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify LEAP: 1a,1b,2a,2b,2c,5a,5b,5c

Identified Need :	Through extensive review of overall and student subgroup grade, GPA, A-G readiness, Graduation Rate and CAASPP results (from the first administration in the spring of 2015), the district and key stakeholders have determined that the district must redouble its efforts to provide a more effective set of academic interventions and CA Standards-aligned program to all students in need. This is necessitates the creation of a more robust data and assessment regime - driven by standards-based planning among teachers in our departments, and work to continue to refine and deepen our departmental practices that lead to improved student outcomes - especially among our historically undeserved students. As evidenced in our annual update, our achievement continues to be generally good in the aggregate, but also shows persistent and significant gaps in achievement across subgroups - especially among out English Learners, Long-term English Learners and Low Income students. This is all in spite of the fact that we have invested (and will continue to in this plan) significant resources in the strategic and intensive intervention schemes at all of our school sites. This plan aims to take on those gaps more directly and intentionally - with both programs of support and intervention, but also with new initiatives to shore up the systems of support that are in place in the district.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students including underperforming subgroups.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The API was formerly a required metric, but is no longer being calculated, and therefore no longer required. A- Improving A-G Completion: All students from 57% in 2014 to 72% for Class of 2019 (15% increase) Sub-group A-G completion acceleration outcomes: The district will increase by 10%, the number of Latino, Low-income, Foster/Homeless Youth and English Learner students completing A-G course sequence. B- Reduction in D/F Rates: Reduce Fall Semester D/F rates by school and subgroup - The district will decrease by 10% the overall number of 9th grade students receiving “D or F” grades in English I/II and Algebra I/Geometry at all sites and in all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students ("Other Local Measure") C- GPA improvement: The district will Increase by 10% percent the number of LTEL, Latino, SED, and EL students with a grade point average over 2.0. ("Other Local Measure") D- Increased AP/IB Readiness and Enrollment: Continue AP,IB, PSAT and SAT excellence while increasing participation rates: 5% increase in number of under-represented subgroups enrolled in AP/IB Classes in 2016-2017; 5% increase in number of under-represented students taking AP/IB exams in 2015-2016; 95% of all 10th and 11th grade students will take PSAT in 2016-17 E- CAASPP Improvement: District 11th grade students will show a 5% Increase overall in the number of students meeting standard on the CAASPP-ELA and Math assessment overall, and decrease by 10% the number of students not “meeting standard” among high-priority subgroups. F. PSAT Improvement: The district will show a 5% increase in the overall number of students who are "on track" for SAT success and will decrease by 10% the number of Latino, Low-income, Foster/Homeless Youth and English Learner students not "on track" (year over year) G. Scholastic Reading Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results ("Other Local Measure")

H. Scholastic Math Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results ("Other Local Measure")

I - English Learner Achievement: Meet all Annual Measurable Academic Objectives (AMAO's) for English Learners (EL's): (817 Annual CELDT test takers)

- AMAO 1: The number of EL’s making at least one year of growth on the CA English Language Development Test (CELDT) - Target: 63.5%
- AMAO 2a: The number of EL’s (in the US less than 5 years) who are English proficient (Re-classification) - Target: 26.7%
- AMAO-2b: The number of EL’s (in the US more than 5 years) who are English Proficient (Re-classification) - Target: 54.7%
- AMAO 3: The number of EL 11th graders meeting or exceeding the standards on the CAASPP Assessment - 23% in 2015-16 - Target: Decrease by 10% the number of students not meeting standard
- Graduation Rate for EL's:82.9% (2014-15)

J - Drop out rates: Decrease dropout rates overall (from 6.6% in 2014-15) and among subgroups:

- Decrease Hispanic/Latino drop-out rate from 13.0 to 10.0
- Decrease African American drop-out rate from 18.5 to 10.0
- Decrease Pacific Islander drop-out rate from 8.6 to 5.0
- Decrease English Learner drop-out rate from 14.3 to 10.0
- Decrease Low-income student drop-out rate from 11.4 to 8.0

K - Graduation Rates: Increase graduation rates overall and among key subgroups

- Increase overall graduation rate from 91.6% to 93%
- Increase Hispanic/Latino graduation rate from 84.5% to 88%
- Increase Pacific Islander graduation rate from 89.7 to 93%
- Increase African American graduation rate from 77.8% to 85%
- Increase Low-income student graduation rate from 85.8 to 89%

L - Decrease in Significant-Disproportionality (SIG-DIS) in SPED: ("Other Local Measure")

- Decrease in initial referrals for special education; Decrease in overall percentage of students in Special Education among key subgroups (ensure that proportion is equal to that of all subgroups and district averages):
- (African American Specific Learning Disability; Latino students with Emotional Disturbance; White students with Emotional Disturbance); Increase in number of students receiving interventions in general education.

M - CTE Pathways:

- Increase from 12.75% (to 15%), the number of students successfully completing a CTE pathway.
- Increase by 5% the number of students who matriculate into a community college or job in line with their CTE Pathway.
- Increase by 5% the number of graduating seniors who complete CTE pathway.

N. Percentage of students demonstrating college preparedness (as evidenced being "ready" on the Early Assessment Program exam)

- The District's 11th grade students will show a 5% Increase overall in the number of students "ready" on the EAP/CAASPP, and decrease by 10% the number of students not “not yet ready/not ready” among high-priority subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SMUHSD's Goal 2 is focused on improving student attainment of the CA Standards (2010). Much of the PD outlined below are principally focused on our CA Standards implementation efforts.	LEA-wide	X All OR: _ Low Income pupils _ English Learners	1A. CA Standards-aligned Math materials pilot [Goal 9120] 4000-4999: Books And Supplies Base $50,000 1A .6 FTE math Coordinator release [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $70,000

1. Refine core courses and invest in CA Standards-aligned instructional materials: A. Provide and support a math Coordinator who leads Council and new materials piloting and procurement process. B. Provide and support an English coordinator who leads Council and establishes/ensures common course expectations aligned to new CA Framework for ELA/ELD. In addition, the English Coordinator will collaborate (with ELD Coordinator) on the development and delivery of a PD for English faculty on integrated/designated English Language Development for ELD and ELD for English teachers C. Provide and support a Science Coordinator who leads Council and leads the development of Next Generation Science-aligned course descriptions, curriculum maps and model units. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers. D. Provide and support a Social Science coordinator who leads Council and leads the development of revised courses of study based on impending new Curriculum Framework (fall 2016). In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Social Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers. E. Provide and support an English Language Development (ELD) Coordinator - refine and revise courses of study for ELD courses; support integrated and designated ELD; and work with Manager of EL and Compliance to support general education teachers in supporting Long-Term EL's. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for faculty on		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1B. .4 FTE English Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000 1C. .4 FTE Science Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000 1D. Social science Coordinator [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $8,000 1E. .6 FTE ELD Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Supplemental $45,000 1F. .4 FTE CTE Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000 1G. Other Technical Subjects Coordinators [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $72,000

integrated/designated English Language Development for ELD and ELD content area teachers. F. Provide and support a CTE Coordinator to lead the Council, address compliance issue for Career Technical Education and facilitate the process of a comprehensive CTE plan for the SMUHSD. G. Provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils: • Health • Guided Studies • OSCR • Social Science • VAPA, Science • World Language • Science Curriculum Developers			
2. Continue to implement diagnostic/monitoring assessments and begin development/procurement of new standards-aligned benchmark assessments in core content areas: A. Begin creation of common, CA Standards-aligned formative & summative assessments in ELA and/or Mathematics - either taken directly from the CAASPP Interim Assessment platform or created by SMUHSD teachers. B. Continue to administer Scholastic Reading (SRI) and Math (SMI) Inventory Assessments to all incoming 9th grade students and twice-yearly assessments of 10th graders so as to place students in appropriate classes and monitor growth. C. Continue to administer the PSAT test to all 10th grade students. D. Investigate, evaluate and procure effective resources for digital formative assessment	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A. Common Assessment Development/Scoring [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $50,000 2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $50,000 2C. PSAT Costs [Goal: 9054] 4000-4999: Books And Supplies Base $55,000 2D. Digital Formative Assessment Inquiry ([Goal 9120] 5800: Professional/Consulting Services And Operating Expenditures Base $15,000

3.Continue to implement intervention/support/English Language Development programs for students: A. Continue to implement Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites. B. Continue to provide English Language Development to students learning English. C. Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners. D. Continue to implement the On-Site Credit Recovery (OSCR Program). E. Summer School Credit Recovery Program. F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students. G. Continue to provide EL Specialists to support the academic needs of EL's H. Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School) I. Continue to provide after school tutoring options for students in need.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	3A. 20.2 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental $2,525,200 3B. 13.2 FTE ELD classes at all sites 1000-1999: Certificated Personnel Salaries Supplemental $1,650,000 3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] 1000-1999: Certificated Personnel Salaries Base $300,000 3D. Ongoing training support for AVID as well as materials 5000-5999: Services And Other Operating Expenditures Base $120,000 3E. Summer School 1000-1999: Certificated Personnel Salaries Base $335,000 3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes 1000-1999: Certificated Personnel Salaries Base $330,000 3G. EL Specialist Support Staff (7) [Goal 9640] 2000-2999: Classified Personnel Salaries Base $248,889 3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base $50,000 3I. After school Tutoring [Goal 9640] 0001-0999: Unrestricted: Locally Defined Base $120,000
4. Assess and plan for implementation of intervention systems/structures so as to ultimately put in place a more robust, "Multi-tiered System of Support" (MTSS) to be facilitated by: A. Hiring and providing an MTSS/SPED Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Base $136,000 4B. MTSS Consultant 5800: Professional/Consulting Services And Operating Expenditures Base $75,000

B. Consulting support from external consultant to support the process of MTSS planning and implementation.			
5. Continue implementation of ELD Three-year Improvement Plan that leverages the findings of the EL Alignment Study conducted during the 2015-16 school year: A. Continue implementation of ELLevation monitoring software. B. District will facilitate a process of program design that reflects the CA ELA/ELD Framework. C. The district will continue to refine the Curriculum, Instruction, & Assessment common practice across all schools in the district. D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base $30,000 5B. Facilitated program design consulting [Goal 1722] 5800: Professional/Consulting Services And Operating Expenditures Title III $20,000 5C. No additional expenditure needed for this action/service. 5D. No additional expenditure needed for this action/service.

LCAP Year 2: 2017 - 18

Expected Annual Measurable Outcomes:	A- Improving A-G Completion: All students from 57% in 2014 to 72% for Class of 2019 (15% increase) Sub-group A-G completion acceleration outcomes: The district will increase by 10%, the number of Latino, Low-income, Foster/Homeless Youth and English Learner students completing A-G course sequence. B- Reduction in D/F Rates: Reduce Fall Semester D/F rates by school and subgroup - The district will decrease by 10% the overall number of 9th grade students receiving “D or F” grades in English I/II and Algebra I/Geometry at all sites and in all subgroups C- GPA improvement: The district will Increase by 10% percent the number of LTEL, Latino, SED, and EL students with a grade point average over 2.0. D- Increased AP/IB Readiness and Enrollment: Continue AP,IB, PSAT and SAT excellence while increasing participation rates: 5% increase in number of under-represented subgroups enrolled in AP/IB Classes in 2016-2017; 5% increase in number of under-represented students taking AP/IB exams in 2015-2016; 95% of all 10th and 11th grade students will take PSAT in 2016-17 E- CAASPP Improvement: District 11th grade students will show a 5% Increase overall in the number of students meeting standard on the CAASPP-ELA and Math assessment overall, and decrease by 10% the number of students not “meeting standard” among high-priority subgroups. F. PSAT Improvement: The district will show a 5% increase in the overall number of students who are "on track" for SAT success and will decrease by 10% the number of Latino, Low-income, Foster/Homeless Youth and English Learner students not "on track" (year over year) G. Scholastic Reading Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results

H. Scholastic Math Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results

I - English Learner Achievement: Meet all Annual Measurable Academic Objectives (AMAO's) for English Learners (EL's): (817 Annual CELDT test takers)

- AMAO 1: The number of EL’s making at least one year of growth on the CA English Language Development Test (CELDT) - Target: 60.5% (2014-15)
- AMAO 2a: The number of EL’s (in the US less than 5 years) who are English proficient - Target: 24.2% (2014-15)
- AMAO-2b: The number of EL’s (in the US more than 5 years) who are English Proficient - Target: 50.9% (2014-15)
- AMAO 3: The number of EL 11th graders meeting or exceeding the standards on the CAASPP Assessment - 23% in 2015-16 - Target: Decrease by 10% the number of students not meeting standard
- Graduation Rate for EL's:82.9% (2014-15)

J - Drop out rates: Decrease dropout rates overall (from 6.6% in 2014-15) and among subgroups:

- Decrease Hispanic/Latino drop-out rate from 13.0 to 10.0
- Decrease African American drop-out rate from 18.5 to 10.0
- Decrease Pacific Islander drop-out rate from 8.6 to 5.0
- Decrease English Learner drop-out rate from 14.3 to 10.0
- Decrease Low-income student drop-out rate from 11.4 to 8.0

K - Graduation Rates: Increase graduation rates overall and among key subgroups

- Increase overall graduation rate from 91.6% to 93%
- Increase Hispanic/Latino graduation rate from 84.5% to 88%
- Increase Pacific Islander graduation rate from 89.7 to 93%
- Increase African American graduation rate from 77.8% to 85%
- Increase Low-income student graduation rate from 85.8 to 89%

L - Decrease in Significant-Disproportionality (SIG-DIS) in SPED:

- Decrease in initial referrals for special education; Decrease in overall percentage of students in Special Education among key subgroups (ensure that proportion is equal to that of all subgroups and district averages):
- (African American Specific Learning Disability; Latino students with Emotional Disturbance; White students with Emotional Disturbance); Increase in number of students receiving interventions in general education.

M - CTE Pathways:

- Increase from 12.75% (to 15%), the number of students successfully completing a CTE pathway.
- Increase by 5% the number of students who matriculate into a community college or job in line with their CTE Pathway.
- Increase by 5% the number of graduating seniors who complete CTE pathway.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Refine core courses and invest in CA Standards-aligned instructional materials: A. Provide and support a math Coordinator who leads Council and new materials piloting and procurement process.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1A. CA Standards-aligned Math materials pilot [Goal 9120] 4000-4999: Books And Supplies Base $50,000 1A .6 FTE math Coordinator release [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $70,000 1B. .4 FTE English Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000

B. Provide and support an English coordinator who leads Council and establishes/ensures common course expectations aligned to new CA Framework for ELA/ELD. In addition, the English Coordinator will collaborate (with ELD Coordinator) on the development and delivery of a PD for English faculty on integrated/designated English Language Development for ELD and ELD for English teachers C. Provide and support a Science Coordinator who leads Council and leads the development of Next Generation Science-aligned course descriptions, curriculum maps and model units. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers. D. Provide and support a Social Science coordinator who leads Council and leads the development of revised courses of study based on impending new Curriculum Framework (fall 2016). In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Social Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers. E. Provide and support an English Language Development (ELD) Coordinator - refine and revise courses of study for ELD courses; support integrated and designated ELD; and work with Manager of EL and Compliance to support general education teachers in supporting Long-Term EL's. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for faculty on integrated/designated English Language Development for ELD and ELD content area teachers. F. Provide and support a CTE Coordinator to lead the Council, address compliance issue for Career Technical Education and facilitate the process of a comprehensive CTE plan for the SMUHSD.		_ Other Subgroups: (Specify)	1C. .4 FTE Science Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000 1D. Social science Coordinator [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $8,000 1E. .6 FTE ELD Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Supplemental $45,000 1F. .4 FTE CTE Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000 1G. Other Technical Subjects Coordinators [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $72,000

G. Provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils: • Health • Guided Studies • OSCR • Social Science • VAPA, Science • World Language • Science Curriculum Developers			
2. Continue to implement diagnostic/monitoring assessments and begin development/procurement of new standards-aligned benchmark assessments in core content areas: A. Begin creation of common, CA Standards-aligned formative & summative assessments in ELA and/or Mathematics - either taken directly from the CAASPP Interim Assessment platform or created by SMUHSD teachers. B. Continue to administer Scholastic Reading (SRI) and Math (SMI) Inventory Assessments to all incoming 9th grade students and twice-yearly assessments of 10th graders so as to place students in appropriate classes and monitor growth. C. Continue to administer the PSAT test to all 10th grade students. D. Investigate, evaluate and procure effective resources for digital formative assessment	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A. Common Assessment Development/Scoring [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $50,000 2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $50,000 2C. PSAT Costs [Goal: 9054] 4000-4999: Books And Supplies Base $55,000 2D. Digital Formative Assessment Inquiry ([Goal 9120] 5800: Professional/Consulting Services And Operating Expenditures Base $15,000
3.Continue to implement intervention/support/English Language Development programs for students: A. Continue to implement Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites. B. Continue to provide English Language Development to students learning English.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	3A. 20.2 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental $2,525,200 3B. 13.2 FTE ELD classes at all sites 1000-1999: Certificated Personnel Salaries Supplemental $1,650,000 3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] 1000-1999: Certificated Personnel Salaries Base $300,000

C. Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners. D. Continue to implement the On-Site Credit Recovery (OSCR Program). E. Summer School Credit Recovery Program. F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students. G. Continue to provide EL Specialists to support the academic needs of EL's H. Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School) I. Continue to provide after school tutoring options for students in need.			3D. Ongoing training support for AVID as well as materials 5000-5999: Services And Other Operating Expenditures Base $120,000 3E. Summer School 1000-1999: Certificated Personnel Salaries Base $335,000 3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes 1000-1999: Certificated Personnel Salaries Base $330,000 3G. EL Specialist Support Staff (7) [Goal 9640] 2000-2999: Classified Personnel Salaries Base $248,889 3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base $50,000 3I. After school Tutoring [Goal 9640] 0001-0999: Unrestricted: Locally Defined Base $120,000
4. Assess and plan for implementation of intervention systems/structures so as to ultimately put in place a more robust, "Multi-tiered System of Support" (MTSS) to be facilitated by: A. Hiring and providing an MTSS/SPED Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students. B. Consulting support from external consultant to support the process of MTSS planning and implementation.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Underrepresented populations	4A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Base $136,000 4B. MTSS Consultant 5800: Professional/Consulting Services And Operating Expenditures Base $75,000
5. Continue implementation of ELD Three-year Improvement Plan that leverages the findings of the EL Alignment Study conducted during the 2015-16 school year:	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth	5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base $30,000 5B. Facilitated program design consulting [Goal 1722] 5800: Professional/Consulting Services And Operating Expenditures Title III $20,000

A. Continue implementation of ELLevation monitoring software. B. District will facilitate a process of program design that reflects the CA ELA/ELD Framework. C. The district will continue to refine the Curriculum, Instruction, & Assessment common practice across all schools in the district. D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5C. No additional expenditure needed for this action/service. 5D. No additional expenditure needed for this action/service.

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	A- Improving A-G Completion: All students from 57% in 2014 to 72% for Class of 2019 (15% increase) Sub-group A-G completion acceleration outcomes: The district will increase by 10%, the number of Latino, Low-income, Foster/Homeless Youth and English Learner students completing A-G course sequence. B- Reduction in D/F Rates: Reduce Fall Semester D/F rates by school and subgroup - The district will decrease by 10% the overall number of 9th grade students receiving “D or F” grades in English I/II and Algebra I/Geometry at all sites and in all subgroups C- GPA improvement: The district will Increase by 10% percent the number of LTEL, Latino, SED, and EL students with a grade point average over 2.0. D- Increased AP/IB Readiness and Enrollment: Continue AP,IB, PSAT and SAT excellence while increasing participation rates: 5% increase in number of under-represented subgroups enrolled in AP/IB Classes in 2016-2017; 5% increase in number of under-represented students taking AP/IB exams in 2015-2016; 95% of all 10th and 11th grade students will take PSAT in 2016-17 E- CAASPP Improvement: District 11th grade students will show a 5% Increase overall in the number of students meeting standard on the CAASPP-ELA and Math assessment overall, and decrease by 10% the number of students not “meeting standard” among high-priority subgroups. F. PSAT Improvement: The district will show a 5% increase in the overall number of students who are "on track" for SAT success and will decrease by 10% the number of Latino, Low-income, Foster/Homeless Youth and English Learner students not "on track" (year over year) G. Scholastic Reading Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results H. Scholastic Math Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results I - English Learner Achievement: Meet all Annual Measurable Academic Objectives (AMAO's) for English Learners (EL's): (817 Annual CELDT test takers) • AMAO 1: The number of EL’s making at least one year of growth on the CA English Language Development Test (CELDT) - Target: 60.5% (2014-15) • AMAO 2a: The number of EL’s (in the US less than 5 years) who are English proficient - Target: 24.2% (2014-15) • AMAO-2b: The number of EL’s (in the US more than 5 years) who are English Proficient - Target: 50.9% (2014-15) • AMAO 3: The number of EL 11th graders meeting or exceeding the standards on the CAASPP Assessment - 23% in 2015-16 - Target: Decrease by 10% the number of students not meeting standard • Graduation Rate for EL's:82.9% (2014-15)

J - Drop out rates: Decrease dropout rates overall (from 6.6% in 2014-15) and among subgroups:

- Decrease Hispanic/Latino drop-out rate from 13.0 to 10.0
- Decrease African American drop-out rate from 18.5 to 10.0
- Decrease Pacific Islander drop-out rate from 8.6 to 5.0
- Decrease English Learner drop-out rate from 14.3 to 10.0
- Decrease Low-income student drop-out rate from 11.4 to 8.0

K - Graduation Rates: Increase graduation rates overall and among key subgroups

- Increase overall graduation rate from 91.6% to 93%
- Increase Hispanic/Latino graduation rate from 84.5% to 88%
- Increase Pacific Islander graduation rate from 89.7 to 93%
- Increase African American graduation rate from 77.8% to 85%
- Increase Low-income student graduation rate from 85.8 to 89%

L - Decrease in Significant-Disproportionality (SIG-DIS) in SPED:

- Decrease in initial referrals for special education; Decrease in overall percentage of students in Special Education among key subgroups (ensure that proportion is equal to that of all subgroups and district averages):
- (African American Specific Learning Disability; Latino students with Emotional Disturbance; White students with Emotional Disturbance); Increase in number of students receiving interventions in general education.

M - CTE Pathways:

- Increase from 12.75% (to 15%), the number of students successfully completing a CTE pathway.
- Increase by 5% the number of students who matriculate into a community college or job in line with their CTE Pathway.
- Increase by 5% the number of graduating seniors who complete CTE pathway.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Refine core courses and invest in CA Standards-aligned instructional materials: A. Provide and support a math Coordinator who leads Council and new materials piloting and procurement process. B. Provide and support an English coordinator who leads Council and establishes/ensures common course expectations aligned to new CA Framework for ELA/ELD. In addition, the English Coordinator will collaborate (with ELD Coordinator) on the development and delivery of a PD for English faculty on integrated/designated English Language Development for ELD and ELD for English teachers C. Provide and support a Science Coordinator who leads Council and leads the development of Next	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1A. CA Standards-aligned Math materials pilot [Goal 9120] 4000-4999: Books And Supplies Base $50,000 1A .6 FTE math Coordinator release [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $70,000 1B. .4 FTE English Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000 1C. .4 FTE Science Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000 1D. Social science Coordinator [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $8,000 1E. .6 FTE ELD Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Supplemental $45,000 1F. .4 FTE CTE Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $45,000

Generation Science-aligned course descriptions, curriculum maps and model units. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers. D. Provide and support a Social Science coordinator who leads Council and leads the development of revised courses of study based on impending new Curriculum Framework (fall 2016). In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Social Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers. E. Provide and support an English Language Development (ELD) Coordinator - refine and revise courses of study for ELD courses; support integrated and designated ELD; and work with Manager of EL and Compliance to support general education teachers in supporting Long-Term EL's. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for faculty on integrated/designated English Language Development for ELD and ELD content area teachers. F. Provide and support a CTE Coordinator to lead the Council, address compliance issue for Career Technical Education and facilitate the process of a comprehensive CTE plan for the SMUHSD. G. Provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils: • Health • Guided Studies • OSCR • Social Science • VAPA, Science • World Language • Science Curriculum Developers			1G. Other Technical Subjects Coordinators [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $72,000

2. Continue to implement diagnostic/monitoring assessments and begin development/procurement of new standards-aligned benchmark assessments in core content areas: A. Begin creation of common, CA Standards-aligned formative & summative assessments in ELA and/or Mathematics - either taken directly from the CAASPP Interim Assessment platform or created by SMUHSD teachers. B. Continue to administer Scholastic Reading (SRI) and Math (SMI) Inventory Assessments to all incoming 9th grade students and twice-yearly assessments of 10th graders so as to place students in appropriate classes and monitor growth. C. Continue to administer the PSAT test to all 10th grade students. D. Investigate, evaluate and procure effective resources for digital formative assessment	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A. Common Assessment Development/Scoring [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base $50,000 2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120] 1000-1999: Certificated Personnel Salaries Base $50,000 2C. PSAT Costs [Goal: 9054] 4000-4999: Books And Supplies Base $55,000 2D. Digital Formative Assessment Inquiry ([Goal 9120] 5800: Professional/Consulting Services And Operating Expenditures Base $15,000
3.Continue to implement intervention/support/English Language Development programs for students: A. Continue to implement Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites. B. Continue to provide English Language Development to students learning English. C. Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners. D. Continue to implement the On-Site Credit Recovery (OSCR Program). E. Summer School Credit Recovery Program.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	3A. 20.2 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental $2,525,200 3B. 13.2 FTE ELD classes at all sites 1000-1999: Certificated Personnel Salaries Supplemental $1,650,000 3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] 1000-1999: Certificated Personnel Salaries Base $300,000 3D. Ongoing training support for AVID as well as materials 5000-5999: Services And Other Operating Expenditures Base $120,000 3E. Summer School 1000-1999: Certificated Personnel Salaries Base $335,000 3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes 1000-1999: Certificated Personnel Salaries Base $330,000 3G. EL Specialist Support Staff (7) [Goal 9640] 2000-2999: Classified Personnel Salaries Base $248,889

F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students. G. Continue to provide EL Specialists to support the academic needs of EL's H. Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School) I. Continue to provide after school tutoring options for students in need.			3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base $50,000 3I. After school Tutoring [Goal 9640] 0001-0999: Unrestricted: Locally Defined Base $120,000
4. Assess and plan for implementation of intervention systems/structures so as to ultimately put in place a more robust, "Multi-tiered System of Support" (MTSS) to be facilitated by: A. Hiring and providing an MTSS/SPED Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students. B. Consulting support from external consultant to support the process of MTSS planning and implementation.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Base $136,000 4B. MTSS Consultant 5800: Professional/Consulting Services And Operating Expenditures Base $75,000
5. Continue implementation of ELD Three-year Improvement Plan that leverages the findings of the EL Alignment Study conducted during the 2015-16 school year: A. Continue implementation of ELLevation monitoring software. B. District will facilitate a process of program design that reflects the CA ELA/ELD Framework. C. The district will continue to refine the Curriculum, Instruction, & Assessment common practice across all schools in the district.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base $30,000 5B. Facilitated program design consulting [Goal 1722] 5800: Professional/Consulting Services And Operating Expenditures Title III $20,000 5C. No additional expenditure needed for this action/service. 5D. No additional expenditure needed for this action/service.

D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.			

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	The SMUHSD will continue to enhance and improve the social-emotional health of its students by: • Providing high quality mental health supports • Initiatives and activities intended to lower student stress and improve connectedness • Supporting families with effective communication and engagement activities	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify LEAP: 1a,1b,2e,2f,5a,5b,5c

Identified Need :	Based on stakeholder input, CA Healthy Kids Survey (CHKS) data about both increased student feelings of stress, some self-reported increases in drug/alcohol use (CHKS), and an increase in the number of expulsions in the district during the 2015-16 school year, the district has identified the need to have a strong push to provide more coordinated and effective resources, people and strategies for supporting our students' social-emotional needs. In particular, we have identified the ongoing need to support the families of unduplicated pupils with increase support for their families on the processes and expectations required to successfully navigate High School and matriculate to positive post-secondary options. All of these data indicate to us the need to invest significantly in the social-emotional well-being of our students.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students including subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	A- Suspension/ Expulsion rate decrease: Reduce both suspension and expulsion rates by ten percent in 2016-2017 B- Mental health supports: A revamped mental health assessment process; Students report on Healthy Kids survey that measures of connectedness and personal well-being are improved from 2015-16 administration ("Other Local Measure") C- Attendance: Decrease rates of chronic absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students D - Attendance Rates overall - the district will decrease absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students E- Student Wellness: The % of students reporting that they are "not experiencing stress" will increase relative to the state average on the next administration of the California Healthy Kids Survey. In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure") F. Increase in formal monitoring of student mental health: By the end of 2016-17, there will be a system in place whereby there are monthly meetings with the site leadership reviewing social-emotional data about students and intervening/celebrating (as appropriate). ("Other Local Measure") G- Convening of Formal Meetings - Parent Participation/ Engagement: Increase in number of the parents of unduplicated pupils who attend meetings, information sessions (i.e conference, etc) H- Provide effective trainings/support for families: Parent surveys will indicate improved understanding (by parents) of how to help their student attain post-secondary plans ("Other Local Measure") I- Student participation in activities/clubs: Increase in overall participation in clubs/activities among students; and establishment of a baseline of unduplicated student participation in clubs/activities, including including our Latino, Low-income, Foster/Homeless Youth and English Learner students (so as to set a measurable increase for future years) ("Other Local Measure") J- Parent Engagement Staff: The number of Parent Involvement Coordinators parent contacts is established (baseline) se as to set a measurable increase for future years. ("Other Local Measure")

	K- Inclusive Outreach to ALL families: The number of schools/programs demonstrating inclusive outreach to all families, in home languages and two-way communication methods (between home and school) will be inventoried so as to set measurable increases in activities and/or establish qualitative measures in the future. ("Other Local Measure") L- Parent knowledge of student needs/goals: Increase in the number of parents who know the four-year plan for their student; how well their child(ren) are doing in their classes; and how to help their student achieve their post-secondary plans (as evidenced by annual parent survey) ("Other Local Measure")

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement Attendance and Welfare/Restorative Justice Coordinator position. This position is the case manager for high risk students including being the lead liaison for Foster Youth (reviews transcripts, coordinates support)	LEA-wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless	1. Attendance and Welfare/Restorative Justice Coordinator 1000-1999: Certificated Personnel Salaries Supplemental $137,000
2. Provide 16 Marriage and Family Therapists (total of $1.6 million, but $1 million paid for by grant from SPED-ERHMS and $600K from General Fund). A. Marriage and Family Therapists provide individual and group therapy to students in need. B. Pilot program will be evaluated by Stanford evaluators each year for three years.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) 2000-2999: Classified Personnel Salaries Base $600,000 MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other $70,000
3. Health and Wellness Coordinators. A. Provide 3 Certificated Health and Wellness Coordinators shared across all school sites to support the social and emotional needs of students and staff.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 1000-1999: Certificated Personnel Salaries Other $500,000

4. District will continue to provide a Manager of Mental Health Supports (Classified Manager) who will coordinate and manage the various mental health resources described above.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Manager Mental Health Supports 2000-2999: Classified Personnel Salaries Base $135,000
5. District will continue to invest in a MTSS/SPED Coordinator and strategies to support early intervention, district-wide wellness, and SRO's to address chronic absenteeism at all school sites. A. The district will provide an MTSS/SPED Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support. B. In order to address the district's "Significant Disproportionality in Special Education among some key subgroups, the district will hire consultant form Collaborative Learning Solutions to facilitate the refinement of the district's Mulit-tiered System of Supports (Consultancy, PD, staff release time and data collection). C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district. D. District will continue to provide SRO’s at all sites to monitor and follow up with students exhibiting chronic absenteeism.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Base $75,000 5B 5800: Professional/Consulting Services And Operating Expenditures Base $86,000 5C. District Wellness Coordinator 1000-1999: Certificated Personnel Salaries Base $125,000 5D. SRO's (50% of cost supported by General Fund) 2000-2999: Classified Personnel Salaries Base $225,000
6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement		_ All OR: X Low Income pupils X English Learners X Foster Youth	6A. Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base $110,000 6B. Parent Education and outreach support 5800: Professional/Consulting Services And Operating Expenditures Supplemental $75,000

A. Continue Parent Involvement Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home. B. Continue development of parent education modules (developed and supported by Peninsula Conflict Resolution Center) to include how to use available high school services, how to help teenagers with homework support, parent leadership training, and how to help teens prepare for college.		X Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless	
7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement 7B. Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7A. Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base $154,000 7B. materials/ supplies for orientation activities; 4000-4999: Books And Supplies Base $65,000
8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis 8C. Expand alternative programs for out-of-school suspensions		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Alternative to Suspension program personnel. 1000-1999: Certificated Personnel Salaries Base $87,433 1 FTE Independent Study/ Alternative Educational Program Support 1000-1999: Certificated Personnel Salaries Base $110,000
9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates 9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students 9C. Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base $32,535 Outside services—Social Worker Interns/YSB/PCRC 2000-2999: Classified Personnel Salaries Supplemental $50,000 No additional cost associated with this.

advocates, and other entities providing care, support or services foster youth in the LEA.			

LCAP Year 2: 2017 - 18

Expected Annual Measurable Outcomes:	A- Suspension/ Expulsion rate decrease: Reduce both suspension and expulsion rates by another ten percent in 2016-2017 B- Mental health supports: A revamped mental health assessment process; Students report on Healthy Kids survey that measures of connectedness and personal well-being are improved from 2015-16 administration C- Attendance: Decrease rates of chronic absenteeism overall and among all subgroups D- Student Wellness: Healthy Kids metric (mental health) - % of students not experiencing stress (state average) - senior survey of stress (in Naviance); We will measure student wellness through a series of single-questions that come up for every student when they log onto a district computer/chromebook; Decrease in drug alcohol use among students - as reported on Healthy Kids Survey E- Convening of Formal Meetings - Parent Participation/ Engagement: Increase in number of parents who attend meetings, information sessions (i.e conference, etc) F- Provide effective trainings/support for families: Parent surveys will indicate improved understanding (by parents) of how to help their student attain post-secondary plans G- Student participation in activities/clubs: Increase in overall participation in clubs/activities; Increase in participation in clubs among unduplicated subgroups H- Parent Engagement Staff: The number of Parent Involvement Coordinators is maintained and hours increased I- Inclusive Outreach to ALL families: The number of schools/programs demonstrating inclusive outreach to all families, in home languages and easy two-way communication methods (between home and school) J- Parent knowledge of student needs/goals: Increase in the number of parents who know the four-year plan for their student; how well their child(ren) are doing in their classes; and how to help their student achieve their post-secondary plans (as evidenced by annual parent survey) The district has no middle school students, so the required metric of middle school drop-outs does not apply to the SMUHSD.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement Attendance and Welfare/Restorative Justice Coordinator position. This position is the case manager for high risk students including being the lead liaison for Foster Youth (reviews transcripts, coordinates support)	LEA-wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. Attendance and Welfare/Restorative Justice Coordinator 1000-1999: Certificated Personnel Salaries Supplemental $137,000
2. Provide 16 Marriage and Family Therapists (total of $1.6 million, but $1 million paid for by grant from SPED-ERHMS and $600K from General Fund).	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) 2000-2999: Classified Personnel Salaries Base $600,000

A. Marriage and Family Therapists provide individual and group therapy to students in need. B. Pilot program will be evaluated by Stanford evaluators each year for three years.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other $70,000
3. Health and Wellness Coordinators. A. Provide 3 Certificated Health and Wellness Coordinators shared across all school sites to support the social and emotional needs of students and staff.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 1000-1999: Certificated Personnel Salaries Other $500,000
4. District will continue to provide a Manager of Mental Health Supports (Classified Manager) who will coordinate and manage the various mental health resources described above.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Manager Mental Health Supports 2000-2999: Classified Personnel Salaries Base $135,000
5. District will continue to invest in a MTSS/SPED Coordinator and strategies to support early intervention, district-wide wellness, and SRO's to address chronic absenteeism at all school sites. A. The district will provide an MTSS/SPED Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support. B. In order to address the district's "Significant Disproportionality in Special Education among some key subgroups, the district will hire consultant form Collaborative Learning Solutions to facilitate the refinement of the district's Mulit-tiered System of	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Supplemental $75,000 5B 5800: Professional/Consulting Services And Operating Expenditures Base $86,000 5C. District Wellness Coordinator 1000-1999: Certificated Personnel Salaries Base $125,000 5D. SRO's (50% of cost supported by General Fund) 2000-2999: Classified Personnel Salaries Base $225,000

Supports (Consultancy, PD, staff release time and data collection). C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district. D. District will continue to provide SRO’s at all sites to monitor and follow up with students exhibiting chronic absenteeism.			
6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement A. Continue Parent Involvement Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home. B. Continue development of parent education modules (developed and supported by Peninsula Conflict Resolution Center) to include how to use available high school services, how to help teenagers with homework support, parent leadership training, and how to help teens prepare for college.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6A. Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base $110,000 6B. Parent Education and outreach support 5800: Professional/Consulting Services And Operating Expenditures Supplemental $75,000
7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement 7B. Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7A. Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base $154,000 7B. materials/ supplies for orientation activities; 4000-4999: Books And Supplies Base $65,000
8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis 8C. Expand alternative programs for out-of-school suspensions		_ All OR: X Low Income pupils X English Learners X Foster Youth	Alternative to Suspension program personnel. 1000-1999: Certificated Personnel Salaries Base $87,433 1 FTE Independent Study/ Alternative Educational Program Support 1000-1999: Certificated Personnel Salaries Base $110,000

		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates 9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students 9C. Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base $32,535 Outside services—Social Worker Interns/YSB/PCRC 2000-2999: Classified Personnel Salaries Supplemental $50,000 No additional cost associated with this.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A- Suspension/ Expulsion rate decrease: Reduce both suspension and expulsion rates by another ten percent in 2016-2017 B- Mental health supports: A revamped mental health assessment process; Students report on Healthy Kids survey that measures of connectedness and personal well-being are improved from 2015-16 administration C- Attendance: Decrease rates of chronic absenteeism overall and among all subgroups D- Student Wellness: Healthy Kids metric (mental health) - % of students not experiencing stress (state average) - senior survey of stress (in Naviance); We will measure student wellness through a series of single-questions that come up for every student when they log onto a district computer/chromebook; Decrease in drug alcohol use among students - as reported on Healthy Kids Survey E- Convening of Formal Meetings - Parent Participation/ Engagement: Increase in number of parents who attend meetings, information sessions (i.e conference, etc) F- Provide effective trainings/support for families: Parent surveys will indicate improved understanding (by parents) of how to help their student attain post-secondary plans G- Student participation in activities/clubs: Increase in overall participation in clubs/activities; Increase in participation in clubs among unduplicated subgroups H- Parent Engagement Staff: The number of Parent Involvement Coordinators is maintained and hours increased I- Inclusive Outreach to ALL families: The number of schools/programs demonstrating inclusive outreach to all families, in home languages and easy two-way communication methods (between home and school) J- Parent knowledge of student needs/goals: Increase in the number of parents who know the four-year plan for their student; how well their child(ren) are doing in their classes; and how to help their student achieve their post-secondary plans (as evidenced by annual parent survey)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement Attendance and Welfare/Restorative Justice Coordinator position. This position is the case manager for high risk students including being the lead liaison for Foster Youth (reviews transcripts, coordinates support)		_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. Attendance and Welfare/Restorative Justice Coordinator 1000-1999: Certificated Personnel Salaries Supplemental $137,000
2. Provide 16 Marriage and Family Therapists (total of $1.6 million, but $1 million paid for by grant from SPED-ERHMS and $600K from General Fund). A. Marriage and Family Therapists provide individual and group therapy to students in need. B. Pilot program will be evaluated by Stanford evaluators each year for three years.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) 2000-2999: Classified Personnel Salaries Base $600,000 MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other $70,000
3. Health and Wellness Coordinators. A. Provide 3 Certificated Health and Wellness Coordinators shared across all school sites to support the social and emotional needs of students and staff.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 1000-1999: Certificated Personnel Salaries Other $500,000
4. District will continue to provide a Manager of Mental Health Supports (Classified Manager) who will coordinate and manage the various mental health resources described above.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Manager Mental Health Supports 2000-2999: Classified Personnel Salaries Base $135,000

5. District will continue to invest in a MTSS/SPED Coordinator and strategies to support early intervention, district-wide wellness, and SRO's to address chronic absenteeism at all school sites. A. The district will provide an MTSS/SPED Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support. B. In order to address the district's "Significant Disproportionality in Special Education among some key subgroups, the district will hire consultant form Collaborative Learning Solutions to facilitate the refinement of the district's Mulit-tiered System of Supports (Consultancy, PD, staff release time and data collection). C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district. D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Supplemental $75,000 5B 5800: Professional/Consulting Services And Operating Expenditures Base $86,000 5C. District Wellness Coordinator 1000-1999: Certificated Personnel Salaries Base $125,000 5D. SRO's (50% of cost supported by General Fund) 2000-2999: Classified Personnel Salaries Base $225,000
6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement A. Continue Parent Involvement Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home. B. Continue development of parent education modules (developed and supported by Peninsula Conflict Resolution Center) to include how to use available high school services, how to help teenagers with homework support, parent leadership training, and how to help teens prepare for college.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	6A. Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base $110,000 6B. Parent Education and outreach support 5800: Professional/Consulting Services And Operating Expenditures Supplemental $75,000

7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement 7B. Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	7A. Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base $154,000 7B. materials/ supplies for orientation activities; 4000-4999: Books And Supplies Base $65,000
8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis 8C. Expand alternative programs for out-of-school suspensions		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Alternative to Suspension program personnel. 1000-1999: Certificated Personnel Salaries Base $87,433 1 FTE Independent Study/ Alternative Educational Program Support 1000-1999: Certificated Personnel Salaries Base $110,000
9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates 9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students 9C. Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA.		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base $32,535 Outside services—Social Worker Interns/YSB/PCRC 2000-2999: Classified Personnel Salaries Supplemental $50,000 No additional cost associated with this.

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Ensure Educational Excellence and Equity for every student: High Quality Learning Environment 1. Challenge and support each student by providing equitable access to a rigorous and relevant curriculum align to CCSS and 21st Century skills (CCR) 2. Expect the highest quality staff—teachers, staff, leaders—as the foundation for ongoing and future academic success 3. Integrate and align operational, business, technology and academic systems to support the needs of students, teachers, and schools (basic services/Williams Requirements)	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify LEA Plan 1a,1b; 3; 5a,5b

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students including under-performing sub-groups and targeted populations: Low Income, English Learners, Foster Youth and RFEP.

Expected Annual Measurable Outcomes:	1. College & Career Readiness (CCR): Counseling services: 1.1 All 9th--10th grade students will have reviewed 4-year plans by spring 2016. 1.1.2. All students new to SMUHSD will receive educational options counseling by end of 4th week of enrollment. 1.2 Transcript evaluation services: 1.2.1 All students new to district with prior high school credits will have transcripts evaluated for SMUHSD credit equivalency to assure accurate placement 1.3 All classes will be staffed with Highly Qualified Teachers (HQT) 1.4 All core content courses will reflect alignment to CCSS /NGSS /CCR; i.e., Course of Study revisions w/key assignments; Curriculum Council alignment documents presented for Board approval 1.5. Basic services to all students; i.e., Williams Requirements, will continue to be met as measured by quarterly complaint reports to Board	Actual Annual Measurable Outcomes:	All current 9th and 10th Grade Students have 4-year plans in place by spring 2016. 1.1.2 Students continue to receive "educational options counseling" within the first four weeks of enrollment. 1.2 All students new to the district continue to have their transcripts evaluated for SMUHSD credit equivalency and are place appropriately and accurately. 1.3 By the end of the 3rd week of school 0.05% of all teaching assignments were not staffed. In addition, 99.3% of teachers during the 2015-16 school year were "Highly Qualified" 1.4 The district has submitted courses of study in Mathematics this school year and anticipates the same for English/Language Arts and Science during the 2016-17 school year. 1.5 All school sites have access to standards-aligned instructional materials. All instructional materials are from the most recent district adoption. All students have their own assigned core curriculum textbook/instructional materials. All textbooks meet state and local standards.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Comprehensive plan with timeline for implementation of annual 4-year college and career planning for high-risk students to include appropriate academic support 1.1.2 Student/Parent Academic Conferences to communicate Academic Plans will be incorporated into all spring pre-enrollment activities 1.1.3. Expand Placement services to include site administrative training in compiling a four year plan & interpretation services for EL students and families 1.1.4. Counseling/staff training to assure accurate enrollment and transfer credits for Foster Youth 1.1.5 Expand services for newly enrolled students to include parent/ student conference of educational options. 1.1.6 Expand placement testing to more accurately assess content readiness for ELA, math, and EL Services 1.1.7 Provide standardized transcript evaluation services for all students new to district.	Professional Development; counselor release; variable pay 1000-1999: Certificated Personnel Salaries Supplemental $20,000 Student Services Guidance Coordinator 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental $135,000 Research-Based Assessments 4000-4999: Books And Supplies Supplemental $50,000 Interpreter Certification/Training 2000-2999: Classified Personnel Salaries Supplemental $15,000 College Certified Trainer for Interpreters 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,000 District Testing Assistant 2000-2999: Classified Personnel Salaries Federal Funds $30,000	1.1 9th grade Students at all sites had completed these plans by spring of 2016. 1.1.2 Student/Parent Academic Conferences continue to be conducted at all sites with special attention to district unduplicated pupils. 1.1.3 The district and school sites provided significant interpretation support during the four-year-plan development work with EL students and their families throughout the year. 1.1.4 Counseling staff continue to identify and monitor the enrollment and credit status of the district's Foster Youth. 1.1.5 The district convened an Adelante! Conference on April 16, 2016 to support EL students and families on educational options and strategies for supporting their students to successfully navigate HS (and prepare themselves for post-secondary options). 1.1.6 The district expanded the administration of the Strategic Reading and Math Inventory assessments to all incoming students and through the 10th grade year.	Professional Development; counselor release; variable pay 1000-1999: Certificated Personnel Salaries Supplemental $70,176.39 Student Services Guidance Coordinator 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental $0 Research-Based Assessments 4000-4999: Books And Supplies Supplemental $35,888.74 Interpreter Certification/Training 2000-2999: Classified Personnel Salaries Supplemental $5,189.40 College Certified Trainer for Interpreters 5800: Professional/Consulting Services And Operating Expenditures Supplemental $80,404.99 District Testing Assistant 2000-2999: Classified Personnel Salaries Federal Funds $28,190.39

		1.1.7 The district continues to provide standardized transcript evaluation services for all students new to the district.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1.1 All ELD classrooms will be staffed with HQT 2.1.2 Instructional Coaches will support new and veteran teachers as new District evaluation model is implemented	Administration/ support staff training on credential authorization and assignments 5000-5999: Services And Other Operating Expenditures Base $5000 Supplies/Materials 4000-4999: Books And Supplies Title II $5000 7.4 FTE Instructional Coach Positions 1000-1999: Certificated Personnel Salaries Base $800,000 Teacher Release/Substitute or variable pay 1000-1999: Certificated Personnel Salaries Base $40,000 Supplemental Instructional Materials/ technology support	2.1.1 All ELD classrooms during the 2015-16 School year were staffed with highly qualified teachers, credentialed with at least the EL Authorization/CLAD Certificate. 2.1.2 The district, in collaboration with the Peer Assistance and Review Committee enacted its pilot Instructional Coach (IC) program during the 2015-16 school year. The district served 170 new and tenured teachers with 7.4 FTE IC staff. The district will continue this program into the 2016-17 school year and evaluate, adjust and determine, with stakeholders, the future of the pilot program.	Administration/ Support Staff training on credential authorization and assignments 5000-5999: Services And Other Operating Expenditures Base $0 Supplies/Materials 4000-4999: Books And Supplies Title II $0 7.4 FTE Instructional Coach Positions 1000-1999: Certificated Personnel Salaries Base $772,287.56 Teacher Release/Substitute or variable pay 1000-1999: Certificated Personnel Salaries Base $18,998.17 Supplemental Instructional Materials/Technology support 4000-4999: Books And Supplies Base $90,560

	4000-4999: Books And Supplies Base $50,000		
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3 Support Alignment of Core content (ELA/ELD, Math, Science, Social Studies & Technical disciplines) curriculum/ assessment to reflect new CCSS/NGSS	Professional Development support 1000-1999: Certificated Personnel Salaries Other 300,000 Instructional Materials /technology aligned to CCSS 4000-4999: Books And Supplies Lottery 200,000 Professional Development in CCSS, NGSS 5800: Professional/Consulting Services And Operating Expenditures Other 100,000 3.2 FTE Technology, Math Science ; PD Coordinators to lead CCSS/NGSS training 1000-1999: Certificated Personnel Salaries Other $352,000	3.1 The district continues to investigate instructional materials and aligned assessments that reflect the rigor and depth of the California Standards (formerly the Common Core State Standards) and the Next Generation Science Standards (NGSS). There will be significant work on this in the 2016-17 school year in math and science. Below is a summary of instructional materials activities this year and next: ELA/ELD – New framework requires new alignment Math – Algebra I, Geometry and Algebra II revised (Jan. 2016) – more forthcoming Science – New course sequence will be shared at April board meeting Social Science – new standards are in process Other Technical Subjects - forthcoming	Professional Development Support 1000-1999: Certificated Personnel Salaries Other $409,762.42 Instructional Materials/Technology aligned to CCSS 4000-4999: Books And Supplies Lottery $367,704.38 Professional Development inn CCSS, NGSS 5800: Professional/Consulting Services And Operating Expenditures Other $57,441.25 3.2 FTE Technology, Math, Science; PD Coordinators to lead CCSS/NGSS training 1000-1999: Certificated Personnel Salaries Other $238,165.93
Scope of Service: LEA-wide X All OR:		Scope of Service: X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Provide All Basic Services--Williams Requirements met annually	Materials, technology to support instruction 4000-4999: Books And Supplies Base $300,000	4. The district met all Williams requirements for facilities, staff and instructional materials for the 2015-16 school year at all school sites.	Materials, technology to support instruction 4000-4999: Books And Supplies Base $499,456.69
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.1 Provide funding of school transportation for students in need	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental $15,000	4.1 The district provided free bus passes as well as transportation, as needed to unduplicated pupils throughout the school year.	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental $8,217.25
Scope of Service: LEA-Wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The summer of 2015 saw significant change in leadership and structure in the SMUHSD. In addition to the hiring of Superintendent Kevin Skelly, the overall district office underwent significant realignment (the creation of a new Assistant Superintendent of Student Services and absorption of the Assistant Superintendent of Instruction into the work of the Deputy Superintendent of Human Resources) and new staff have taken on new administrative roles at the district office. All of this has resulted in some alteration to the goals, measurable outcomes and actions/services outlined in this LCAP going forward into 2016-19. In addition, there are some estimated actual expenditures that were planned and articulated in the 2015-16 LCAP that were not expended due to changes in district direction or contracts (like those anticipated to be spent from the Supplemental resources on assessments) that were not as costly as anticipated. We do not anticipate such differences next year. While Goal 1 continues to be based on the provision of a high quality learning environment for all students, we have extended the number of measurable outcomes that we will monitor to include both those required in statute as well as some that we find locally essential. In addition, we will also move to capture more comprehensively, the full measure of the totality of our budget over the next three years and the attendant actions and services that will be enacted over that time span.

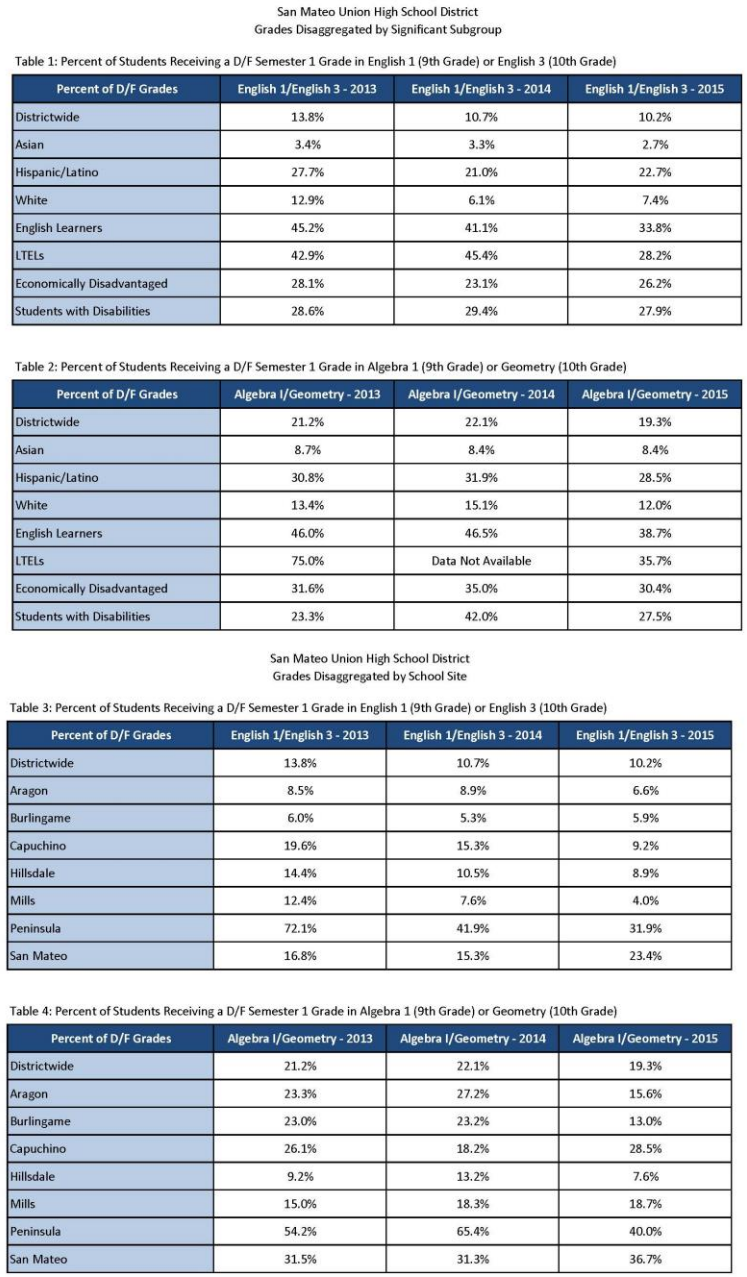
Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Ensure Educational Excellence and Equity for Every Student: Student Achievement • Core Content Support • Accelerated grade level proficiency • Graduation success		Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify LEAP: 1a,1b,2a,2b,2c,5a,5b,5c
Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All students including underperforming subgroups.	
Expected Annual Measurable Outcomes:	2.1 Current Students 2.1.1. Decrease in number of 9th/10th grade Hispanic/Latino students/ LTELs receiving F/D grades in English and Algebra I 2.1.3. Increase from baseline CAASPP results in math/ELA (11th gr.) for students not meeting and nearly meeting standard. 2.1.4. EAP: Decrease in number of 12th grade students Not Ready for College 2.2 Incoming 9th Grade Students 2.2.1. 90% Pre-9th grade placement tests in ELA/Math completed by 08/2016 2.2.2 .100% 9th Grade ELA/Math students complete post-testing in ELA/MATH—spring 2016 2.2.3. 100% late 9th grade enrollees complete ELA/math placement tests by 08/12/15 2.3 College Career Readiness 2.3.1. 15% Increase in number of grades C or above for Academic Core classes [UC/a-g] 9th, 10th 11th 2.3.2. 10% Increase in number of students with GPA above 2.0 for all subgroups 2.3.3 5% decrease in number of non-grads as measured by CALPADS reports including Cohort Graduation rates 2.3.4. 10%decrease in number of non-grads in targeted subgroup Cohort Graduation Rates: Latino/Low Income/EL/SWD 2.4. AP/IB 2.4.1. 5% Increase number of underrepresented subgroups enrolled in AP/IB classes	Actual Annual Measurable Outcomes:	2.1 Current Students 2.1.1. Decrease in number of 9th/10th grade Hispanic/Latino students/ LTELs receiving F/D grades in English and Algebra I

2.4.2. 5% Increase in number of underrepresented students taking AP/IB exams

2.4.3 5% Increase in number of IB Diploma candidates (CHS)



San Mateo Union High School District
Grades Disaggregated by Significant Subgroup

Table 1: Percent of Students Receiving a D/F Semester 1 Grade in English 1 (9th Grade) or English 3 (10th Grade)

Percent of D/F Grades	English 1/English 3 - 2013	English 1/English 3 - 2014	English 1/English 3 - 2015
Districtwide	13.8%	10.7%	10.2%
Asian	3.4%	3.3%	2.7%
Hispanic/Latino	27.7%	21.0%	22.7%
White	12.9%	6.1%	7.4%
English Learners	45.2%	41.1%	33.8%
LTELs	42.9%	45.4%	28.2%
Economically Disadvantaged	28.1%	23.1%	26.2%
Students with Disabilities	28.6%	29.4%	27.9%

Table 2: Percent of Students Receiving a D/F Semester 1 Grade in Algebra 1 (9th Grade) or Geometry (10th Grade)

Percent of D/F Grades	Algebra I/Geometry - 2013	Algebra I/Geometry - 2014	Algebra I/Geometry - 2015
Districtwide	21.2%	22.1%	19.3%
Asian	8.7%	8.4%	8.4%
Hispanic/Latino	30.8%	31.9%	28.5%
White	13.4%	15.1%	12.0%
English Learners	46.0%	46.5%	38.7%
LTELs	75.0%	Data Not Available	35.7%
Economically Disadvantaged	31.6%	35.0%	30.4%
Students with Disabilities	23.3%	42.0%	27.5%

San Mateo Union High School District
Grades Disaggregated by School Site

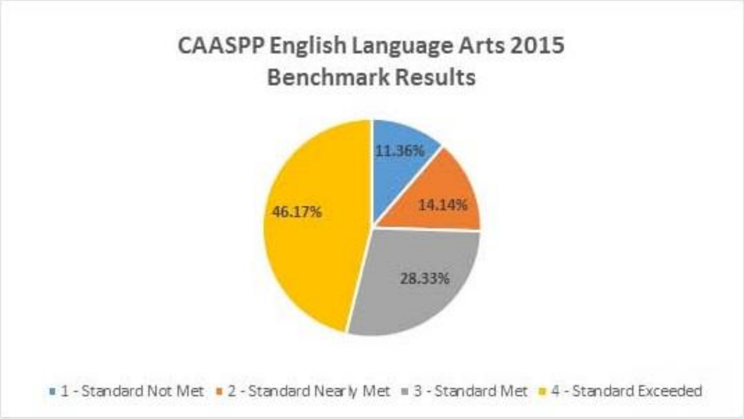
Table 3: Percent of Students Receiving a D/F Semester 1 Grade in English 1 (9th Grade) or English 3 (10th Grade)

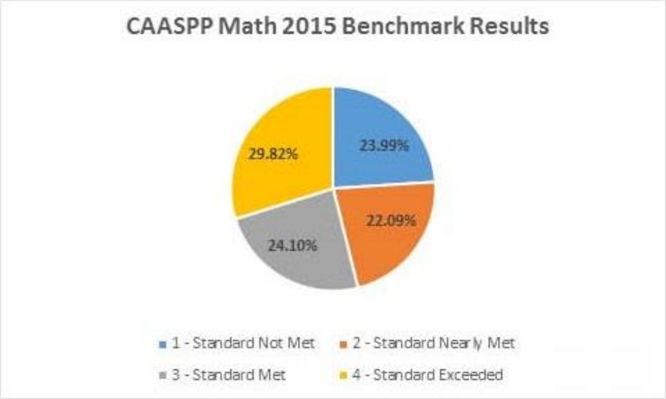
Percent of D/F Grades	English 1/English 3 - 2013	English 1/English 3 - 2014	English 1/English 3 - 2015
Districtwide	13.8%	10.7%	10.2%
Aragon	8.5%	8.9%	6.6%
Burlingame	6.0%	5.3%	5.9%
Capuchino	19.6%	15.3%	9.2%
Hillsdale	14.4%	10.5%	8.9%
Mills	12.4%	7.6%	4.0%
Peninsula	72.1%	41.9%	31.9%
San Mateo	16.8%	15.3%	23.4%

Table 4: Percent of Students Receiving a D/F Semester 1 Grade in Algebra 1 (9th Grade) or Geometry (10th Grade)

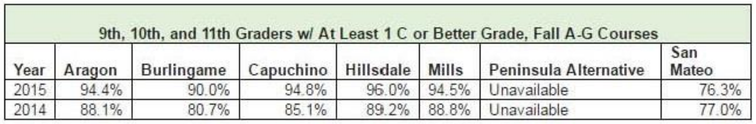
Percent of D/F Grades	Algebra I/Geometry - 2013	Algebra I/Geometry - 2014	Algebra I/Geometry - 2015
Districtwide	21.2%	22.1%	19.3%
Aragon	23.3%	27.2%	15.6%
Burlingame	23.0%	23.2%	13.0%
Capuchino	26.1%	18.2%	28.5%
Hillsdale	9.2%	13.2%	7.6%
Mills	15.0%	18.3%	18.7%
Peninsula	54.2%	65.4%	40.0%
San Mateo	31.5%	31.3%	36.7%

2.1.3. Increase from baseline CAASPP results in math/ELA (11th gr.) for students not meeting and nearly meeting standard





2.1.4. EAP: Decrease in number of 12th grade students Not Ready for College



9th, 10th, and 11th Graders w/ At Least 1 C or Better Grade, Fall A-G Courses

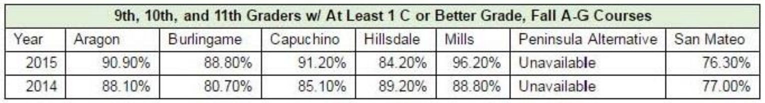
Year	Aragon	Burlingame	Capuchino	Hillsdale	Mills	Peninsula Alternative	San Mateo
2015	94.4%	90.0%	94.8%	96.0%	94.5%	Unavailable	76.3%
2014	88.1%	80.7%	85.1%	89.2%	88.8%	Unavailable	77.0%

2.2 Incoming 9th Grade Students
2.2.1. 90% Pre-9th grade placement tests in ELA/Math completed by 08/2016

2.2.2 .100% 9th Grade ELA/Math students complete post-testing in ELA/MATH—spring 2016

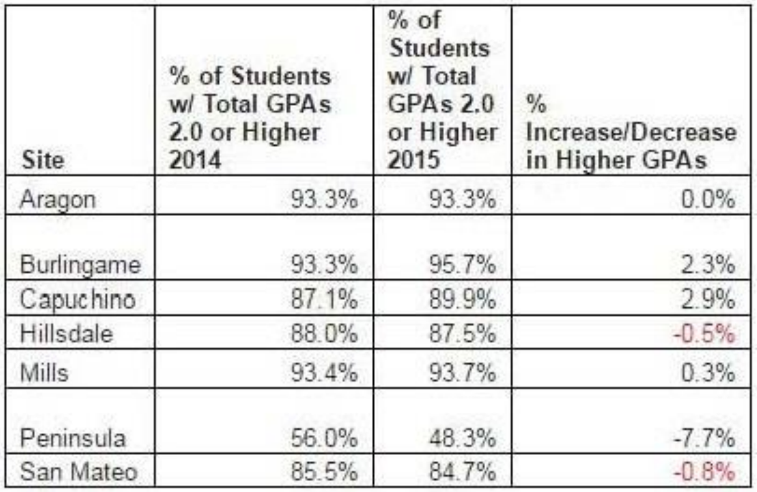
2.2.3. 100% late 9th grade enrollees complete ELA/math placement tests by 08/12/15

2.3 College Career Readiness
2.3.1. 15% Increase in number of grades C or above for Academic Core classes [UC/a-g] 9th, 10th 11th



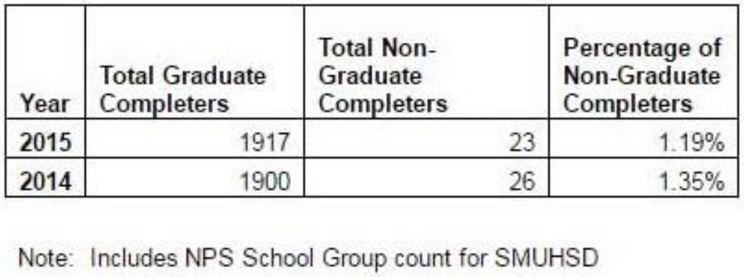
9th, 10th, and 11th Graders w/ At Least 1 C or Better Grade, Fall A-G Courses							
Year	Aragon	Burlingame	Capuchino	Hillsdale	Mills	Peninsula Alternative	San Mateo
2015	90.90%	88.80%	91.20%	84.20%	96.20%	Unavailable	76.30%
2014	88.10%	80.70%	85.10%	89.20%	88.80%	Unavailable	77.00%

2.3.2. 10% Increase in number of students with GPA above 2.0 for all subgroups



Site	% of Students w/ Total GPAs 2.0 or Higher 2014	% of Students w/ Total GPAs 2.0 or Higher 2015	% Increase/Decrease in Higher GPAs
Aragon	93.3%	93.3%	0.0%
Burlingame	93.3%	95.7%	2.3%
Capuchino	87.1%	89.9%	2.9%
Hillsdale	88.0%	87.5%	-0.5%
Mills	93.4%	93.7%	0.3%
Peninsula	56.0%	48.3%	-7.7%
San Mateo	85.5%	84.7%	-0.8%

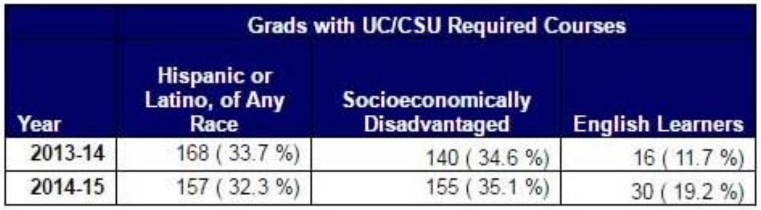
2.3.3 5% decrease in number of non-grads as measured by CALPADS reports including Cohort Graduation rates



Year	Total Graduate Completers	Total Non-Graduate Completers	Percentage of Non-Graduate Completers
2015	1917	23	1.19%
2014	1900	26	1.35%

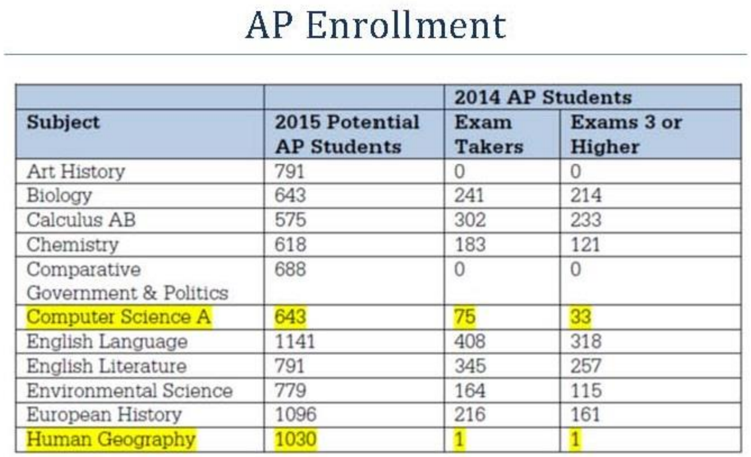
Note: Includes NPS School Group count for SMUHSD

2.3.4. 10%decrease in number of non-grads in targeted subgroup Cohort Graduation Rates: Latino/Low Income/EL/SWD



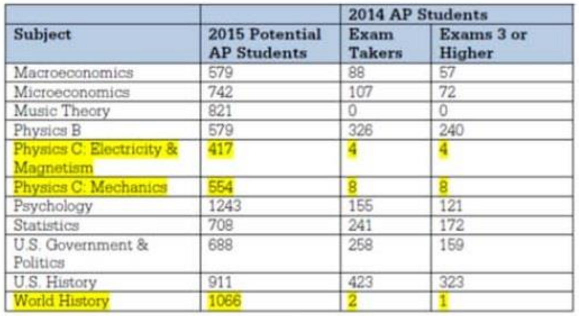
	Grads with UC/CSU Required Courses		
Year	Hispanic or Latino, of Any Race	Socioeconomically Disadvantaged	English Learners
2013-14	168 (33.7 %)	140 (34.6 %)	16 (11.7 %)
2014-15	157 (32.3 %)	155 (35.1 %)	30 (19.2 %)

2.4. AP/IB
2.4.1. 5% Increase number of underrepresented subgroups enrolled in AP/IB classes

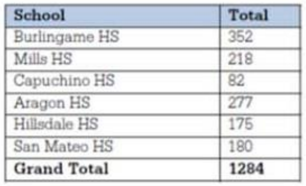


AP Enrollment

Subject	2015 Potential AP Students	2014 AP Students Exam Takers	Exams 3 or Higher
Art History	791	0	0
Biology	643	241	214
Calculus AB	575	302	233
Chemistry	618	183	121
Comparative Government & Politics	688	0	0
Computer Science A	643	75	33
English Language	1141	408	318
English Literature	791	345	257
Environmental Science	779	164	115
European History	1096	216	161
Human Geography	1030	1	1

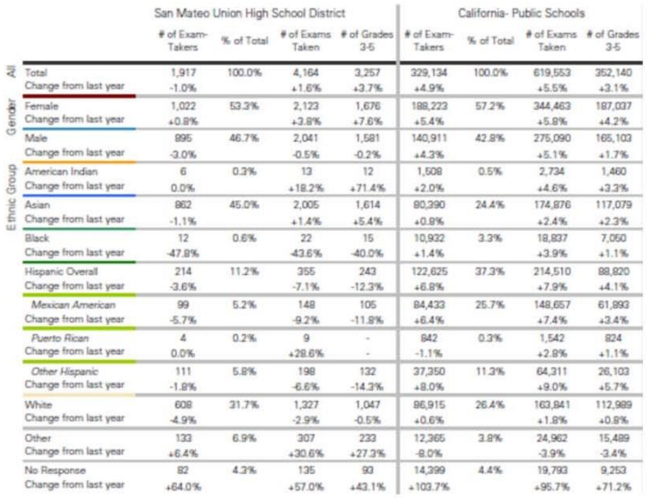


Subject	2015 Potential AP Students	2014 AP Students Exam Takers	Exams 3 or Higher
Macroeconomics	579	88	57
Microeconomics	742	107	72
Music Theory	821	0	0
Physics B	579	326	240
Physics C: Electricity & Magnetism	417	4	4
Physics C: Mechanics	554	8	8
Psychology	1243	155	121
Statistics	708	241	172
U.S. Government & Politics	688	258	159
U.S. History	911	423	323
World History	1066	2	1



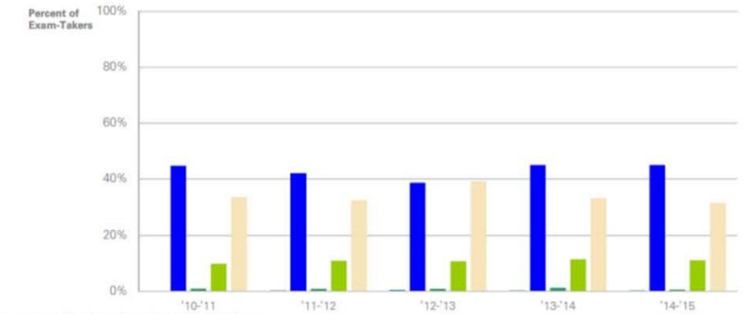
School	Total
Burlingame HS	352
Mills HS	218
Capuchino HS	82
Aragon HS	277
Hillsdale HS	175
San Mateo HS	180
Grand Total	**1284**

2.4.2. 5% Increase in number of underrepresented students taking AP/IB exams



		San Mateo Union High School District				California- Public Schools			
		# of Exam-Takers	% of Total	# of Exams Taken	# of Grades 3-5	# of Exam-Takers	% of Total	# of Exams Taken	# of Grades 3-5
All	Total	1,917	100.0%	4,164	3,257	329,134	100.0%	619,553	352,140
	Change from last year	-1.0%		+1.6%	+3.7%	+4.9%		+5.5%	+3.1%
Gender	Female	1,022	53.3%	2,123	1,676	188,223	57.2%	344,463	187,037
	Change from last year	+0.8%		+3.8%	+7.6%	+5.4%		+5.8%	+4.2%
	Male	895	46.7%	2,041	1,581	140,911	42.8%	275,090	165,103
	Change from last year	-3.0%		-0.5%	-0.2%	+4.3%		+5.1%	+1.7%
Ethnic Group	American Indian	6	0.3%	13	12	1,508	0.5%	2,734	1,460
	Change from last year	0.0%		+18.2%	+71.4%	+2.0%		+4.6%	+3.3%
	Asian	862	45.0%	2,005	1,614	80,390	24.4%	174,876	117,079
	Change from last year	-1.1%		+1.4%	+5.4%	+0.8%		+2.4%	+2.3%
	Black	12	0.6%	22	15	10,932	3.3%	18,837	7,050
	Change from last year	-47.8%		-43.6%	-40.0%	+1.4%		+3.9%	+1.1%
	Hispanic Overall	214	11.2%	355	243	122,625	37.3%	214,510	88,820
	Change from last year	-3.6%		-7.1%	-12.3%	+6.8%		+7.9%	+4.1%
	Mexican American	99	5.2%	148	105	84,433	25.7%	148,657	61,893
	Change from last year	-5.7%		-9.2%	-11.8%	+6.4%		+7.4%	+3.4%
	Puerto Rican	4	0.2%	9	-	842	0.3%	1,542	824
	Change from last year	0.0%		+28.6%	-	-1.1%		+2.8%	+1.1%
	Other Hispanic	111	5.8%	198	132	37,350	11.3%	64,311	26,103
	Change from last year	-1.8%		-6.6%	-14.3%	+8.0%		+9.0%	+5.7%
	White	608	31.7%	1,327	1,047	86,915	26.4%	163,841	112,989
	Change from last year	-4.9%		-2.9%	-0.5%	+0.6%		+1.8%	+0.8%
	Other	133	6.9%	307	233	12,365	3.8%	24,962	15,489
	Change from last year	+6.4%		+30.6%	+27.3%	-8.0%		-3.9%	-3.4%
	No Response	82	4.3%	135	93	14,399	4.4%	19,793	9,253
	Change from last year	+64.0%		+57.0%	+43.1%	+103.7%		+95.7%	+71.2%

AP: Participation by Ethnic Groups Taking One or More Exam

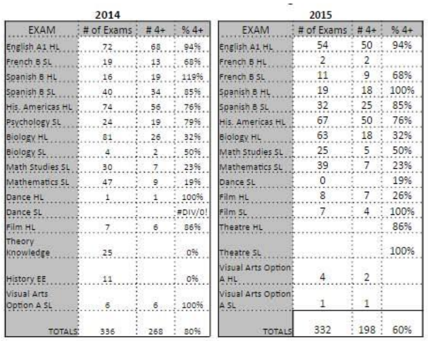


Number of Students Taking One or More AP Exam:

	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15
American Indian	2	6	7	6	6
Asian	768	749	584	872	862
Black	16	16	13	23	12
Hispanic	170	195	163	222	214
White	575	581	591	639	608
Other	89	101	103	125	133
No Response	97	134	49	50	82
Total	**1,717**	**1,782**	**1,510**	**1,937**	**1,917**

2.4.3 5% Increase in number of IB Diploma candidates (CHS)

NOTE: 15 Hispanic students were enrolled in at least 1 IB course in the Fall of 2015. There was an increase of two EL students in IB in 2015.



2014

EXAM	# of Exams	# 4+	% 4+
English A1 HL	72	68	94%
French B SL	19	13	68%
Spanish B HL	16	19	119%
Spanish B SL	40	34	85%
His. Americas HL	74	56	76%
Psychology SL	24	19	79%
Biology HL	81	26	32%
Biology SL	4	2	50%
Math Studies SL	30	7	23%
Mathematics SL	47	9	19%
Dance HL	1	1	100%
Dance SL			#DIV/0!
Film HL	7	6	86%
Theory Knowledge	25		0%
History EE	11		0%
Visual Arts Option A SL	6	6	100%
TOTALS	336	268	80%

2015

EXAM	# of Exams	# 4+	% 4+
English A1 HL	54	50	94%
French B HL	2	2	
French B SL	11	9	68%
Spanish B HL	19	18	100%
Spanish B SL	32	25	85%
His. Americas HL	67	50	76%
Biology HL	63	18	32%
Math Studies SL	25	5	50%
Mathematics SL	39	7	23%
Dance SL	0		19%
Film HL	8	7	26%
Film SL	7	4	100%
Theatre HL			86%
Theatre SL			100%
Visual Arts Option A HL	4	2	
Visual Arts Option A SL	1	1	
TOTALS	332	198	60%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Provide Professional Development time and coaching support focused on Instructional Strategies required in CCSS and NGSS; i.e., Academic Language for all Students in all content area.	Release days/ substitute pay for continuing PD for Academic Language; 1000-1999: Certificated Personnel Salaries Supplemental $30,000	2.1 The district provided Professional Development time and coaching support focused on Instructional Strategies required in CCSS and NGSS; i.e., Academic Language for all Students in all content areas.	Release day/substitute pay for continuing PD for Academic Language 1000-1999: Certificated Personnel Salaries Supplemental $27,992.25

2.2 Implement Instructional strategies for academic language and oral language development will be focus for all content areas 2.3 Develop and implement RTI systems of support for research-based, data driven instruction to support every student; i.e., intensive & strategic ELA and math classes 2.4 Support PD for teachers participating in and developing co-teaching partnerships for core content classes	1.0 FTE Math Coordinator ; [See Goal 1 pg. 13] 1000-1999: Certificated Personnel Salaries Teacher release/support maintenance 1000-1999: Certificated Personnel Salaries Supplemental $21,000 Technology support & hardware/software to support student preparedness for CCSS Assessment [See Goal 1. pg. 13] 5000-5999: Services And Other Operating Expenditures Teacher Release, substitutes; classified variable pay 1000-1999: Certificated Personnel Salaries Supplemental $50,000 Secondary Constructing Meaning/Spring Seminar 5000-5999: Services And Other Operating Expenditures Supplemental $10,000	2.2 The district Implemented Instructional strategies for academic language and oral language development focused on all content areas. 2.3 The district did not engage in the refinement of its RTI systems of support for research-based, data driven instruction to support every student; i.e., intensive & strategic ELA and math classes. That planning work is now slated for the 2016-17 school year. 2.4 The district did provide some limited support PD for teachers participating in and developing co-teaching partnerships for core content classes. The district looks to expand this work in the future as it looks to implement a Multi-tiered System of Support.	1.0 FTE Math Coordinator [See Goal 1 pg. 13] 1000-1999: Certificated Personnel Salaries Teacher release/support maintenance 1000-1999: Certificated Personnel Salaries Supplemental $53,340 Technology support & hardware/software to support student preparedness for CCSS Assessment [See Goal 1 pg. 13] 5000-5999: Services And Other Operating Expenditures Teacher Release, substitutes; classified variable pay 1000-1999: Certificated Personnel Salaries Supplemental $44,678.67 Secondary Constructing Meaning/Spring Seminar 5000-5999: Services And Other Operating Expenditures Supplemental $19,081.16
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3.1. Expand support classes in 9th and 10th grade ELA to increase grade level proficiency 3.2. Support Intervention classes; i.e., Guided Studies & OSCR for early intervention and credit recovery to prevent drop-outs and accelerate student achievement 3.3 Provide instructional/classroom supplies for students in need 3.4 Provide support staff (English Language Specialists) at all school sites to monitor progress of EL students including reclassification of eligible students and data collection to communicate with staff and parents.	10.2 FTE for support classes 1000-1999: Certificated Personnel Salaries Supplemental $1,100,000 7.8 FTE designated for Guided Studies/OSCR intervention 1000-1999: Certificated Personnel Salaries Base $902,000 Online services for OSCR/Intervention Programs (maintenance contracts/licenses) 4000-4999: Books And Supplies Supplemental $35,000 7 support staff positions--EL Specialists 2000-2999: Classified Personnel Salaries Supplemental $250,425 2.6 FTE Transitional 9th, Sheltered, & S.I.F.E. Math support classes 1000-1999: Certificated Personnel Salaries Supplemental $238,526	3.1. The district did expand its support classes in 9th and 10th grade ELA to increase grade level proficiency. 3.2. The district continued to support Intervention classes; i.e., Guided Studies & OSCR for early intervention and credit recovery to prevent drop-outs and accelerate student achievement 3.3 The district provided instructional/classroom supplies for students in need 3.4 The District provided support staff (English Language Specialists) at all school sites to monitor progress of EL students including reclassification of eligible students and data collection to communicate with staff and parents.	10.2 FTE for support classes 1000-1999: Certificated Personnel Salaries Supplemental $992,639.55 7.8 FTE designated for Guided Studies/OSCR intervention 1000-1999: Certificated Personnel Salaries Base $1,456,901.26 Online services for OSCR/Intervention Programs (maintenance contracts/licenses) 4000-4999: Books And Supplies Supplemental $29,400 7 support staff positions --EL Specialists 2000-2999: Classified Personnel Salaries Supplemental $211,935.71 2.6 FTE Transitional 9th, Sheltered, & S.I.F.E. Math support classes 1000-1999: Certificated Personnel Salaries Supplemental $196,290.31
Scope of Service: LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: X Low Income pupils _ English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.1. Support articulation with elementary districts to improve data transfers for pre-9 students enrolling in high schools for accurate placement/ academic support—ELA, ELD, & math	Summer School pre-9 programs: ELA/Algebra/ELD 1000-1999: Certificated Personnel Salaries Supplemental $90,000	4.1. The district engaged the elementary districts in articulation activities intended to improve data transfers for pre-9 students enrolling in	Summer School pre-9 programs: ELA/Algebra/ELD 1000-1999: Certificated Personnel Salaries Supplemental $46,559.99

4.2 Support early intervention/support summer programs for pre-9 students	Summer pre-9 program materials, supplies 4000-4999: Books And Supplies Supplemental $65,000	high schools for accurate placement/ academic support—ELA, ELD, & math 4.2 The district provided early intervention/support summer programs for pre-9 students.	Summer School pre-9 program materials, supplies 4000-4999: Books And Supplies Supplemental $45,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.1. Continue expansion of AVID Program to include recruitment of RFEP students	1.2 FTE AVID Classes for College/Career Readiness 1000-1999: Certificated Personnel Salaries Base $242,000 Ongoing training/support for AVID, 5000-5999: Services And Other Operating Expenditures Supplemental $30,000 Instructional Supplies per section/students at AVID Sites 4000-4999: Books And Supplies Supplemental $20,000	5.1. The district expanded its AVID Program to include recruitment of RFEP students	1.2 FTE AVID Classes for College/Career Readiness 1000-1999: Certificated Personnel Salaries Base Ongoing training/support for AVID 5000-5999: Services And Other Operating Expenditures Supplemental $70,528.16 Instructional Supplies per section/students at AVID Sites 4000-4999: Books And Supplies Supplemental $3,378.61
Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth	

X Redesignated fluent English proficient _ Other Subgroups: (Specify)		X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2. Use EOS strategies for AP/IB potential to support students in underrepresented populations for accelerated academic achievement [3 sites: BHS, HHS, MHS per EOS Grant]	Teacher release, substitutes 1000-1999: Certificated Personnel Salaries Supplemental $15,000	5.2. The district ended its partnership with EOS in the fall of 2015, but leveraged the PSAT information (administered to all students) to identify potential AP/IB students from among underrepresented populations for accelerated academic achievement across all sites.	Teacher release, substitutes 1000-1999: Certificated Personnel Salaries Supplemental $15,000
Scope of Service: BHS, HHS, MHS _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Under-represented populations		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Under-represented populations	
5.3. Use EOS strategies for AP/IB potential to support students in underrepresented populations for accelerated academic achievement	Teacher release, substitutes-ongoing PD support 1000-1999: Certificated Personnel Salaries Supplemental $25,000	5.3. The district ended its partnership with EOS in the fall of 2015, but leveraged the PSAT information (administered to all students) to identify potential AP/IB students from among underrepresented populations for accelerated academic achievement across all sites.	Teacher release, substitutes-ongoing PD support 1000-1999: Certificated Personnel Salaries Supplemental $25,000
Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient		Scope of Service: _ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient	

X Other Subgroups: (Specify) Hispanic/Latino; African-American		X Other Subgroups: (Specify) Hispanic/Latino; African-American	

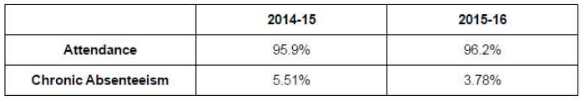
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The summer of 2015 saw significant change in leadership and structure in the SMUHSD. In addition to the hiring of Superintendent Kevin Skelly, the overall district office underwent significant realignment (the creation of a new Assistant Superintendent of Student Services and absorption of the Assistant Superintendent of Instruction into the work of the Deputy Superintendent of Human Resources) and new staff have taken on new administrative roles at the district office. All of this has resulted in some alteration to the goals, measurable outcomes and actions/services outlined in this LCAP going forward into 2016-19. In addition, there are some estimated actual expenditures that were planned and articulated in the 2015-16 LCAP that were not expended due to changes in district direction. For example, the district had anticipated expending $65,000 of its Supplemental resources on summer school. However, there were fewer students who attended summer school, so few Supplemental resources were actually expended. We do not anticipate such differences next year. While Goal 2 will continue to be based on the actions and services intended to support the improvement of academic outcomes, and closing of achievement gaps, the new LCAP will be a more comprehensive document that includes the vast majority of activities related to improving academic achievement among both all of our students as well as our unduplicated pupils.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

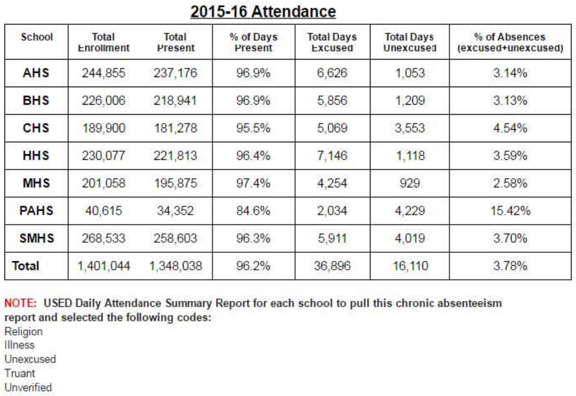
Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Provide Effective Communication and Strong Relationships with Stakeholders • Communication Protocols/ Procedures • Parent Support • Student Engagement • Positive School Climate	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify LEAP: 1a,1b,2e,2f,5a,5b,5c	
Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All students including subgroups	
Expected Annual Measurable Outcomes:	3.1 All district/school documents translated in required languages and continued interpretation services for all school site and district meetings 3.2 Increase in number of parent responses to district surveys (2014-15 only 720 responses) 3.3 5% increase in number of stakeholders accessing the SMUHSD social media posts 3.4 10% Increase in number of parents attending school advisory meetings as measured by site sign-in sheets. 3.5 Increase number of 9th graders participating in school clubs/activities as measured by site rosters. 3.6 Increase in students participating in or completing community service activities as measured by school sites 3.7 Decrease in number of students with 18 or more absences by 10% (2014-15 number = 435 or 5.51%) 3.8 10% decrease in number of out-of-school suspension days for targeted subgroups [see Data Addendum] 3.9 10%decrease in number of total suspension days per school site	Actual Annual Measurable Outcomes:	3.1 All district/school documents were translated in required languages and continued interpretation services for all school site and district meetings 3.2 There was an Increase in the number of parent responses to district surveys (from only 720 in 2014-15 to 1,094 in 2015-16) 3.3 5% increase in number of stakeholders accessing the SMUHSD social media posts - this data was not tracked and has been removed for 2016-19. 3.4 10% Increase in number of parents attending school advisory meetings as measured by site sign-in sheets. This data was not tracked and has been removed for 2016-19. 3.5 Increase number of 9th graders participating in school clubs/activities as measured by site rosters.Some schools reported an increase in participation, but was anecdotal. This data was not systematically tracked during 2015-16, but systems will be established for better tracking during 2016-19. 3.6 Increase in students participating in or completing community service activities as measured by school site. Sites indicated that there was an increase. However, this data was not systematically tracked during 2015-16, but systems will be established for better tracking during 2016-19.

3.7 There was a decrease in the number of students with 18 or more absences. In 2014-15, the District had a 5.51% chronic absenteeism rate, and in 2015-16 a rate of 3.78%.



	2014-15	2015-16
Attendance	95.9%	96.2%
Chronic Absenteeism	5.51%	3.78%



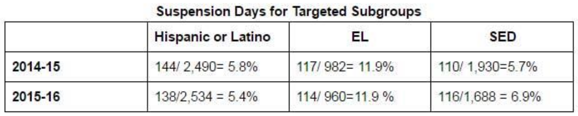
2015-16 Attendance

School	Total Enrollment	Total Present	% of Days Present	Total Days Excused	Total Days Unexcused	% of Absences (excused+unexcused)
AHS	244,855	237,176	96.9%	6,626	1,053	3.14%
BHS	226,006	218,941	96.9%	5,856	1,209	3.13%
CHS	189,900	181,278	95.5%	5,069	3,553	4.54%
HHS	230,077	221,813	96.4%	7,146	1,118	3.59%
MHS	201,058	195,875	97.4%	4,254	929	2.58%
PAHS	40,615	34,352	84.6%	2,034	4,229	15.42%
SMHS	268,533	258,603	96.3%	5,911	4,019	3.70%
Total	1,401,044	1,348,038	96.2%	36,896	16,110	3.78%

NOTE: USED Daily Attendance Summary Report for each school to pull this chronic absenteeism report and selected the following codes:

Religion
Illness
Unexcused
Truant
Unverified

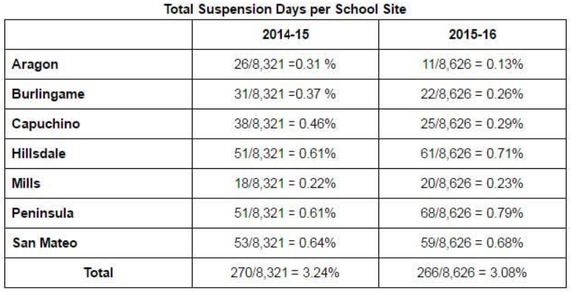
3.8 Latino suspension decreased by 0.4%; EL suspension stayed the same at 11.9%; Low-Income suspensions increased by 1.2%.



Suspension Days for Targeted Subgroups

	Hispanic or Latino	EL	SED
2014-15	144/ 2,490= 5.8%	117/ 982= 11.9%	110/ 1,930=5.7%
2015-16	138/2,534 = 5.4%	114/ 960=11.9 %	116/1,688 = 6.9%

3.9 There was a 0.16% decrease in number of total suspension days per school site



Total Suspension Days per School Site

	2014-15	2015-16
Aragon	26/8,321 =0.31 %	11/8,626 = 0.13%
Burlingame	31/8,321 =0.37 %	22/8,626 = 0.26%
Capuchino	38/8,321 = 0.46%	25/8,626 = 0.29%
Hillsdale	51/8,321 = 0.61%	61/8,626 = 0.71%
Mills	18/8,321 = 0.22%	20/8,626 = 0.23%
Peninsula	51/8,321 = 0.61%	68/8,626 = 0.79%
San Mateo	53/8,321 = 0.64%	59/8,626 = 0.68%
Total	270/8,321 = 3.24%	266/8,626 = 3.08%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.2 & 3.3 Continued improved district/ site communication procedures with implementation of Communication Plan	Outside Services/Contract for Website redesign; improved web-based communication systems		Outside Services/contract for Website redesigned; improved web-based communication systems 5800:

3.1 Expand Translation and Interpretation services with protocols for accessing all school documents in requested languages. 3.1 Expand training of District personnel in interpretation skills to assist language minority families	5800: Professional/Consulting Services And Operating Expenditures Supplemental $25,000 Contract services Interpreter Certification/ Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000		Professional/Consulting Services And Operating Expenditures Supplemental $0 Contract services Interpreter Certification/Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental $37,107.71
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2 Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement 3.3 Expand Parent Outreach Coordinator position to foster involvement of families at school and support academic learning at home 3.3 Develop parent education modules to include high school services, homework support, parent leadership training	Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base $110,000 Outside services;materials, supplies-Curriculum for Parent Education & Support 4000-4999: Books And Supplies Supplemental $50,000 Materials/supplies 4000-4999: Books And Supplies Supplemental $5,000		Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base $177,426.26 Outside services; materials, supplies-Curriculum for Parent Education & Support 4000-4999: Books And Supplies Supplemental $43,508.18 Materials/Supplies 4000-4999: Books And Supplies Supplemental $24,432.38

Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.5 Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement 3.6 Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules	Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base $154,000 materials/supplies for orientation activities; CADA Conference 4000-4999: Books And Supplies Base $70,000		Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base $148,000 Materials/supplies for orientation activities; CADA Conference 4000-4999: Books And Supplies Base $70,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.8 . Expand alternative programs for out-of-school suspensions	Alternative to Suspension program personnel [+5 hours per week MFT] 1000-1999: Certificated Personnel Salaries Supplemental $87,433		Alternative to Suspension program personnel [+5 hours per week MFT] 1000-1999: Certificated Personnel Salaries Supplemental $87, 433 1 FTE Independent Study/Alternative Educational Program Support 1000-

	1 FTE Independent Study/ Alternative Educational Program Support 1000-1999: Certificated Personnel Salaries Base $110,000 Program supplies/materials 4000-4999: Books And Supplies Lottery $30,000		1999: Certificated Personnel Salaries Base $110,000 Program supplies/materials 4000-4999: Books And Supplies Lottery $30,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.7 Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates 3.7.1 Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services. 3.7.2 Review /monitor attendance records for each foster youth on a weekly basis	Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base $32,535 Outside services-Social Worker Interns/YSB/PCRC 5800: Professional/Consulting Services And Operating Expenditures Supplemental $50,000		Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base $32,535 Outside services-Social Worker Interns/YSB/PCRC 5800: Professional/Consulting Services And Operating Expenditures Supplemental $50,000
Scope of Service: LEA-wide _ All OR:		Scope of Service: _ All OR:	

X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.8 Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA. 3.8.1 Review /monitor attendance records for each foster youth on a weekly basis	Student support—materials, classroom supplies 4000-4999: Books And Supplies Supplemental $25,000		Student Support- materials, classroom supplies 4000-4999: Books And Supplies Supplemental $21,000
Scope of Service: LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The summer of 2015 saw significant change in leadership and structure in the SMUHSD. In addition to the hiring of Superintendent Kevin Skelly, the overall district office underwent significant realignment (the creation of a new Assistant Superintendent of Student Services and absorption of the Assistant Superintendent of Instruction into the work of the Deputy Superintendent of Human Resources) and new staff have taken on new administrative roles at the district office. All of this has resulted in some alteration to the goals, measurable outcomes and actions/services outlined in this LCAP going forward into 2016-19. In addition, there are some estimated actual expenditures that were planned and articulated in the 2015-16 LCAP that were not expended due to changes in district direction. We do not anticipate such differences next year.

	While Goal 3 will continue to be based on the actions and services intended to support the improvement of academic outcomes, and closing of achievement gaps, the new LCAP will be a more comprehensive document that includes the vast majority of activities related to improving academic achievement among both all of our students as well as our unduplicated pupils.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$3,228,186

The San Mateo Union High School District will receive $3,228,186 in Supplemental Local Control Funding Formula Funds for the 2016-17 school year. The District will not qualify for concentration grant funding. The district's unduplicated pupils represent approximately 25% of the overall student population of the district and are distributed unevenly across the school sites:

Aragon HS: 279/1474 (19% of the students are unduplicated pupils)
Burlingame HS: 146/1344 (11% unduplicated)
CapuchinoHS: 437/1127 (39% unduplicated)
Hillsdale HS: 256/1376 (19% unduplicated)
Mills HS: 265 /1198 (22% unduplicated)
Peninsula AHS: 121/230 (53% unduplicated)
San Mateo HS: 625/1616 (39% unduplicated)
OVERALL TOTAL: 2129/8365 (25%)

As a consequence of this uneven distribution, the district will continue to offer a variety of programs and supports across all of its sites (in a districtwide and school-wide manner) specifically targeting the needs of English Learners (new and Long-term), low income students, and foster/homeless youth (as outlined in section 2 - Action/Service #3 of this LCAP). These services that will be principally directed toward our "unduplicated pupils" and will utilize our Supplemental resources include:

- Continued implementation of the Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites (Goal 2/Action/Service #3 - $2,525,200)

JUSTIFICATION: These strategic/intensive academic intervention and Guided Studies (social-emotional) support programs/practices are supported by research - specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs.

- Continue to provide English Language Development to students learning English (Goal 2/Action/Service #3 - 1,650,000)

JUSTIFICATION: The California Department of Education and the broader community of educators advocating for the needs of English Learners has consistently identified structured English Language Development (ELD), focused on supporting English Learners with learning the forms and functions (grammar) of English as a critical best practice.

While the state, in its new ELA/ELD Framework advocates for both "integrated"and "designated" ELD, we have have chosen to continue to implement designated ELD at this time, while we investigate how we will implement more and more "integrated ELD."

- TOTAL: $4,175,200.00 (While these expenditures exceed our Supplemental grant funds, we will supplement the difference [$947,014] with general fund resources).

In addition to these two significant support resources directly principally to serving the needs of our "unduplicated pupils," the district will also provide the following actions/services from its general fund in a district-wide manner (also delineated in Goal 2-Action/Service #3):

- Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.

JUSTIFICATION: The AVID program has a significant and long-standing body of evaluation research that supports its approaches to identifying and supporting historically under-represented students as they are placed in higher level courses. We have looked for other forms of such support and found no others that meet the level of quality and impact that the AVID program provides.

- Continue to implement the On-Site Credit Recovery (OSCR Program).
- Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School)

JUSTIFICATION: The district has had numerous strategies for cost-effective credit recovery for students. The current program, called OSCR has proven in our research to effectively support student attainment of credits that they have previously failed. We continue to monitor this program to ensure that it is rigorous and supportive of student need.

- Summer School Credit Recovery Program.

JUSTIFICATION: The current summer school program, which uses a blended learning (online supported) model that mirrors the OSCR program that we use during the school year. We continue to monitor this program to ensure that it is rigorous and supportive of student need.

- Continue to provide Transitional 9th, Sheltered and Math support classes for students with Significantly Interrupted Formal Education ("SIFE Math" for English Learners).

JUSTIFICATION: Californian's Together has done much to

- Continue to provide EL Specialists at all school sites to support and monitor the academic needs/progress of EL's

JUSTIFICATION: Many best practice studies of schools closing the Achievement Gap for English Learners have identified strategies like our EL Specialists as an effective approach to monitoring the progress of English Learners. These classified staff on our campuses use our student information systems and personal relationships with students and teachers to monitor and guide academic and social-emotional interventions for these students on our campuses. We continue to monitor the impact of these staff.

- Continue to provide after school tutoring options for students in need.
- Continue to provide programs for mental health support, social worker interns, Parent Involvement Coordinators for family engagement

JUSTIFICATION: These programs (tutoring and our various mental health and parent support resources) are research-based strategies that have supported our students and their families to better navigate our rigorous academic programs and ultimately matriculate into college or other post-secondary options.

Additionally, the district also offers services and programs that are aligned with LCAP goals serving all students such as pre-9 placement, articulation with all five partner elementary districts, transition IEP placement for SpEd, recruitment and retention of fully qualified teachers, professional development in research-based instructional practices for CCSS and NGSS, positive behavior support and restorative justice practices. The district's work outlined in Goal 2 to evaluate and plan for a more effective intervention scheme for all students ("Multi-tiered System of Support), but especially for the district's historically underserved (unduplicated) students is critical to their ongoing improvement.

All of these support programs/practices are supported by research - specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs. If, during the process of creating a more robust Multi-tiered System of supports during the 2016-17 school year yields new strategies/structures for support, the district will certainly implement them.

Finally, the district recognizes that while these Supplemental resources are principally directed toward its "unduplicated pupils," some services may, should the need arise, be utilized for students outside the unduplicated pupil subgroups. Specifically, the work to provide intensive and strategic interventions may include student not from the unduplicated subgroups. While the majority of students served will be focus students (80% or more) and the resources will be principally directed to them, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, SMUHSD will serve all students, especially focus students.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.44	%

The SMUHSD is providing significant amounts of increased service to its unduplicated pupils, far exceeding its Supplemental grant funds. In addition to the intervention and ELD courses outlined above (section 3A) that are principally directed at Unduplicated Pupils, the district also provides the following specialized services for these students:

Foster Youth and Homeless students---SMUHSD has a very small number (less than 10 Foster Youth students and close to 30 Homeless students annually) in this category---activities and the goals include, the provision of an Attendance and Welfare Case Manager/RJP Coordinator who works with these students to monitor progress, review transcripts and coordinate support. ($136,000 Certificated Salaries - Goal 3, Supplemental)

Low Income Youth: Past measures of achievement for this subgroup (SED) have shown the greatest growth over the past three years--cohort graduation rates, etc. Ongoing monitoring of our SED youth through current support initiatives--On Site Credit Recovery, Guided Studies, Strategic and Intensive Support in Math and ELA, and Alternative to Suspension programs--will show continued improvement in both academics and engagement.
JUSTIFICATION: These strategic/intensive academic intervention and Guided Studies (social-emotional) support programs/practices are supported by research - specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs.

English Learners: Services to support EL achievement include professional development to provide appropriate and effective, research based EL instruction in all core content areas; progressively increasing the number of teachers who have participated in these trainings. SMUHSD has trained over 25% of certified staff which directly impacts more than 3340 students. Support for language and literacy coaches is included by increasing services and resources to sites with the highest need (number of EL students)--SMHS, PAHS, and CHS. Continued district support of outreach activities through the addition of staffing of Parent Involvement Coordinators so that all sites have this service over the next three years is a priority. EL program expansion with additional services including additional sheltered sections for ELD 1-2 to support students who enroll throughout the school year; additional sheltered math classes; transcript evaluation to include parent/student counseling on placement options and graduation plans that meet the educational needs of the student; transitional classes and services for Students with Interrupted Formal Education (SIFE). Finally, SMUHSD will ensure that all EL classes are staffed with HQT in 2016-17.

RFEP: Because these students are in core content general education classes, the district continues to formally and informally (in PLC's) train teachers in research-based best instructional practices to support the ongoing language needs of the reclassified student. Professional Learning opportunities focused on academic language and explicit language objectives will support all students with specific identification and support for the language minority students in all core content classes. Also offered at all sites are after-school tutoring services that will insure RFEP students continued academic success in core content classes.

JUSTIFICATION: The California Department of Education and the broader community of educators advocating for the needs of English Learners has consistently identified structured English Language Development (ELD), focused on supporting English Learners with learning the forms and functions (grammar) of English as a critical best practice. While the state, in its new ELA/ELD Framework advocates for both "integrated"and "designated" ELD, we have have chosen to continue to implement designated ELD at this time, while we investigate how we will implement more and more "integrated ELD" for our RFEP students in particular.

All of these support programs/practices are supported by research - specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs. If, during the process of creating a more robust Multi-tiered System of supports during the 2016-17 school year yields new strategies/structures for support, the district will certainly implement them.

Finally, the district recognizes that while these Supplemental services are principally directed toward its "unduplicated pupils," some services may, should the need arise, be utilized for students outside the unduplicated pupil subgroups. Specifically, the work to provide intensive and strategic interventions may include student not from the unduplicated subgroups. While the majority of students served will be focus students (80% or more) and the resources will be principally directed to them, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, SMUHSD will serve all students, especially focus students.

The district is meeting the the expected provision of 4.44% of additional services (requirement) by enacting the items above. All of this is above and beyond the services that it provides to all students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

01-13-15 [California Department of Education]

2017-20 SMUHSD LCAP Goal/Measurable Outcome Summary

LCAP - GOAL #1: ACCESS

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

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

A. High Quality Facilities: All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) and instructional materials inventory conducted annually and monitored via quarterly reports to the Board of Education. (Basics).

B. Highly Qualified Teachers: The percentage of teachers designated as “highly qualified” (fully credentialed in their subject area) will be maintained at 100% as indicated by district internal monitoring regime.

C. Certificated Staff Diversity: The district will work to ensure that the District’s faculty diversity reflects the demographics of the district.

D. Student access to and enrollment in rigorous course-work: The district will close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of students in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

- AP/IB Enrollment Goal: increase overall percentage of students enrolled by 3%; Increase in overall AP/IB enrollment (participation in at least one course) percentage of EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders by 10%.

E. Implementation of state standards: The district will ensure that ALL students have access to the CA Standards through an annual audit of classroom syllabi and the alignment of those syllabi to state standards in the respective content area.

F. Ensuring all students are College and Career Ready: The district will set targets in 2017-18 for ALL students and among key subgroups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders) meeting the “prepared” level on CA’s new College and Career Readiness Indicator. What follows is a summary of the elements of this indicator:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
    - ○ Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
    - ○ One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
    - ○ At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
    - ○ Completion of two semesters/three quarters of Dual Enrollment (200+ level course) with a passing grade (Academic and/or CTE subjects)
    - ○ Passing Score on two Advanced Placement (AP) Exams or two International
    - ○ Baccalaureate (IB) Exams

- Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria:
    - ○ CTE Pathway completion
    - ○ Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
    - ○ One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
    - ○ Passing score on one AP Exam OR on one IB Exam

LCAP GOAL #2-ACHIEVEMENT & EQUITY

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

A. Improving A-G Completion: The District will improve A-G completion overall and increase attainment among key subgroups:
All students from 65% in 2016 to 75% for Class of 2020 (14% increase) Sub-group A-G completion acceleration outcomes:
The district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, 3% in 2018-19, & 4 % in 2020
The district will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence in 2017-20, respectively.

B. Reduction in D/F Rates: Improvement in percentage of students achieving “C-” or better grades overall and among our student subgroups:

- The district will increase by 3% the overall number of 9th grade students receiving a “C-” grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a “C-” grade or better in English I
- The district will increase by 4% the overall number of 9th grade students receiving a “C-” grade (or better) in Algebra I (fall 2017). In addition, the District will increase by 6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a “C-” grade (or better) in Algebra I (fall 2017).

C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track” (“on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

D1. Increased AP Achievement: The district will increase by 1% overall, the number of students who achieve passing scores on AP tests (the number of students who achieve a passing score on at least one AP exam). In addition, the district will increase by 3% the number of EL, LTEL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve passing scores on AP tests (the number of unique students who achieve a passing score on at least one AP exam).

D2. Increased IB Achievement: The district will increase by 1% overall, the number of students who achieve passing scores on IB tests (the number of students who achieve a passing score on at least one IB exam). In addition, the district will increase by 3% the number of EL, LTEL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve passing scores on IB tests (the number of unique students who achieve a passing score on at least one IB exam).

E. CAASPP/EAP Improvement: District 11th grade students will show:

- A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is“Standard Met/Standard Exceeded” among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.
- A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is“Standard Met/Standard Exceeded” among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

F. English Learner Progress acquiring English proficiency:

- The District will improve English Learner progress at learning English as measured by the following outcomes:
- Increase the percent of students making one year of growth on CELDT (ELPAC in 2018-19) by 3%
- Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3%
- Increase the percentage of EL students who are eligible for reclassification, to have "EL Reclassified Fluent" status

G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):

- Increase Overall graduation rate from 90.8% to 92%
- Increase Hispanic/Latino graduation rate from 82.8% to 88%
- Increase Pacific Islander graduation rate from 89.4 to 92%
- Increase African American graduation rate from 68.4% to 85%
- Increase Low-income student graduation rate from 80.3 to 88%
- Increase English Learner student graduation rate from 71.5% to 85%
- Increase Special Education student graduation rate from 74.2% to 85%
- Increase Foster Youth graduation rate from 55.6% to 70% (per AB-167)

H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):

- Decrease Overall dropout rate from 6.8% to 5.0%
- Decrease Hispanic/Latino drop-out rate from 12.4% to 8.0%
- Decrease Pacific Islander drop-out rate from 10.6 to 8.0%
- Decrease African American drop-out rate from 21.1% to 14.0%
- Decrease Low-income student drop-out rate from 14.3% to 8.0%
- Decrease English Learner drop-out rate from 19.4% to 10.0%
- Decrease Special Education drop-out rate from 11.0% to 8.0%
- Decrease Foster Youth drop-out rate from 22.2 to 15.0% (per AB-167)

LCAP GOAL #3: Student Wellness and Student/Family Engagement

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

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

A. Suspension/ Expulsion rate decrease:

1. The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.
2. In addition, the District will reduce by 15% the overall number instructional days lost due to suspension in 2017-20, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

B. Student Wellness improvements:

1. The percentage of students reporting that they are "feeling sad" will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.
2. In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure").
3. In addition, students will report on Healthy Kids survey that measures of contentedness are improved on 2017-18 administration (over the 2015-16 survey results).

C. Decreases in Chronic Absenteeism:

1. The district will decrease rates of chronic absenteeism overall and among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students
    - Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

2. Attendance Rates overall:
    - The district will decrease absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

D. Provide effective trainings/support for families:

- CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18.
  Baseline will be established regarding parent perception of the extent to which their school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)

E. CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18.

- Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions." (CHKS, Question 38)
- Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs." (CHKS, Question 15)

CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Burlingame High
Secondary
2015-2016
Main Report

Health&Human
Development Program
AT WestEd

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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Recommended citation:
Burlingame High School. *California Healthy Kids Survey, 2015-16: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 18 Feb 2016
CDS code: 41690474130472

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PREFACE

NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2015–16 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS)–is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS) System*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement, as well as overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

Factsheets, guidebooks, and other resources to help in understanding and using survey results are available for downloading from the survey website: chks.wested.org. The California Safe and Supportive Schools website also provides a wealth of information and tools helpful in implementing effective strategies that address the needs identified by the survey in regard to school climate improvement and promoting social-emotional learning. Particularly valuable in regard to LCAP efforts are ***Making Sense of School Climate*** (californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf) and ***Helpful Resources for Local Control and Accountability Plans, 2014-15*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

The Cal-SCHLS Technical Assistance Center offers workshops to help in identifying local needs and developing action plans to meet those needs, including a Listening to Students Workshop for involving student voice in the process (see below).

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being. The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency of, type, and reasons for, harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

A supplementary School Climate Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/supplemental1#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

The tables in the Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

Racial/Ethnic Subgroup Results

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resourcesS3_school/climateguidebook_final.pdf)

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following actions, which can be requested as custom services (additional fees apply), will help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results.
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californias3.wested.org/resources/California_State_SCRC_1314.pdf).

Request District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card that aggregates all their results across eight domains can also be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Request Disaggregated Report or Analyses

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement the districts identify and address the needs of underserved subgroups.

Engage Students, Staff, and Parents in an Action Planning Process

Engage students, staff, and parents in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the needs identified and the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps enhance school connectedness among students and parent involvement, two of the LCAP priorities. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

On request, Cal-SCHLS staff can conduct a structured group Listening to Students Workshop designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey. Cal-SCHLS staff also can conduct a Data Use Action Planning Workshop designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/workshops.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

Survey Module Administration

Table 1
CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. CalMHSA Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	X
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	
Q. Gender & Sex-Based Harassment Module (New This Year)	X
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 9	Grade 11
Student Sample Size		
Target sample	360	315
Final number	319	273
Average Response Rate	89%	87%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness (high)	68	64	A4.4
Academic motivation (high)	45	39	A4.4
Truant more than a few times†	1	6	A4.2
Caring adult relationships (high)	39	51	A4.4
High expectations (high)	55	58	A4.4
Meaningful participation (high)	21	18	A4.4
School Safety and Substance Use			
School perceived as very safe or safe	87	86	A5.1
Experienced any harassment or bullying†	23	30	A5.4
Had mean rumors or lies spread about you†	19	39	A5.2
Been afraid of being beaten up†	6	6	A5.3
Been in a physical fight†	3	4	A5.3
Seen a weapon on campus†	5	5	A5.6
Been drunk or “high” on drugs at school, ever	2	11	A6.9
Mental and Physical Health			
Current alcohol or drug use‡	8	48	A6.4
Current binge drinking‡	1	22	A6.5
Very drunk or “high” 7 or more times	2	18	A6.6
Current cigarette smoking‡	1	5	A7.3
Experienced chronic sadness/hopelessness†	18	28	A8.3
Considered suicide†	9	15	A8.4

Notes: Cells are empty if there are less than 25 respondents.
†Past 12 months; ‡Past 30 days.

3. Demographics

Table A3.1

Age of Sample

	Grade 9 %	Grade 11 %
10 years or younger	0	0
11 years old	0	0
12 years old	0	0
13 years old	6	0
14 years old	85	0
15 years old	9	1
16 years old	0	73
17 years old	0	26
18 years old or older	0	0

Question HS/MS A.3: How old are you?
Note: Cells are empty if there are less than 25 respondents.

Table A3.2

Gender of Sample

	Grade 9 %	Grade 11 %
Male	51	45
Female	49	55

Question HS/MS A.4: What is your sex?
Note: Cells are empty if there are less than 25 respondents.

Table A3.3

Hispanic or Latino

	Grade 9 %	Grade 11 %
No	82	78
Yes	18	22

Question HS/MS A.6: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 25 respondents.

Table A3.4

Race

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	1	0
Asian	27	16
Black or African American	1	0
Native Hawaiian or Pacific Islander	1	2
White	50	54
Mixed (two or more) races	21	29

Question HS/MS A.7: What is your race?
Note: Cells are empty if there are less than 25 respondents.

Table A3.5

Living Situation

	Grade 9 %	Grade 11 %
A home with one or more parents or guardian	95	97
Other relative's home	0	1
A home with more than one family	2	1
Friend's home	1	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	2	1

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 25 respondents.

Table A3.6

Highest Education of Parents

	Grade 9 %	Grade 11 %
Did not finish high school	5	3
Graduated from high school	7	5
Attended college but did not complete four-year degree	7	11
Graduated from college	76	77
Don't know	5	4

Question HS/MS A.10: What is the highest level of education your parents completed? (Mark the educational level of the parent who went the furthest in school.)
Note: Cells are empty if there are less than 25 respondents.

Table A3.7

Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 11 %
No	85	89
Yes	6	5
Don't know	9	6

Question HS/MS A.11: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)
Note: Cells are empty if there are less than 25 respondents.

Table A3.8

Participation in Migrant Education Program, Past 3 Years

	Grade 9 %	Grade 11 %
No	91	97
Yes	0	0
Don’t know	9	3

Question HS/MS A.12: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 25 respondents.

Table A3.9

Language Spoken at Home

	Grade 9 %	Grade 11 %
English	79	82
Spanish	6	6
Mandarin	2	1
Cantonese	2	1
Taiwanese	0	0
Tagalog	2	1
Vietnamese	0	0
Korean	1	1
Other	8	7

Question HS/MS A.13: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 25 respondents.

Table A3.10
English Language Proficiency

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	93	98
Well	7	2
Not well	0	0
Not at all	0	0
speak English?		
Very well	90	94
Well	9	6
Not well	1	0
Not at all	0	0
read English?		
Very well	89	93
Well	10	7
Not well	1	0
Not at all	0	0
write English?		
Very well	86	90
Well	12	10
Not well	1	0
Not at all	0	0

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Note: Cells are empty if there are less than 25 respondents.

Table A3.11
Number of Days Attending Afterschool Program

	Grade 9 %	Grade 11 %
0 days	50	66
1 day	11	10
2 days	8	4
3 days	9	7
4 days	9	1
5 days	14	12

Question HS/MS A.18: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 25 respondents.

Table A3.12
Sexual Identification

	Grade 9 %	Grade 11 %
Heterosexual (straight)	88	89
Gay or Lesbian or Bisexual	4	6
Transgender	1	0
Not sure	7	6
Decline to respond	6	3

Question HS A.120/MS A.110: Which of the following best describes you? (Mark All That Apply.)
Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.13
Military Connections

	Grade 9 %	Grade 11 %
No	96	97
Yes	2	2
Don't know	2	1

Question HS A.119/MS A.109: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports, and Engagements

Table A4.1
Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	43	32
A's and B's	39	36
Mostly B's	6	11
B's and C's	9	13
Mostly C's	2	3
C's and D's	1	4
Mostly D's	0	0
Mostly F's	0	0

Question HS/MS A.19: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 25 respondents.

Table A4.2
Truancy, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	91	72
1-2 times	6	13
A few times	3	9
Once a month	0	3
Once a week	0	1
More than once a week	0	1

Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 25 respondents.

Table A4.3
Reasons for Absence

	Grade 9 %	Grade 11 %
Does not apply, I didn't miss any school	54	37
Illness (feeling physically sick), including problems with breathing or your teeth	39	52
Felt very sad, hopeless, anxious, stressed, or angry	6	16
Didn't get enough sleep	6	26
Didn't feel safe at school	0	1
Had to work	1	1
Had to take care of or help a family member or friend	1	3
Wanted to spend time with friends who don't go to your school	0	1
Wanted to use alcohol or drugs	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	4	17
Were bored with or uninterested in school	2	7
Were suspended	0	0
Other reason	11	10

Question HS/MS A.21: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total School Supports	41	47	12	45	48	7
Caring Adults in School	39	51	10	51	45	4
High Expectations-Adults in School	55	37	8	58	38	3
Meaningful Participation-Adults in School	21	60	19	18	55	27
School Connectedness	68	28	5	64	33	3
Academic Motivation	45	42	13	39	46	14

Note: Cells are empty if there are less than 25 respondents.

Table A4.5
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
I feel close to people at this school.		
Strongly disagree	3	2
Disagree	3	4
Neither disagree nor agree	26	17
Agree	42	46
Strongly agree	26	32
I am happy to be at this school.		
Strongly disagree	3	3
Disagree	6	4
Neither disagree nor agree	17	20
Agree	44	49
Strongly agree	31	24
I feel like I am part of this school.		
Strongly disagree	3	3
Disagree	4	9
Neither disagree nor agree	26	28
Agree	44	39
Strongly agree	24	22
The teachers at this school treat students fairly.		
Strongly disagree	3	4
Disagree	7	7
Neither disagree nor agree	18	17
Agree	50	51
Strongly agree	22	20
I feel safe in my school.		
Strongly disagree	3	2
Disagree	3	0
Neither disagree nor agree	12	12
Agree	48	48
Strongly agree	34	38

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 25 respondents.

Table A4.6

Academic Motivation Scale Questions

	Grade 9 %	Grade 11 %
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	3	3
Disagree	2	1
Neither disagree nor agree	8	11
Agree	34	34
Strongly agree	53	51
I try hard at school because I am interested in my work.		
Strongly disagree	5	3
Disagree	9	10
Neither disagree nor agree	17	21
Agree	41	37
Strongly agree	29	29
I work hard to try to understand new things at school.		
Strongly disagree	3	3
Disagree	3	2
Neither disagree nor agree	11	13
Agree	40	45
Strongly agree	42	37
I am always trying to do better in my schoolwork.		
Strongly disagree	3	2
Disagree	3	4
Neither disagree nor agree	8	11
Agree	37	38
Strongly agree	49	45

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 9 %	Grade 11 %
Caring Relationships		
who really cares about me.		
Not at all true	9	4
A little true	24	17
Pretty much true	39	36
Very much true	28	42
who notices when I'm not there.		
Not at all true	12	5
A little true	24	20
Pretty much true	38	35
Very much true	26	40
who listens to me when I have something to say.		
Not at all true	6	2
A little true	15	13
Pretty much true	39	34
Very much true	40	51
High Expectations		
who tells me when I do a good job.		
Not at all true	7	3
A little true	17	14
Pretty much true	38	38
Very much true	37	45
who always wants me to do my best.		
Not at all true	5	1
A little true	10	9
Pretty much true	33	36
Very much true	51	55
who believes that I will be a success.		
Not at all true	6	2
A little true	17	12
Pretty much true	34	36
Very much true	44	50

Question HS/MS A.35-40: At my school, there is a teacher or some other adult... who really cares about me... who tells me when I do a good job... who notices when I am not there... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions - Continued

At school...	Grade 9 %	Grade 11 %
Opportunities for Meaningful Participation		
I do interesting activities.		
Not at all true	8	8
A little true	19	27
Pretty much true	42	36
Very much true	30	29
I help decide things like class activities or rules.		
Not at all true	28	34
A little true	38	36
Pretty much true	23	19
Very much true	11	11
I do things that make a difference.		
Not at all true	14	22
A little true	40	39
Pretty much true	32	21
Very much true	13	18

Question HS/MS A.41-43: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Note: Cells are empty if there are less than 25 respondents.

Table A4.8

Parent Involvement in School

	Grade 9 %	Grade 11 %
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	4	4
Disagree	11	13
Neither disagree nor agree	31	30
Agree	39	39
Strongly agree	15	14
Parents feel welcome to participate at this school.		
Strongly disagree	4	3
Disagree	4	7
Neither disagree nor agree	32	32
Agree	40	42
Strongly agree	19	16
School staff takes parent concerns seriously.		
Strongly disagree	5	5
Disagree	6	14
Neither disagree nor agree	28	28
Agree	45	37
Strongly agree	16	16

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

Note: Cells are empty if there are less than 25 respondents.

Table A4.9

Quality of School Physical Environment

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	4	2
Disagree	4	2
Neither disagree nor agree	18	16
Agree	51	56
Strongly agree	24	24

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

Note: Cells are empty if there are less than 25 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	31	36
Safe	56	50
Neither safe nor unsafe	12	12
Unsafe	1	1
Very unsafe	0	1

Question HS A.91/MS A.81: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
had mean rumors or lies spread about you?		
0 times	81	61
1 time	10	17
2 to 3 times	5	10
4 or more times	4	11
had sexual jokes, comments, or gestures made to you?		
0 times	78	66
1 time	6	10
2 to 3 times	9	7
4 or more times	7	17
been made fun of because of your looks or the way you talk?		
0 times	81	74
1 time	10	11
2 to 3 times	5	7
4 or more times	4	7
been made fun of, insulted, or called names?		
0 times	75	66
1 time	15	13
2 to 3 times	6	10
4 or more times	5	10

Question HS A.95-97, 106/MS A.86-88, 97: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Note: Cells are empty if there are less than 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?		
0 times	90	90
1 time	7	6
2 to 3 times	1	1
4 or more times	1	3
been afraid of being beaten up?		
0 times	94	94
1 time	4	4
2 to 3 times	1	0
4 or more times	1	1
been in a physical fight?		
0 times	97	96
1 time	2	2
2 to 3 times	1	0
4 or more times	0	1
been threatened with harm or injury?		
0 times	97	95
1 time	2	2
2 to 3 times	1	1
4 or more times	0	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	100	97
1 time	0	1
2 to 3 times	0	0
4 or more times	0	1
been offered, sold, or given an illegal drug?		
0 times	92	76
1 time	5	11
2 to 3 times	1	7
4 or more times	1	6

Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 25 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	89	87
1 time	4	5
2 or more times	7	7
Religion		
0 times	95	95
1 time	2	2
2 or more times	3	3
Gender (being male or female)		
0 times	95	90
1 time	3	5
2 or more times	2	6
Because you are gay or lesbian or someone thought you were		
0 times	97	96
1 time	1	1
2 or more times	2	2
A physical or mental disability		
0 times	98	97
1 time	1	0
2 or more times	1	3
Any of the above five hate-crime reasons	17	22
Any other reason		
0 times	87	81
1 time	5	7
2 or more times	8	12
Any harassment	23	30

Question HS A.107-112/MS A.98-103: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

Note: Cells are empty if there are less than 25 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Had your property stolen or deliberately damaged		
0 times	87	86
1 time	10	7
2 to 3 times	3	4
4 or more times	1	2
Damaged school property on purpose		
0 times	97	96
1 time	2	2
2 to 3 times	0	1
4 or more times	0	1

Question HS A.98, 100/MS A.89, 91: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 25 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Carried a gun		
0 times	100	97
1 time	0	0
2 to 3 times	0	0
4 or more times	0	2
Carried any other weapon (such as a knife or club)		
0 times	97	99
1 time	1	0
2 to 3 times	1	0
4 or more times	1	1
Seen someone carrying a gun, knife, or other weapon		
0 times	95	95
1 time	3	3
2 to 3 times	1	1
4 or more times	1	1

Question HS A.101, 102, 104/MS A.92, 93, 95: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 9 %	Grade 11 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	13	61	A6.2
Current alcohol or drugs	8	48	A6.4
Current heavy drug users	1	12	A6.4
Current heavy alcohol user (binge drinker)	1	22	A6.4
Current alcohol or drug use on school property	1	3	A6.10

Note: Cells are empty if there are less than 25 respondents.

Table A6.2

Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	89	41
1 time	5	7
2 to 3 times	2	8
4 or more times	4	43
Marijuana		
0 times	96	61
1 time	1	7
2 to 3 times	1	7
4 or more times	2	26
Inhalants (to get "high")		
0 times	98	97
1 time	1	1
2 to 3 times	0	1
4 or more times	0	0
Cocaine, Methamphetamine, or any amphetamines		
0 times	99	97
1 time	1	2
2 to 3 times	0	1
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	99	95
1 time	1	2
2 to 3 times	0	1
4 or more times	0	1
Any other drug, or pill, or medicine to get "high" or for other than medical reasons		
0 times	98	96
1 time	1	1
2 to 3 times	0	1
4 or more times	0	1
Any of the above AOD use	13	61

Question HS A.47-50, 52, 57/MS A.48-50, 52: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.

Notes: Cells are empty if there are less than 25 respondents.

Table A6.2
Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Prescription pain medication, tranquilizers, or sedatives		
0 times	95	91
1 time	3	4
2 to 3 times	1	2
4 or more times	1	3
Diet Pills		
0 times	96	95
1 time	1	1
2 to 3 times	0	1
4 or more times	3	3
Ritalin™ or Adderall™ or other prescription stimulant		
0 times	99	92
1 time	1	2
2 to 3 times	0	3
4 or more times	0	3
Cold/Cough Medicines or other over-the-counter medicines		
0 times	77	74
1 time	6	3
2 to 3 times	4	4
4 or more times	12	19

Question HS A.53-56: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, Ther-aFlu, Tylenol Cough) or other over-the-counter medicines.
Notes: Cells are empty if there are less than 25 respondents.

Table A6.3

Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	11	59
Marijuana	4	39
Inhalants	2	3
Cocaine	1	3
Ecstasy, LSD, or other psychedelics	1	5
Prescription pain killers, Diet Pills, or other prescription stimulant	8	16

Notes: Cells are empty if there are less than 25 respondents.

Table A6.4

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	6	45
Binge drinking (5 or more drinks in a row)	1	22
Marijuana	1	23
Inhalants	1	2
Prescription medications to get "high" or for reasons other than prescribed	2	3
Other drug, pill, or medicine to get "high" or for other than medical reasons	1	1
Any drug use	3	24
Heavy drug user	1	12
Any AOD Use	8	48
Two or more drugs at the same time	1	7

Question HS A.64-70/MS A.59-62, 63: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... prescription medications to get "high" or for reasons other than prescribed (such as Vicodin^{TM}, OxyContin^{TM}, Percodan^{TM}, Ritalin^{TM}, Adderall^{TM}, Xanax^{TM})... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 25 respondents.

Table A6.5

Frequency of Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (at least one drink)		
0 days	94	55
1 or 2 days	5	28
3 to 9 days	0	13
10 to 19 days	0	3
20 or more days	0	1
Binge drinking (5 or more drinks in a row)		
0 days	99	78
1 or 2 days	1	14
3 to 9 days	0	7
10 to 19 days	0	0
20 or more days	0	1
Marijuana		
0 days	99	77
1 or 2 days	1	12
3 to 9 days	0	7
10 to 19 days	0	1
20 or more days	0	3

Question HS A.64-66/MS A.59-61: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Note: Cells are empty if there are less than 25 respondents.

Table A6.6

Lifetime Drunk or "High"

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	97	62
1 to 2 times	2	20
3 to 6 times	1	11
7 or more times	0	6
"High" (loaded, stoned, or wasted) from using drugs		
0 times	95	65
1 to 2 times	3	10
3 to 6 times	1	9
7 or more times	2	17
Very drunk or "high" 7 or more times	2	18

Question HS A.58, 59/MS A.53, 54: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?

Note: Cells are empty if there are less than 25 respondents.

Table A6.7

Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	96	67
0 times	3	28
1 time	1	3
2 to 3 times	0	1
4 or more times	0	1
Marijuana		
Does not apply, don't use	96	74
0 times	2	19
1 time	0	6
2 to 3 times	1	1
4 or more times	0	1

Question HS A.88, 89: How many times have you tried to quit or stop using... alcohol... marijuana?

Notes: Cells are empty if there are less than 25 respondents.

Table A6.8

Drinking While Driving

	Grade 9 %	Grade 11 %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking		
Never	96	84
1 time	2	8
2 times	1	2
3 to 6 times	1	3
7 or more times	1	3

Question HS A.90: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?
Notes: Cells are empty if there are less than 25 respondents.

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 9 %	Grade 11 %
0 times	98	89
1 to 2 times	2	5
3 to 6 times	0	2
7 or more times	0	5

Question HS A.60/MS A.55: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 25 respondents.

Table A6.10
Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol		
0 days	100	99
1 to 2 days	0	1
3 or more days	0	0
Marijuana		
0 days	100	98
1 to 2 days	0	1
3 or more days	0	1
Any other drug, pill, or medicine to get "high" or for other than medical reasons?		
0 days	99	99
1 to 2 days	1	0
3 or more days	0	0
Any of the above	1	3

Question HS A.74-76/MS A.67-69: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get "high" or for other than medical reasons?

Note: Cells are empty if there are less than 25 respondents.

Table A6.11

Perceived Harm and Availability

	Grade 9 %	Grade 11 %
Perceived Harm of Use...		
Alcohol - drink occasionally		
Great	24	21
Moderate	31	27
Slight	32	35
None	13	16
Alcohol - 5 or more drinks once or twice a week		
Great	66	59
Moderate	23	30
Slight	4	8
None	7	3
Marijuana - smoke occasionally		
Great	37	25
Moderate	35	27
Slight	19	30
None	9	18
Marijuana - smoke once or twice a week		
Great	62	45
Moderate	25	26
Slight	6	17
None	7	11
Perceived Difficulty of Obtaining...		
Alcohol		
Very difficult	5	3
Fairly difficult	10	5
Fairly easy	27	27
Very easy	21	53
Don’t know	37	13
Marijuana		
Very difficult	8	4
Fairly difficult	10	4
Fairly easy	24	23
Very easy	14	52
Don’t know	44	17

Question HS A.79-82, 84, 85/MS A.72-75, 77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 25 respondents.

7. Tobacco Use

Table A7.1
Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	1	10	A7.2
Current cigarette smoking‡	1	5	A7.3
Current cigarette smoking at school‡	0	1	A7.4
Ever tried smokeless tobacco	2	5	A7.2
Current smokeless tobacco use‡	1	0	A7.3
Current smokeless tobacco use at school‡	0	0	A7.4
Ever used electronic cigarettes or other vaping device	7	30	A7.2
Current use of electronic cigarettes or other vaping device‡	3	15	A7.3
Current use of electronic cigarettes or other vaping device at school‡	0	1	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	1	1	A7.5
Attitudes and Correlates			
Occasional smoking great harm	39	41	A7.7
Smoking 1-2 packs per day great harm	83	83	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	78	72	A7.6
Very easy to obtain cigarettes	15	32	A7.7

Notes: Cells are empty if there are less than 25 respondents.
‡*Past 30 days.*

Table A7.2

Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	99	90
1 time	1	3
2 to 3 times	0	3
4 or more times	0	5
Smokeless tobacco		
0 times	98	95
1 time	1	2
2 to 3 times	0	1
4 or more times	0	1
An electronic cigarette or other vaping device		
0 times	93	70
1 time	3	4
2 to 3 times	1	7
4 or more times	3	19

Question HS A.44-46/MS A.45-47: During your life, how many times have you used the following substances? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Notes: Cells are empty if there are less than 25 respondents.

Table A7.3

Any Current Use and Daily Use

	Grade 9 %	Grade 11 %
Cigarette		
Any	1	5
Daily (20 or more days)	0	0
Smokeless Tobacco		
Any	1	0
Daily (20 or more days)	0	0
Electronic cigarette		
Any	3	15
Daily (20 or more days)	0	1

Question HS A.61-63/MS A.56-58: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 25 respondents.

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Cigarette		
0 days	100	99
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Smokeless Tobacco		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Electronic cigarette or other vaping device		
0 days	100	99
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0

Question HS A.71-73/MS A.64-66: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 25 respondents.

Table A7.5

Cigarette Smoking Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	98	95
0 times	1	3
1 time	1	0
2 to 3 times	0	0
4 or more times	0	1

Question HS A.87: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 25 respondents.

Table A7.6

Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day

	Grade 9 %	Grade 11 %
Neither approve nor disapprove	8	12
Somewhat disapprove	13	15
Strongly disapprove	78	72

Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Note: Cells are empty if there are less than 25 respondents.

Table A7.7

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 9 %	Grade 11 %
Perceived Harm of Use...		
Smoke cigarettes occasionally		
Great	39	41
Moderate	39	37
Slight	13	16
None	9	6
Smoke 1-2 packs of cigarettes a day		
Great	83	83
Moderate	8	8
Slight	2	5
None	8	4
Perceived Difficulty of Obtaining...		
Cigarettes		
Very difficult	6	4
Fairly difficult	11	7
Fairly easy	24	32
Very easy	15	32
Don't know	44	25

Question HS A.77, 78, 83/MS A.70, 71, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 11 %
0 times (never)	86	81
1 time	7	9
2 to 3 times	4	7
4 or more times	4	3

Question HS A.113/MS A.104: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook^{TM}, Instagram^{TM}, Snapchat^{TM}, email, instant message)?
Note: Cells are empty if there are less than 25 respondents.

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	26	27
Yes	74	73

Question HS A.117/MS A.107: Did you eat breakfast today?
Note: Cells are empty if there are less than 25 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	82	72
Yes	18	28

Question HS A.115/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 25 respondents.

Table A8.4

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	91	85
Yes	9	15

Question HS A.116: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 25 respondents.

Table A8.5

Gang Involvement

	Grade 9 %	Grade 11 %
No	96	94
Yes	4	6

Question HS A.114/MS A.105: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	37		38			46	42
Caring adults in school	39		38			43	38
High expectations-adults in school	54		54			60	52
Meaningful participation at school	19		18			25	20
School Connectedness	59		65			74	59
Academic Motivation	39		48			48	40

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	52		34			47	46
Caring adults in school	50		37			54	51
High expectations-adults in school	59		46			62	58
Meaningful participation at school	14		15			22	15
School Connectedness	62		61			67	62
Academic Motivation	36		37			43	31

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3

Current Cigarette Smoking, by Race/Ethnicity

	Grade 9 %	Grade 11 %
Smoked cigarettes in the past 30 days		
Hispanic or Latino	4	4
American Indian or Alaska Native		
Asian	0	0
Black or African American		
Native Hawaiian or Pacific Islander		
White	0	7
Mixed (two or more) races	2	3

Notes: Cells are empty if there are less than 25 respondents.

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 9 Female %	 Male %	Grade 11 Female %	 Male %
School Environment				
Total school supports	44	37	50	40
Caring adults in school	44	33	57	43
High expectations-adults in school	60	50	62	54
Meaningful participation at school	19	22	17	19
School Connectedness	68	67	57	73
Academic Motivation	48	42	44	34

Note: Cells are empty if there are less than 25 respondents.

Table A10.2

Selected Alcohol and Drug Use Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use				
During your life, did you ever...				
drink alcohol (one full drink)?	9	13	62	54
use inhalants?	1	2	3	2
smoke marijuana?	5	3	41	38
During the past 30 days, did you...				
drink alcohol (one full drink)?	5	8	46	43
use inhalants?	1	1	1	3
smoke marijuana?	1	1	20	27
Level of Involvement (High Risk Patterns)				
During your life, have you ever...				
been very drunk or sick after drinking alcohol?	2	4	43	31
been “high” from using drugs?	6	5	37	34
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	0	3	21	24
AOD Use at School				
During your life, have you ever been drunk or “high” on school property?	1	3	11	12
During the past 30 days, did you use marijuana on school property?	0	1	1	3
Perceived Harm				
Frequent use of...is harmful.[A]				
alcohol (five or more drinks once or twice a week)	93	93	97	97
marijuana (once or twice a week)	94	91	93	83

Notes: Cells are empty if there are less than 25 respondents.

[A] *Combines Great, Moderate, and Slight.*

Table A10.3

Selected Tobacco Use Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	0	3	8	13
During the past 30 days, did you smoke a cigarette?	0	1	3	7
During the past 30 days, did you smoke cigarettes daily?	0	0	1	0
During the past 30 days, did you smoke cigarettes on school property?	0	1	0	2
Frequent use of cigarettes is harmful. (1-2 packs a day)[A]	93	91	98	94

Notes: Cells are empty if there are less than 25 respondents.

[A] *Combines Great, Moderate, and Slight.*

Table A10.4

School Safety–Related Indicators by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?				
Race, ethnicity, or national origin	10	11	15	10
Religion	5	6	7	3
Gender	8	2	16	3
Gay/lesbian, or someone thought you were	2	4	3	4
Physical/mental disability	2	1	1	5
Any other reason	14	12	17	20
During the past 12 months at school, have you been in a physical fight?	2	4	1	7
Feels safe at school	91	83	84	88
Currently belong to a gang	1	6	3	8

Note: Cells are empty if there are less than 25 respondents.

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Eating of breakfast	75	73	68	80
Chronic sad or hopeless feelings	27	8	37	18

Note: Cells are empty if there are less than 25 respondents.

Physical Health & Nutrition Module

1. Module Sample

Table J1.1

Student Sample for Physical Health & Nutrition Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	360	315
Final number	304	266
Average Response Rate	84%	84%

2. Nutrition

Table J2.1

Eating/Drinking of Fruits and Vegetables at Least Once per Day, Past 24 Hours

	Grade 9 %	Grade 11 %
100% fruit juices	56	54
Fruit	87	88
Vegetable	89	88
Five or more times of any	57	55

Question HS/MS J.6, 8, 9: During the past 24 hours (yesterday), how many times did you... drink 100% fruit juices, such as orange, apple, or grape? (Do not count punch, Kool-Aid, sports drinks, and fruit-flavored drinks.)... eat fruit? (Do not count fruit juice.)... eat vegetables? (Include salads and nonfried potatoes.)

Note: Cells are empty if there are less than 25 respondents.

Table J2.2

Drinking of Milk or Eating of Yogurt, Past 24 Hours

	Grade 9 %	Grade 11 %
0 times	13	21
1 time	27	30
2 times	30	21
3 times	16	15
4 times	6	3
5 or more times	9	9

Question HS/MS J.4: During the past 24 hours (yesterday), how many times did you... drink milk or eat yogurt? (In any form, including in cereal.)

Note: Cells are empty if there are less than 25 respondents.

Table J2.3

Drinking of Soda Pop, Past 24 Hours

	Grade 9 %	Grade 11 %
0 times	69	74
1 time	22	16
2 times	4	3
3 times	2	4
4 times	0	1
5 or more times	2	2

Question HS/MS J.5: During the past 24 hours (yesterday), how many times did you... drink soda pop?
Note: Cells are empty if there are less than 25 respondents.

Table J2.4

Eating of Fried Potatoes, Past 24 Hours

	Grade 9 %	Grade 11 %
0 times	59	49
1 time	26	34
2 times	9	9
3 times	3	3
4 times	1	2
5 or more times	3	3

Question HS/MS J.7: During the past 24 hours (yesterday), how many times did you... eat french fries, potato chips, or other fried potatoes?
Note: Cells are empty if there are less than 25 respondents.

Table J2.5

Vitamin Use, Past 7 Days

	Grade 9 %	Grade 11 %
0 days	62	59
1 to 2 days	15	12
3 to 4 days	7	6
5 to 6 days	2	4
Daily	14	19

Question HS/MS J.26: During the past 7 days, how many days did you take a vitamin?
Note: Cells are empty if there are less than 25 respondents.

3. Physical Activity and Weight

Table J3.1

Exercise on at Least Three of the Past Seven Days

	Grade 9 %	Grade 11 %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard	88	54
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard	70	61
Either	94	78

Question HS/MS J.1, 2: On how many of the past 7 days did you... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities.)... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, skating, raking leaves, or mopping floors.)

Note: Cells are empty if there are less than 25 respondents.

Table J3.2

Frequency of Exercise to Strengthen or Tone Muscles, Past Seven Days

	Grade 9 %	Grade 11 %
0 days	12	30
1-2 days	26	24
3 or more days	63	46

Question HS/MS J.3: On how many of the past 7 days did you... do exercises to strengthen or tone your muscles? (For example, push-ups, sit-ups, or weight lifting.)

Note: Cells are empty if there are less than 25 respondents.

Table J3.3

Hours Spent on TV/Video Game During School Days

	Grade 9 %	Grade 11 %
None	14	17
Less than 1 hour	17	18
1 hour	19	19
2 hours	27	22
3 hours	12	14
4 hours	5	6
5 hours or more	6	4

Question HS/MS J.18: On an average school day, how many hours do you watch TV or play video games?
Note: Cells are empty if there are less than 25 respondents.

Table J3.4

Participation in Sports Teams, Past 12 Months

	Grade 9 %	Grade 11 %
None	18	29
1 team	31	30
2 teams	23	23
3 or more teams	27	18

Question HS/MS J.19: During the past 12 months, on how many sports teams did you play? (Include school-sponsored and any other sports teams.)
Note: Cells are empty if there are less than 25 respondents.

Table J3.5

Average Days of Physical Activity in Physical Education Class, Per Week

	Grade 9 %	Grade 11 %
0 days	1	68
1 day	1	0
2 days	1	2
3 days	6	5
4 days	68	16
5 days	22	9

Question HS/MS J.22: In an average week, on how many days do you have physical activity in your physical education class (P.E. or gym)?

Note: Cells are empty if there are less than 25 respondents.

Table J3.6

Estimated Actual Minutes Exercising in Physical Education Class

	Grade 9 %	Grade 11 %
Do not take P.E.	1	72
Less than 10 minutes	1	2
10 to 20 minutes	14	4
21 to 30 minutes	42	12
More than 30 minutes	41	10

Question HS/MS J.23: During an average physical education (P.E.) class, how many minutes do you spend actually exercising or playing sports?

Note: Cells are empty if there are less than 25 respondents.

Table J3.7

Student Body Mass Index

	Grade 9 %	Grade 11 %
Underweight	4	3
Healthy weight	80	80
Overweight	10	13
Obese	6	4

Physical Health & Nutrition Module Supplement: How tall are you without your shoes on?... How much do you weigh without your shoes on?... HS/MS A.3, 4: How old are you?... What is your sex?

Note: Cells are empty if there are less than 25 respondents.

Table J3.8

Desired Level of Action on Weight

	Grade 9 %	Grade 11 %
Lose weight	29	45
Gain weight	14	14
Stay the same weigh	17	18
Not trying to do anything about weight	40	23

Question HS/MS J.11: Which of the following are you trying to do about your weight?
Note: Cells are empty if there are less than 25 respondents.

Table J3.9

Actions Taken to Lose/Maintain Weight, Past 30 Days

	Grade 9 %	Grade 11 %
Exercise	63	66
Eat less food, fewer calories, or foods low in fat	23	52
Go without eating for 24 hours or more	4	6
Take diet pills, powders, or liquids without doctor's advice	2	4
Vomit or take laxatives	2	4

Question HS/MS J.12-16: During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 24 hours or more (also called fasting)... Take any diet pills, powders, or liquids without a doctors advice (Do not include meal replacement products, such as Slim Fast)... Vomit or take laxatives.
Note: Cells are empty if there are less than 25 respondents.

Table J3.10

Perception of Weight

	Grade 9 %	Grade 11 %
Very underweight	3	2
Slightly underweight	19	11
About the right weight	62	66
Slightly overweight	14	21
Very overweight	2	2

Question HS/MS J.17: How do you describe your weight?
Note: Cells are empty if there are less than 25 respondents.

4. Injury-Related Behavior and Health Care

Table J4.1

Seat Belt Use in Vehicle Driven By Someone Else

	Grade 9 %	Grade 11 %
Never	1	1
Rarely	1	0
Sometimes	3	3
Most of the time	17	17
Always	78	79

Question HS/MS J.20: How often do you wear a seat belt riding in a car driven by someone else?
Note: Cells are empty if there are less than 25 respondents.

Table J4.2

Bike Helmet Use, Past 12 Months

	Grade 9 %	Grade 11 %
Did not ride bicycle	23	37
Never	10	17
Rarely	6	7
Sometimes	8	7
Most of the time	17	10
Always	36	22

Question HS/MS J.21: When you rode a bicycle during the past 12 months, how often did you wear a helmet?
Note: Cells are empty if there are less than 25 respondents.

Table J4.3

Regular Medical Check Up, Past 12 Months

	Grade 9 %	Grade 11 %
No	18	17
Yes	82	83

Question HS/MS J.24: During the past 12 months, did you have a regular check up with a doctor when you were not sick or injured?
Note: Cells are empty if there are less than 25 respondents.

Table J4.4

Visit Dentist, Past 12 Months

	Grade 9 %	Grade 11 %
No	8	11
Yes	92	89

Question HS/MS J.25: During the past 12 months, did you visit a dentist for an examination, teeth cleaning, or dental work?

Note: Cells are empty if there are less than 25 respondents.

Table J4.5

AIDS/HIV Infection Education at School

	Grade 9 %	Grade 11 %
No	10	10
Yes	82	82
Not sure	8	9

Question HS J.27: Have you ever been taught about AIDS or HIV infection at school?
Notes: Cells are empty if there are less than 25 respondents.

5. Asthma Symptoms

Table J5.1

Students With Asthma

	Grade 9 %	Grade 11 %
No	70	70
Yes	20	25
Don't know	10	5

Question HS/MS J.10: Has a doctor ever told you or your parent/guardian that you have asthma?
Note: Cells are empty if there are less than 25 respondents.

Table J5.2

Episode of Asthma or Asthma Attack, Past 12 Months

	Grade 9 %	Grade 11 %
No	92	92
Yes	8	8

Question HS J.28/MS J.27: During the past 12 months, have you had an episode of asthma or an asthma attack?
Note: Cells are empty if there are less than 25 respondents.

Table J5.3

Unable to Complete a Sentence Due to Shortness of Breath, Past 12 Months

	Grade 9 %	Grade 11 %
No	77	78
Yes	23	22

Question HS J.29/MS J.28: During the past 12 months, have you ever had a cough, chest tightness, trouble breathing, or wheezing that was so bad that you could not finish saying a sentence?
Note: Cells are empty if there are less than 25 respondents.

Table J5.4

Been to the Emergency Room or Stayed in Hospital Due to Shortness of Breath, Past 12 Months

	Grade 9 %	Grade 11 %
No	97	95
Yes	3	5

Question HS J.30/MS J.29: During the past 12 months, have you been to the emergency room or stayed overnight in the hospital because of a cough, chest tightness, trouble breathing, or wheezing?
Note: Cells are empty if there are less than 25 respondents.

Table J5.5

Used Medicine for Asthma Symptoms, Past 12 Months

	Grade 9 %	Grade 11 %
No	80	79
Yes	20	21

Question HS J.31/MS J.30: During the past 12 months, have you used a medicine (an inhaler, puffer, or a breathing machine) to treat a cough, chest tightness, trouble breathing, or wheezing?

Note: Cells are empty if there are less than 25 respondents.

Table J5.6

Frequency of Asthma Symptoms, Past 30 days

	Grade 9 %	Grade 11 %
Never	81	77
2 days a week or less	15	16
More than 2 days each week but not every day	4	5
Every day	1	2

Question HS J.32/MS J.31: During the past 30 days, about how many days each week have you had a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?

Note: Cells are empty if there are less than 25 respondents.

Table J5.7

Woke Up Because of Asthma Symptoms, Past 30 days

	Grade 9 %	Grade 11 %
Never	92	86
2 nights	8	9
3 or 4 nights	1	3
More than 4 nights but not every night	0	1
Every night or almost every night	0	1

Question HS J.33/MS J.32: During the past 30 days, about how many nights did you wake up because of a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?

Note: Cells are empty if there are less than 25 respondents.

Gender & Sex-Based Harassment Module

1. Module Sample

Table Q1.1

Student Sample for Gender & Sex-Based Harassment Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	360	315
Final number	311	268
Average Response Rate	86%	85%

2. Gender Identity and Sexual Orientation

Table Q2.1
Gender Identity

	Grade 9 %	Grade 11 %
Female	48	55
Male	50	43
Transgender	0	0
Questioning	1	1

Question HS/MS Q.53: What is your gender?
Note: Cells are empty if there are less than 25 respondents.

Table Q2.2
Sexual Orientation

	Grade 9 %	Grade 11 %
Lesbian/Gay	0	1
Bisexual	2	6
Straight/Heterosexual	86	87
Questioning	4	4
Other	1	0
Decline to respond	7	3

Question HS/MS Q.52: Which of the following best describes your sexual orientation?
Note: Cells are empty if there are less than 25 respondents.

3. Perceptions of LGBT-Related School Safety

Table Q3.1
Student Perceptions of School Safety, LGBT-Specific

	Grade 9 %	Grade 11 %
My school is safe for...		
guys who are not as "masculine" as other guys.		
Strongly disagree	5	5
Disagree	13	19
Agree	57	57
Strongly agree	25	19
girls who are not as "feminine" as other girls.		
Strongly disagree	5	6
Disagree	10	16
Agree	58	57
Strongly agree	26	20
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).		
Strongly disagree	6	6
Disagree	14	15
Agree	59	59
Strongly agree	20	21
students with LGBTQ parents.		
Strongly disagree	5	6
Disagree	11	9
Agree	57	58
Strongly agree	27	27

Question HS/MS Q.1-4: My school is safe for... guys who are not as "masculine" as other guys... girls who are not as "feminine" as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.
Note: Cells are empty if there are less than 25 respondents.

Table Q3.1

Student Perceptions of School Safety, LGBT-Specific – Continued

	Grade 9 %	Grade 11 %
My school is safe for...		
teachers and staff who are LGBTQ.		
Strongly disagree	5	6
Disagree	12	12
Agree	57	57
Strongly agree	25	26
straight allies (people who are supportive of LGBTQ people).		
Strongly disagree	5	5
Disagree	5	6
Agree	55	51
Strongly agree	35	38

Question HS/MS Q.5-6: My school is safe for... teachers and staff who are LGBTQ... straight allies (people who are supportive of LGBTQ people).

Note: Cells are empty if there are less than 25 respondents.

4. Bullying Incidents, Negative Attitudes, and Pro-Bullying Beliefs

Table Q4.1

Bullying Incidents on School Property during the Past 12 months, LGBT-Specific

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?...		
Because you are gay, lesbian, bisexual, or transgender or someone thought you were		
0 times	97	97
1 time	1	2
2-3 times	1	1
4 or more times	1	0
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls		
0 times	95	93
1 time	4	3
2-3 times	1	2
4 or more times	1	2
Because you have LGBTQ parents or family members or because someone thought they were		
0 times	100	99
1 time	0	0
2-3 times	0	0
4 or more times	0	0
Because you have LGBTQ friends or because someone thought they were		
0 times	98	97
1 time	2	1
2-3 times	0	1
4 or more times	1	1

Question HS/MS Q.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are gay, lesbian, bisexual, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought they were.

Note: Cells are empty if there are less than 25 respondents.

Table Q4.2
Offensive LGBT-Related Language

	Grade 9 %	Grade 11 %
How often do you hear...		
anti-LGBTQ slurs at schools?		
Never	19	10
Rarely	23	15
Sometimes	32	27
Often	26	48
negative comments and slurs at school about someone's sex or gender?		
Never	27	14
Rarely	31	26
Sometimes	30	28
Often	11	32

Question HS/MS Q.24, 25: How often do you hear anti-LGBTQ slurs at schools (example: when someone says "that's so gay" to mean something bad)?... How often do you hear negative comments and slurs at school about someone's sex or gender (example: "he is so girly" to mean something bad)?

Note: Cells are empty if there are less than 25 respondents.

Table Q4.3

Offensive LGBT-Related Language among Peers

	Grade 9 %	Grade 11 %
How often do you hear other students make negative comments or use slurs based on...		
sex (male or female)?		
Never	37	15
Rarely	30	19
Sometimes	26	34
Often	7	32
sexual orientation?		
Never	30	16
Rarely	27	27
Sometimes	29	29
Often	13	28
gender identity or expression?		
Never	36	26
Rarely	34	29
Sometimes	23	26
Often	6	18
having LGBTQ parents or family members?		
Never	66	64
Rarely	22	25
Sometimes	8	7
Often	4	4
having LGBTQ friends?		
Never	56	58
Rarely	29	27
Sometimes	12	9
Often	4	6

Question HS/MS Q.26-30: How often do you hear other students make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 25 respondents.

Table Q4.4
Offensive LGBT-Related Language among Adults

	Grade 9 %	Grade 11 %
How often do you hear teachers or school staff make negative comments or use slurs based on...		
sex (male or female)?		
Never	89	72
Rarely	6	19
Sometimes	4	9
Often	1	1
sexual orientation?		
Never	88	84
Rarely	6	11
Sometimes	5	4
Often	1	1
gender identity or expression?		
Never	90	85
Rarely	5	10
Sometimes	4	3
Often	1	1
having LGBTQ parents or family members?		
Never	91	90
Rarely	5	7
Sometimes	3	2
Often	1	2
having LGBTQ friends?		
Never	91	90
Rarely	4	7
Sometimes	4	2
Often	1	1

Question HS/MS Q.36-40: How often do you hear teachers or school staff make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 25 respondents.

Table Q4.5
Pro-Bullying Attitudes

	Grade 9 %	Grade 11 %
Students who are bullied or teased mostly deserve it.		
Strongly disagree	63	67
Disagree	26	24
Agree	7	8
Strongly agree	5	1
Bullying is sometimes fun to do.		
Strongly disagree	76	71
Disagree	17	20
Agree	4	8
Strongly agree	3	1

Question HS/MS Q.50, 51: How much do you agree with the following statements?... Students who are bullied or teased mostly deserve it... Bullying is sometimes fun to do.

Note: Cells are empty if there are less than 25 respondents.

5. Intervening Behaviors, Response to Bullying, and Supports

Table Q5.1

Intervening Behaviors by Peers, LGBT-Specific

	Grade 9 %	Grade 11 %
How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...		
sex (male or female)?		
Never stop	14	21
Rarely stop	18	21
Sometimes stop	19	24
Often stop	11	9
Not applicable	38	25
sexual orientation?		
Never stop	12	20
Rarely stop	18	21
Sometimes stop	22	21
Often stop	12	10
Not applicable	35	28
gender identity or expression?		
Never stop	12	21
Rarely stop	18	20
Sometimes stop	19	18
Often stop	11	7
Not applicable	39	34

Question HS/MS Q.31-33: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.1

Intervening Behaviors by Peers, LGBT-Specific – Continued

	Grade 9 %	Grade 11 %
How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...		
having LGBTQ parents or family members?		
Never stop	12	18
Rarely stop	14	14
Sometimes stop	16	13
Often stop	7	7
Not applicable	51	48
having LGBTQ friends?		
Never stop	12	19
Rarely stop	13	14
Sometimes stop	17	14
Often stop	8	9
Not applicable	50	45

Question HS/MS Q.34, 35: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... having LGBTQ parents or family members?... having LGBTQ friends?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.2
Intervening Behaviors by Adults, LGBT-Specific

	Grade 9 %	Grade 11 %
How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics?...		
sex (male or female)?		
Never stop	8	14
Rarely stop	7	6
Sometimes stop	12	16
Often stop	24	25
Not applicable	50	38
sexual orientation?		
Never stop	6	12
Rarely stop	6	8
Sometimes stop	14	13
Often stop	25	24
Not applicable	49	43
gender identity or expression?		
Never stop	7	13
Rarely stop	6	7
Sometimes stop	12	12
Often stop	24	21
Not applicable	52	46
having LGBTQ parents or family members?		
Never stop	7	13
Rarely stop	5	6
Sometimes stop	12	11
Often stop	20	20
Not applicable	56	51
having LGBTQ friends?		
Never stop	7	13
Rarely stop	6	6
Sometimes stop	11	11
Often stop	20	19
Not applicable	56	51

Question HS/MS Q.41-45: How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?... having LGBTQ parents or family members?... having LGBTQ friends?
Note: Cells are empty if there are less than 25 respondents.

Table Q5.3
Student Response to Bullying

	Grade 9 %	Grade 11 %
If another student was bullying me, I would tell the principal or assistant principal.		
Strongly disagree	7	22
Disagree	23	43
Agree	50	30
Strongly agree	21	5
If another student was bullying me, I would tell one of the teachers or other staff at school.		
Strongly disagree	6	16
Disagree	17	28
Agree	54	45
Strongly agree	23	10
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	4	6
Disagree	10	9
Agree	55	63
Strongly agree	32	22

Question HS/MS Q.46-48: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.

Note: Cells are empty if there are less than 25 respondents.

Table Q5.4

Willingness to Seek Help about LGBT-Related Issues at School

	Grade 9 %	Grade 11 %
If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...		
a school counselor or school psychologist?		
Not at all likely	31	40
A little likely	42	35
Very likely	27	25
a teacher?		
Not at all likely	45	53
A little likely	41	34
Very likely	14	13
a school principal or assistant principal?		
Not at all likely	58	77
A little likely	32	16
Very likely	10	8
other adults at school?		
Not at all likely	64	73
A little likely	28	20
Very likely	9	7
a friend at your school?		
Not at all likely	26	22
A little likely	41	28
Very likely	33	50

Question HS/MS Q.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.5

Willingness to Seek Help about LGBT-Related Issues outside of School

	Grade 9 %	Grade 11 %
If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...		
an older brother or sister?		
Not at all likely	36	38
A little likely	36	26
Very likely	28	36
your parent or guardian?		
Not at all likely	25	32
A little likely	28	31
Very likely	47	37
a friend's parent or other adult not at school?		
Not at all likely	51	57
A little likely	38	26
Very likely	11	17

Question HS/MS Q.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... an older brother or sister?... your parent or guardian?... a friend's parent or other adult not at school?

Note: Cells are empty if there are less than 25 respondents.

Table Q5.6

Supports from Adults on Personal Problems

	Grade 9 %	Grade 11 %
There are adults at this school I could turn to if I had a personal problem.		
Strongly disagree	6	10
Disagree	15	15
Agree	55	52
Strongly agree	25	23

Question HS/MS Q.49: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

Note: Cells are empty if there are less than 25 respondents.

6. School Resources and Policies

Table Q6.1

Knowledge of LGBT-Specific Resources and Policies at School

	Grade 9 %	Grade 11 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?		
Yes	37	62
No	2	6
Don’t know	61	32
Do you talk about LGBTQ people or issues in your classes at school?		
Yes	21	42
No	45	40
Don’t know	34	18
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?		
Yes	40	49
No	21	24
Don’t know	39	27

Question HS/MS Q.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you talk about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

Note: Cells are empty if there are less than 25 respondents.

Table Q6.2

School Policy on Gender & Sex-Based Harassment

	Grade 9 %	Grade 11 %
Does your school have a policy that prohibits students and staff from harassing someone based on...		
sexual orientation?		
Yes	45	49
No	5	8
Don’t know	50	43
gender identity or expression?		
Yes	45	47
No	5	9
Don’t know	51	44

Question HS/MS Q.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?

Note: Cells are empty if there are less than 25 respondents.

CALIFORNIA
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SURVEY SYSTEM

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY

Burlingame High

2015-2016
Main Report

Health&Human
Development Program
AT WestEd

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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Recommended citation:
Burlingame High School. *California School Climate Staff Survey, 2015-16: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 27 Jan 2016
CDS code: 41690474130472

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PREFACE

NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2015-16 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic.

The CSCS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on school climate and culture, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and Local Control and Accountability Plans (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement. For additional information and resources, visit the survey websites: cscs.wested.org and cal-schls.wested.org.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented over time, CDE has expanded the content to collect other data to guide school improvement efforts and to meet LCAP state priorities. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSCS grew out of CDE's commitment to: (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. In conjunction with CHKS student data, CSCS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

Local Control and Accountability Plan Support

The CSCS (and Cal-SCHLS overall) is especially valuable for meeting four of the eight state LCAP priorities: *improving academic achievement, school climate, pupil engagement*, and *parent involvement*. It also provides data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: meeting Common Cores State Standards. For more information, see ***Helpful Resources for Local Control and Accountability Plans, 2014-15*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSCS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.[1] Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The survey questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports.

Core Survey (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;

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[1] In some instances, the survey is administered on paper.

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development** needs.

The same questions asked of students in the CHKS School Climate Module are included in the CSCS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data on five key constructs:

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Learning Supports Module

The **Learning Supports Module** consists of 22 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free Cal-SCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.

- The **Military Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance), as appropriate.

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

AIDS TO UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other local, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all schools in the state that conducted the CSCS may be downloaded from the CSCS website: cscs.wested.org/reports.

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the CHKS, CSPS, and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group **Listening to Students** Workshops designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district.

Add Questions to Your Next Surveys

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Hold School Climate by Design Action Planning Workshop

Contact your Regional TA Center and request a School Climate by Design workshop to help you review survey results, identify needs, and engage in developing an action plan that uses evidence-based strategies to address these needs. Ongoing coaching in implementing the plan is also available.

ACKNOWLEDGMENTS

The CSCS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at cscs.wested.org.

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Survey Module Administration

Table 1

CSCS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military Connected Schools	
Z. Custom Questions	

Section A. Core Module (All Staff)

1. Survey Sample

Table A1.1
Core Module Sample

	All
Number of respondents	74

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	Table
Student Learning Environment		
Is a supportive and inviting place for students to learn†	28	A4.3
Sets high standards for academic performance for all†	41	A4.4
Nearly all adults believe every student can be a success	25	A5.7
Encourages opportunities for students to decide things†	6	A5.8
Is welcoming to and facilitates parent involvement	33	A4.25
Staff Working Environment		
Is a supportive and inviting place for staff to work†	17	A4.10
Promotes trust and collegiality among staff†	13	A4.13
Promotes personnel participation in decision making†	11	A4.15
Safety		
Is a safe place for staff†	29	A4.23
Is a safe place for students†	32	A4.22
Has sufficient resources to create a safe campus†	12	B3.2
Student Discipline and Support		
Handles discipline problems fairly†	12	A10.3
Provides adequate counseling and support services†	30	A10.5
Emphasizes helping students with social, emotional, behavioral problems†	6	B6.1
Positive Relationships		
Nearly all adults really care about every student	39	A5.3
Nearly all adults treat every student with respect	35	A7.5
Fosters an appreciation of student diversity and respect for each other†	15	A7.2
Has moderate/severe problem with harassment/bullying	35	A9.6
Student Behavior		
Nearly all/most students motivated to learn	87	A8.2
Nearly all/most students well-behaved	99	A8.5
Cutting classes or being truant moderate/severe problem	49	A8.4
Alcohol and drug use moderate/severe problem	54	A9.12

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Strongly Agree."

3. Demographics

Table A3.1

Role (Job) at School

	All %
Teacher in grade 5 or above	73
Teacher in grade 4 or below	0
Special education teacher	8
Administrator	3
Prevention staff nurse or health aide	1
Counselor or psychologist	8
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	3
Other certificated staff	1
Other classified staff	4
Other service provider	1

Question A.1: What is your role at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.2

Special Population Service Providers

	All %
Migrant education	9
Special education	78
English language learners	66
None of the above	18

Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.3

Length of Employment at School

	All %
Less than 1 year	14
1 to 2 years	11
3 to 5 years	18
6 to 10 years	26
Over 10 years	32

Question A.3: How many years have you worked, in any position, at this school?
Note: Cells are empty if there are less than 5 respondents.

Table A3.4

Overall Length of Employment in Position

	All %
Less than 1 year	0
1 to 2 years	8
3 to 5 years	17
6 to 10 years	19
Over 10 years	56

Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?
Note: Cells are empty if there are less than 5 respondents.

Table A3.5

Race/Ethnicity of Respondents

	All %
African American (not Hispanic)	0
American Indian or Alaska Native	0
Asian or Pacific Islander	7
White (not Hispanic)	79
Hispanic or Latino/a	5
Other or multi-ethnic	8

Question A.5: What is your race or ethnicity?
Note: Cells are empty if there are less than 5 respondents.

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	*Percent Strongly Agreeing* All %	Table
Learning Environment		
Is a supportive and inviting place for students to learn	28	A4.3
Sets high standards for academic performance for all	41	A4.4
Promotes academic success for all students	27	A4.5
Emphasizes helping students academically when they need it	36	A4.6
Emphasizes teaching lessons in ways relevant to students	22	A4.7
Working Environment		
Is a supportive and inviting place for staff to work	17	A4.10
Promotes trust and collegiality among staff	13	A4.13
Promotes participation in school decision making	11	A4.15
Works to minimize paper work	6	A4.16
Provides adequate benefits to support continued employment	31	A4.17
Provides the materials, resources, and training to do job effectively	26	A4.18
Provides relevant paraprofessional training	12	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	12	A4.20
Provides complete state adopted instructional materials for students with IEPs	13	A4.21
Uses objective data in making school improvement decisions	17	A4.9
Safety, Facilities, and Parental Outreach		
Is a safe place for students	32	A4.22
Is a safe place for staff	29	A4.23
Has clean and well-maintained facilities and property	58	A4.24
Is welcoming to and facilitates parent involvement	33	A4.25
Encourages parents to be active partners in educating their child	27	A4.26

Notes: Cells are empty if there are less than 5 respondents.

Table A4.2

Summary of Indicators for Staff Collegiality and Sense of Mission

	Percent Responding "Nearly All Adults"	
How many adults at this school...	All %	Table
Have close professional relationships with one another	14	A4.14
Support and treat each other with respect	23	A4.12
Feel a responsibility to improve the school	16	A4.11
Work hard to ensure a safe and supportive learning environment	29	A4.8

Notes: Cells are empty if there are less than 5 respondents.

Student Learning Environment

Table A4.3

Learning Environment is Supportive and Inviting

	All %
Strongly agree	28
Agree	68
Disagree	4
Strongly disagree	0
Not applicable	0

Question A.6: This school is a supportive and inviting place for students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %
Strongly agree	41
Agree	50
Disagree	7
Strongly disagree	1
Not applicable	0

Question A.7: This school sets high standards for academic performance for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Promotes Academic Success for All Students

	All %
Strongly agree	27
Agree	60
Disagree	13
Strongly disagree	0
Not applicable	0

Question A.8: The school promotes academic success for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.6

Emphasizes Academic Help When Needed

	All %
Strongly agree	36
Agree	57
Disagree	7
Strongly disagree	0
Not applicable	0

Question A.9: This school emphasizes helping students academically when they need it.

Note: Cells are empty if there are less than 5 respondents.

Table A4.7

Teaches Lessons Relevant to Students

	All %
Strongly agree	22
Agree	62
Disagree	10
Strongly disagree	0
Not applicable	6

Question A.11: This school emphasizes teaching lessons in ways relevant to students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.8

Adults At School Ensure Safe and Supportive Environment

	All %
Nearly all adults	29
Most adults	54
Some adults	14
Few adults	1
Almost none	1

Question A.43: How many adults at this school work hard to ensure a safe and supportive learning environment?

Note: Cells are empty if there are less than 5 respondents.

Table A4.9

School Uses Objective Data in Decision Making

	All %
Strongly agree	17
Agree	62
Disagree	9
Strongly disagree	3
Not applicable	9

Question A.75: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A4.10

Supportive and Inviting Place to Work

	All %
Strongly agree	17
Agree	54
Disagree	23
Strongly disagree	6
Not applicable	0

Question A.12: This school is a supportive and inviting place for staff to work.
Note: Cells are empty if there are less than 5 respondents.

Table A4.11

Staff Feel Responsibility to Improve School

	All %
Nearly all adults	16
Most adults	46
Some adults	30
Few adults	6
Almost none	1

Question A.42: How many adults at this school feel a responsibility to improve this school?

Note: Cells are empty if there are less than 5 respondents.

Table A4.12

Staff Support and Treat Each Other with Respect

	All %
Nearly all adults	23
Most adults	45
Some adults	23
Few adults	7
Almost none	1

Question A.41: How many adults at this school support and treat each other with respect?

Note: Cells are empty if there are less than 5 respondents.

Table A4.13

Promotes Staff Trust and Collegiality

	All %
Strongly agree	13
Agree	43
Disagree	33
Strongly disagree	10
Not applicable	0

Question A.13: This school promotes trust and collegiality among staff.

Note: Cells are empty if there are less than 5 respondents.

Table A4.14

Staff Have Close Professional Relationships

	All %
Nearly all adults	14
Most adults	43
Some adults	35
Few adults	7
Almost none	0

Question A.40: How many adults at this school have close professional relationships with one another?

Note: Cells are empty if there are less than 5 respondents.

Table A4.15

Staff Participate in Decision-Making

	All %
Strongly agree	11
Agree	40
Disagree	31
Strongly disagree	14
Not applicable	5

Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.

Note: Cells are empty if there are less than 5 respondents.

Table A4.16

Works to Minimize Paper Work

	All %
Strongly agree	6
Agree	45
Disagree	26
Strongly disagree	12
Not applicable	11

Question A.76: This school takes steps to minimize paper work.

Note: Cells are empty if there are less than 5 respondents.

Table A4.17

Provides Adequate Benefits

	All %
Strongly agree	31
Agree	51
Disagree	12
Strongly disagree	4
Not applicable	1

Question A.77: This school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.

Note: Cells are empty if there are less than 5 respondents.

General Staff Supports

Table A4.18

Provides Staff Resources and Training to Do Job Effectively

	All %
Strongly agree	26
Agree	63
Disagree	7
Strongly disagree	3
Not applicable	0

Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.

Note: Cells are empty if there are less than 5 respondents.

Table A4.19

Provides Relevant Paraprofessional Training

	All %
Strongly agree	12
Agree	28
Disagree	8
Strongly disagree	5
Not applicable	48

Question A.78: This school provides relevant training for paraprofessionals.

Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.20

Provides Resources and Training Needed to Work with Special Education (IEP) Students

	All %
Strongly agree	12
Agree	47
Disagree	25
Strongly disagree	6
Not applicable	10

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.21

Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %
Strongly agree	13
Agree	45
Disagree	16
Strongly disagree	2
Not applicable	25

Question A.79: This school provides complete state adopted instructional materials for students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Perceived School Safety

Table A4.22

Safe Place for Students

	All %
Strongly agree	32
Agree	61
Disagree	6
Strongly disagree	1
Not applicable	0

Question A.29: This school is a safe place for students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.23

Safe Place for Staff

	All %
Strongly agree	29
Agree	57
Disagree	12
Strongly disagree	3
Not applicable	0

Question A.30: This school is a safe place for staff.

Note: Cells are empty if there are less than 5 respondents.

Facilities

Table A4.24

Clean and Well-Maintained Facilities and Property

	All %
Strongly agree	58
Agree	41
Disagree	1
Strongly disagree	0
Not applicable	0

Question A.32: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

Parent Involvement

Table A4.25

School Encourages Parental Involvement

	All %
Strongly agree	33
Agree	63
Disagree	1
Strongly disagree	1
Not applicable	1

Question A.31: This school is welcoming to and facilitates parent involvement.

Note: Cells are empty if there are less than 5 respondents.

Table A4.26

School Encourages Parental Partnership in Child's Education

	All %
Strongly agree	27
Agree	67
Disagree	4
Strongly disagree	1
Not applicable	0

Question A.74: This school encourages parents to be active partners in educating their child.

Note: Cells are empty if there are less than 5 respondents.

Table A4.27

Teachers Communicate with Parents about Academic Expectations

	All %
Strongly agree	15
Agree	71
Disagree	8
Strongly disagree	3
Not applicable	3

Question A.113: Teachers at this school communicate with parents about what their children are expected to learn in class.

Note: Cells are empty if there are less than 5 respondents.

Table A4.28

Parents Feel Welcome to Participate at School

	All %
Strongly agree	30
Agree	61
Disagree	2
Strongly disagree	3
Not applicable	5

Question A.114: Parents feel welcome to participate at this school.

Note: Cells are empty if there are less than 5 respondents.

Table A4.29

School Staff Take Parents' Concerns Seriously

	All %
Strongly agree	37
Agree	57
Disagree	0
Strongly disagree	3
Not applicable	3

Question A.115: School staff take parents' concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

	Percent Strongly Agreeing	
This school provides/encourages students...	All %	Table
Opportunities to decide things	6	A5.8
Equal opportunity for classroom participation	22	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	29	A5.10
Opportunities to make a difference (help others)	34	A5.11

Notes: Cells are empty if there are less than 5 respondents.

Table A5.2

Summary of Indicators for Positive Staff-Student Relationships and High Expectations

	Percent Responding "Nearly All Adults"	
How many adults at this school...	All %	Table
Caring Relationships		
Really care about every student	39	A5.3
Acknowledge and pay attention to students	36	A5.4
Listen to what students have to say	26	A5.5
High Expectations		
Want every student to do their best	41	A5.6
Believe every student can be a success	25	A5.7

Notes: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A5.3
Adults Really Care About All Students

	All %
Nearly all adults	39
Most adults	49
Some adults	9
Few adults	3
Almost none	0

Question A.33: How many adults at this school really care about every student?
Note: Cells are empty if there are less than 5 respondents.

Table A5.4
Adults Acknowledge and Pay Attention to Students

	All %
Nearly all adults	36
Most adults	55
Some adults	7
Few adults	1
Almost none	0

Question A.34: How many adults at this school acknowledge and pay attention to students?
Note: Cells are empty if there are less than 5 respondents.

Table A5.5

Adults Listen to What Students Have to Say

	All %
Nearly all adults	26
Most adults	55
Some adults	16
Few adults	3
Almost none	0

Question A.36: How many adults at this school listen to what students have to say?

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.6

Adults Want All Students to Do Their Best

	All %
Nearly all adults	41
Most adults	55
Some adults	4
Few adults	0
Almost none	0

Question A.35: How many adults at this school want every student to do their best?

Note: Cells are empty if there are less than 5 respondents.

Table A5.7

Adults Believe Every Student Can Be a Success

	All %
Nearly all adults	25
Most adults	57
Some adults	16
Few adults	3
Almost none	0

Question A.37: How many adults at this school believe that every student can be a success?

Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.8

Encourages Decision Opportunities for Students

	All %
Strongly agree	6
Agree	41
Disagree	36
Strongly disagree	6
Not applicable	12

Question A.16: This school encourages opportunities for students to decide things like class activities or rules.

Note: Cells are empty if there are less than 5 respondents.

Table A5.9

Gives Equal Opportunity for Classroom Participation

	All %
Strongly agree	22
Agree	59
Disagree	10
Strongly disagree	0
Not applicable	9

Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.

Note: Cells are empty if there are less than 5 respondents.

Table A5.10

Gives Equal Access to Extracurricular and Enrichment Activities

	All %
Strongly agree	29
Agree	54
Disagree	7
Strongly disagree	1
Not applicable	9

Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.

Note: Cells are empty if there are less than 5 respondents.

Table A5.11

Gives Opportunities to Make A Difference (Help Others)

	All %
Strongly agree	34
Agree	57
Disagree	3
Strongly disagree	0
Not applicable	6

Question A.19: This school gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).

Note: Cells are empty if there are less than 5 respondents.

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	Percent Strongly Agreeing	
	All %	Table
Learning Supports		
Teachers go out of their way to help students	32	A6.2
Classes challenge students	31	A6.2
Fair, Respectful and Orderly Environment		
Adults at this school treat all students with respect	26	A6.3
The school rules are fair	19	A6.3
Students in this school are well-behaved	20	A6.4
The rules in the school are too strict	2	A6.4
It is easy for students to get kicked out of class or get suspended	3	A6.4
Students get in trouble for breaking small rules	3	A6.4
Teachers are very strict here	5	A6.4
Clarity of Rules and Expectations		
Rules in this school are made clear to students	20	A6.5
Students know how they are expected to act	20	A6.5
Students know what the rules are	23	A6.5
This school makes it clear how students are expected to act	23	A6.5
Positive Peer Relations		
Students enjoy spending time together during school activities	24	A6.6
Students enjoy collaborating on projects in class	16	A6.6
Students care about one another	14	A6.6
Students treat each other with respect	9	A6.6
Students get along well with one another	11	A6.6

Notes: Cells are empty if there are less than 5 respondents.

Table A6.1

Summary of Indicators of School Learning Conditions - Continued

	Percent Strongly Agreeing	
	All %	Table
Social Emotional Supports, Conflict Management, and Bullying Prevention		
This school encourages students to feel responsible for how they act	18	A6.7
Students are often given rewards for being good	3	A6.7
This school encourages students to understand how others think and feel	8	A6.7
Students are taught that they can control their own behavior	5	A6.7
This school helps students solve conflicts with one another	9	A6.8
This school encourages students to care about how others feel	10	A6.8
Teachers here make it clear to students that bullying is not tolerated	23	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	11	A6.9
Students tell teachers when other students are being bullied	6	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	29	A6.9
Students here try to stop bullying when they see it happening	5	A6.9
Respect for Diversity		
There is a lot of tension between people of different cultures, races, or ethnicities	2	A6.10
Students respect each others' differences	10	A6.10
Adults in school respect differences in students	26	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	31	A6.10

Notes: Cells are empty if there are less than 5 respondents.

Supports for Learning

Table A6.2

Supports for Learning at School

	All %
Teachers go out of their way to help students	
Strongly agree	32
Agree	59
Disagree	5
Strongly disagree	3
Not applicable	2
Classes challenge students	
Strongly agree	31
Agree	59
Disagree	3
Strongly disagree	2
Not applicable	5

Question A.100, 101: Teachers go out of their way to help students... Classes challenge students.
Note: Cells are empty if there are less than 5 respondents.

Fair, Respectful, and Orderly Environment

Table A6.3

Fair Environment at School

	All %
Adults at this school treat all students with respect	
Strongly agree	26
Agree	65
Disagree	5
Strongly disagree	3
Not applicable	2
The school rules are fair	
Strongly agree	19
Agree	66
Disagree	13
Strongly disagree	3
Not applicable	0

Question A.102, 103: Adults at this school treat all students with respect... The school rules are fair.

Note: Cells are empty if there are less than 5 respondents.

Table A6.4

Respectful and Orderly Environment at School

	All %
Students in this school are well-behaved	
Strongly agree	20
Agree	75
Disagree	3
Strongly disagree	2
Not applicable	0
The rules in the school are too strict	
Strongly agree	2
Agree	8
Disagree	73
Strongly disagree	17
Not applicable	0
It is easy for students to get kicked out of class or get suspended	
Strongly agree	3
Agree	6
Disagree	72
Strongly disagree	17
Not applicable	2
Students get in trouble for breaking small rules	
Strongly agree	3
Agree	16
Disagree	71
Strongly disagree	8
Not applicable	2
Teachers are very strict here	
Strongly agree	5
Agree	9
Disagree	77
Strongly disagree	9
Not applicable	0

Question A.104-108: Students in this school are well-behaved... The rules in the school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 5 respondents.

Clarity of Rules and Expectations

Table A6.5
Clarity of Rules and Expectations at School

	All %
Rules in this school are made clear to students	
Strongly agree	20
Agree	58
Disagree	15
Strongly disagree	5
Not applicable	2
Students know how they are expected to act	
Strongly agree	20
Agree	75
Disagree	5
Strongly disagree	0
Not applicable	0
Students know what the rules are	
Strongly agree	23
Agree	68
Disagree	9
Strongly disagree	0
Not applicable	0
This school makes it clear how students are expected to act	
Strongly agree	23
Agree	58
Disagree	19
Strongly disagree	0
Not applicable	0

Question A.109-112: Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.
Note: Cells are empty if there are less than 5 respondents.

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %
Students enjoy spending time together during school activities	
Strongly agree	24
Agree	75
Disagree	2
Strongly disagree	0
Not applicable	0
Students enjoy collaborating on projects in class	
Strongly agree	16
Agree	75
Disagree	2
Strongly disagree	0
Not applicable	8
Students care about one another	
Strongly agree	14
Agree	84
Disagree	2
Strongly disagree	0
Not applicable	0
Students treat each other with respect	
Strongly agree	9
Agree	83
Disagree	8
Strongly disagree	0
Not applicable	0
Students get along well with one another	
Strongly agree	11
Agree	86
Disagree	3
Strongly disagree	0
Not applicable	0

Question A.89-93: Students enjoy spending time together during school activities... Students enjoy collaborating on projects in class... Students care about one another... Students treat each other with respect... Students get along well with one another.

Note: Cells are empty if there are less than 5 respondents.

Social Emotional Supports, Conflict Management, and Bullying Prevention

Table A6.7

Social Emotional Supports at School

	All %
This school encourages students to feel responsible for how they act	
Strongly agree	18
Agree	60
Disagree	22
Strongly disagree	0
Not applicable	0
Students are often given rewards for being good	
Strongly agree	3
Agree	33
Disagree	39
Strongly disagree	3
Not applicable	22
This school encourages students to understand how others think and feel	
Strongly agree	8
Agree	53
Disagree	31
Strongly disagree	0
Not applicable	8
Students are taught that they can control their own behavior	
Strongly agree	5
Agree	61
Disagree	22
Strongly disagree	0
Not applicable	13

Question A.94-97: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

Note: Cells are empty if there are less than 5 respondents.

Table A6.8

Conflict Management at School

	All %
This school helps students solve conflicts with one another	
Strongly agree	9
Agree	64
Disagree	16
Strongly disagree	3
Not applicable	8
This school encourages students to care about how others feel	
Strongly agree	10
Agree	61
Disagree	23
Strongly disagree	5
Not applicable	2

Question A.98, 99: This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9

Bullying Prevention at School

	All %
Teachers here make it clear to students that bullying is not tolerated	
Strongly agree	23
Agree	68
Disagree	8
Strongly disagree	0
Not applicable	2
If a student was bullied, he or she would tell one of the teachers or staff at school	
Strongly agree	11
Agree	58
Disagree	28
Strongly disagree	2
Not applicable	2
Students tell teachers when other students are being bullied	
Strongly agree	6
Agree	63
Disagree	25
Strongly disagree	2
Not applicable	5

Question A.80-82: Teachers here make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9

Bullying Prevention at School - Continued

	All %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	
Strongly agree	29
Agree	66
Disagree	0
Strongly disagree	3
Not applicable	2
Students here try to stop bullying when they see it happening	
Strongly agree	5
Agree	52
Disagree	29
Strongly disagree	3
Not applicable	11

Question A.83, 84: If a student tells a teacher that someone is bullying her or him, the teacher will do something to help... Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Respect for Diversity

Table A6.10

Respect for Diversity at School

	All %
There is a lot of tension between people of different cultures, races, or ethnicities	
Strongly agree	2
Agree	17
Disagree	62
Strongly disagree	18
Not applicable	2
Students respect each others' differences	
Strongly agree	10
Agree	63
Disagree	27
Strongly disagree	0
Not applicable	0
Adults in school respect differences in students	
Strongly agree	26
Agree	68
Disagree	2
Strongly disagree	3
Not applicable	2
Teachers show that it is important for students of different races and cultures to get along with each other	
Strongly agree	31
Agree	58
Disagree	10
Strongly disagree	0
Not applicable	2

Question A.85-88: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 5 respondents.

7. Respect, Equity, and Cultural Sensitivity

Table A7.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	Table
Fosters an appreciation of student diversity and respect for each other†	15	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices†	15	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students†	9	A7.7
Has staff examine their own cultural biases through professional development or other processes†	3	A7.8
Encourages equity in rigorous course enrollment†	35	A7.10
Considers closing the racial/ethnic achievement gap a high priority†	9	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students†	8	A7.11
Treat all students fairly‡	26	A7.4
Treat every student with respect‡	35	A7.5

Notes: Cells are empty if there are less than 5 respondents.

†*Strongly agree that this school...* ‡*Report that nearly all adults at this school...*

Tolerance Among Students

Table A7.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %
Strongly agree	15
Agree	58
Disagree	22
Strongly disagree	3
Not applicable	1

Question A.24: This school fosters an appreciation of student diversity and respect for each other.
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %
Insignificant problem	45
Mild problem	37
Moderate problem	17
Severe problem	2

Question A.63: How much of a problem at this school is racial/ethnic conflict among students?
Note: Cells are empty if there are less than 5 respondents.

Treating Students Fairly and Respectfully

Table A7.4

Staff Treat All Students Fairly

	All %
Nearly all adults	26
Most adults	59
Some adults	12
Few adults	3
Almost none	0

Question A.38: How many adults at this school treat all students fairly?
Note: Cells are empty if there are less than 5 respondents.

Table A7.5

Staff Treat All Students with Respect

	All %
Nearly all adults	35
Most adults	57
Some adults	6
Few adults	3
Almost none	0

Question A.39: How many adults at this school treat every student with respect?
Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.6

Students' Cultural Beliefs and Practices Respected

	All %
Strongly agree	15
Agree	67
Disagree	18
Strongly disagree	0
Not applicable	0

Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A7.7

Uses Culturally Relevant Instructional Materials

	All %
Strongly agree	9
Agree	47
Disagree	24
Strongly disagree	3
Not applicable	18

Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
Note: Cells are empty if there are less than 5 respondents.

Table A7.8

Staff Examine Their Cultural Biases

	All %
Strongly agree	3
Agree	28
Disagree	50
Strongly disagree	9
Not applicable	10

Question A.22: This school has staff examine their own cultural biases through professional development or other processes.
Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A7.9

Closing the Achievement Gap is a High Priority

	All %
Strongly agree	9
Agree	46
Disagree	33
Strongly disagree	6
Not applicable	6

Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.
Note: Cells are empty if there are less than 5 respondents.

Table A7.10

Encourages Equity in Rigorous Course Enrollment

	All %
Strongly agree	35
Agree	51
Disagree	3
Strongly disagree	1
Not applicable	9

Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

Table A7.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %
Strongly agree	8
Agree	54
Disagree	34
Strongly disagree	0
Not applicable	5

Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.
Note: Cells are empty if there are less than 5 respondents.

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	Table
How many students at this school		
Are motivated to learn†	87	A8.2
Are well-behaved†	99	A8.5
This school...		
Motivates students to learn‡	24	A8.3
How much of a problem at this school is...		
Disruptive behavior§	25	A8.6
Cutting classes or being truant§	49	A8.4
Lack of respect of staff by students§	17	A8.7

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all;" ‡Percent Responding "Strongly Agree;" §Percent Responding "Moderate problem" or "Severe problem."

Learning Motivation and Truancy

Table A8.2

Students Are Motivated to Learn

	All %
Nearly all	7
Most	79
Some	13
Few	0
Almost none	0

Question A.56: Based on your experience, how many students at this school are motivated to learn?
Note: Cells are empty if there are less than 5 respondents.

Table A8.3

School Motivates Students to Learn

	All %
Strongly agree	24
Agree	70
Disagree	6
Strongly disagree	0
Not applicable	0

Question A.72: This school motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Cutting Class or Truancy is a Problem

	All %
Insignificant problem	5
Mild problem	46
Moderate problem	32
Severe problem	17

Question A.66: How much of a problem at this school is cutting classes or being truant?
Note: Cells are empty if there are less than 5 respondents.

General Behavior

Table A8.5

Students Are Well-Behaved

	All %
Nearly all	25
Most	73
Some	1
Few	0
Almost none	0

Question A.57: Based on your experience, how many students at this school are well-behaved?

Note: Cells are empty if there are less than 5 respondents.

Table A8.6

Disruptive Student Behavior is a Problem

	All %
Insignificant problem	22
Mild problem	54
Moderate problem	20
Severe problem	5

Question A.62: How much of a problem at this school is disruptive student behavior?

Note: Cells are empty if there are less than 5 respondents.

Table A8.7

Lack of Respect of Staff by Students is a Problem

	All %
Insignificant problem	36
Mild problem	47
Moderate problem	14
Severe problem	3

Question A.65: How much of a problem at this school is lack of respect of staff by students?

Note: Cells are empty if there are less than 5 respondents.

9. Student Health and Risk Behavior

Table A9.1

Summary of Indicators for Student Physical and Mental Health

	All %	Table
Perceived Physical and Mental Health		
Arrive at school alert and rested†	63	A9.3
Are healthy and physically fit†	94	A9.4
Depression or other mental health issues are moderate/severe problems	78	A9.5

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all."

Table A9.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	Table
Violence, Conflict, and Crime		
Harassment or bullying‡	35	A9.6
Physical fighting‡	2	A9.7
Gang activity‡	2	A9.10
Vandalism and graffiti‡	8	A9.8
Theft‡	14	A9.9
Weapons possession at school‡	0	A9.11
Substance Use		
Alcohol and drug use‡	54	A9.12
Tobacco use‡	11	A9.13

Notes: Cells are empty if there are less than 5 respondents. ‡Percent Responding "Moderate problem" or "Severe problem."

Perceived Physical and Mental Health

Table A9.3

Students Arrive at School Alert and Rested

	All %
Nearly all	1
Most	61
Some	33
Few	4
Almost none	0

Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?
Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Students Are Healthy and Physically Fit

	All %
Nearly all	19
Most	75
Some	6
Few	0
Almost none	0

Question A.54: Based on your experience, how many students at this school are healthy and physically fit?
Note: Cells are empty if there are less than 5 respondents.

Table A9.5

Student Depression or Other Mental Health Issues are a Problem

	All %
Insignificant problem	5
Mild problem	17
Moderate problem	43
Severe problem	35

Question A.64: How much of a problem at this school is student depression or other mental health problems?
Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A9.6
Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	8
Mild problem	58
Moderate problem	32
Severe problem	3

Question A.60: How much of a problem at this school is harassment or bullying among students?
Note: Cells are empty if there are less than 5 respondents.

Table A9.7
Physical Fighting Between Students is a Problem

	All %
Insignificant problem	86
Mild problem	12
Moderate problem	2
Severe problem	0

Question A.61: How much of a problem at this school is physical fighting between students?
Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A9.8
Vandalism (Including Graffiti) is a Problem

	All %
Insignificant problem	48
Mild problem	44
Moderate problem	8
Severe problem	0

Question A.69: How much of a problem at this school is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

Table A9.9

Theft is a Problem

	All %
Insignificant problem	45
Mild problem	41
Moderate problem	14
Severe problem	0

Question A.70: How much of a problem at this school is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A9.10

Gang-Related Activity is a Problem

	All %
Insignificant problem	95
Mild problem	3
Moderate problem	2
Severe problem	0

Question A.67: How much of a problem at this school is gang-related activity?

Note: Cells are empty if there are less than 5 respondents.

Table A9.11

Weapons Possession is a Problem

	All %
Insignificant problem	95
Mild problem	5
Moderate problem	0
Severe problem	0

Question A.68: How much of a problem at this school is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.12

Student Alcohol and Drug Use is a Problem

	All %
Insignificant problem	8
Mild problem	38
Moderate problem	37
Severe problem	17

Question A.58: How much of a problem at this school is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A9.13

Student Tobacco Use is a Problem

	All %
Insignificant problem	49
Mild problem	40
Moderate problem	8
Severe problem	3

Question A.59: How much of a problem at this school is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

10. Discipline and Counseling

Table A10.1
Summary of Indicators for Discipline and Counseling

This school...	*Percent Strongly Agreeing* All %	Table
Clearly communicates to students consequences of breaking rules	16	A10.2
Handles discipline problems fairly	12	A10.3
Effectively handles student discipline and behavioral problems	12	A10.4
Provides adequate counseling and support services for students	30	A10.5

Notes: Cells are empty if there are less than 5 respondents.

Table A10.2

Clearly Communicates Consequences of Breaking Rules

	All %
Strongly agree	16
Agree	57
Disagree	22
Strongly disagree	4
Not applicable	1

Question A.26: This school clearly communicates to students the consequences of breaking school rules.

Note: Cells are empty if there are less than 5 respondents.

Table A10.3

Handles Discipline Problems Fairly

	All %
Strongly agree	12
Agree	50
Disagree	26
Strongly disagree	9
Not applicable	3

Question A.27: This school handles discipline problems fairly.

Note: Cells are empty if there are less than 5 respondents.

Table A10.4

Handles Student Discipline and Behavioral Problems Effectively

	All %
Strongly agree	12
Agree	51
Disagree	25
Strongly disagree	9
Not applicable	3

Question A.28: This school effectively handles student discipline and behavioral problems.

Note: Cells are empty if there are less than 5 respondents.

Table A10.5

Provides Adequate Counseling and Support for Students

	All %
Strongly agree	30
Agree	59
Disagree	9
Strongly disagree	1
Not applicable	0

Question A.10: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

11. Professional Development Needs

Table A11.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	Table
Instruction and School Environment		
Meeting academic standards	21	A11.2
Evidence-based methods of instruction	28	A11.3
Positive behavioral support and classroom management	21	A11.4
Creating a positive school climate	42	A11.5
Addressing Needs of Diverse Populations		
Working with diverse racial, ethnic, or cultural groups	31	A11.6
Culturally relevant pedagogy for the school's student population	37	A11.7
Serving English language learners	30	A11.8
Closing the achievement gap	42	A11.9
Providing Support Services		
Serving special education (IEP) students	48	A11.10
Meeting the social, emotional, and developmental needs of youth	59	A11.11

Notes: Cells are empty if there are less than 5 respondents.

Instruction and School Environment

Table A11.2

Need PD in Meeting Academic Standards

	All %
Yes	21
No	64
Not applicable	15

Question A.44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting academic standards?

Note: Cells are empty if there are less than 5 respondents.

Table A11.3

Need PD in Instructional Methods

	All %
Yes	28
No	55
Not applicable	16

Question A.45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... evidence-based methods of instruction?

Note: Cells are empty if there are less than 5 respondents.

Table A11.4

Need PD on Positive Behavior Support and Classroom Management

	All %
Yes	21
No	69
Not applicable	10

Question A.46: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... positive behavioral support and classroom management?

Note: Cells are empty if there are less than 5 respondents.

Table A11.5

Need PD in Creating a Positive School Climate

	All %
Yes	42
No	55
Not applicable	3

Question A.53: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... creating a positive school climate?

Note: Cells are empty if there are less than 5 respondents.

Addressing Needs of Diverse Populations

Table A11.6

Need PD on Working with Diverse Populations

	All %
Yes	31
No	67
Not applicable	1

Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?
Note: Cells are empty if there are less than 5 respondents.

Table A11.7

Need PD on Culturally Relevant Pedagogy

	All %
Yes	37
No	57
Not applicable	6

Question A.48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?

Note: Cells are empty if there are less than 5 respondents.

Table A11.8

Need PD on Serving English Language Learners

	All %
Yes	30
No	60
Not applicable	10

Question A.49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving English Language Learners?

Note: Cells are empty if there are less than 5 respondents.

Table A11.9

Need PD on Closing the Achievement Gap

	All %
Yes	42
No	45
Not applicable	12

Question A.50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... closing the achievement gap?

Note: Cells are empty if there are less than 5 respondents.

Providing Support Services

Table A11.10

Need PD for Serving Special Education (IEP) Students

	All %
Yes	48
No	44
Not applicable	8

Question A.51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving special education (IEP) students?

Note: Cells are empty if there are less than 5 respondents.

Table A11.11

Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	All %
Yes	59
No	36
Not applicable	5

Question A.52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1
Learning Supports Module Sample

	All
Number of respondents	17

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Collaborates well with law enforcement organizations‡	29	B3.1
Punishes first-time violations of alcohol or other drug policies‡	6	B3.1
Enforces zero tolerance policies‡	13	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis‡	12	B3.1
Has sufficient resources to create a safe campus‡	12	B3.2
Seeks to maintain a secure campus‡	6	B3.2
Provides harassment or bullying prevention†	24	B3.3
Provides conflict resolution or behavior management instruction†	24	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal‡	6	B4.1
Collaborates well with community organizations to address substance use or other problems‡	6	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡	12	B4.1
Provides alcohol or drug use prevention instruction†	12	B4.1
Provides tobacco use prevention instruction†	12	B4.1
Has sufficient resources to address substance use prevention needs‡	6	B4.1

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."

Table B2.1

Summary of Indicators of School Learning Supports - Continued

	All %	Table
Physical Health and Special Needs		
Provides healthy food choices for students‡	0	B5.1
Provides adequate health services for students‡	0	B5.1
Provides opportunities for physical education and activity†	71	B5.1
Provides nutritional instruction†	29	B5.1
Provides services for students with disabilities or other special needs†	59	B5.1
Youth Development and Social-Emotional Health		
Fosters youth development, resilience, or asset promotion†	18	B6.1
Provides character education†	13	B6.1
Emphasizes helping students with social, emotional, and behavioral problems‡	6	B6.1

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."

3. Discipline, Safety, and Behavior Management

Table B3.1
Discipline Practice at School

	All %
Collaborates well with law enforcement organizations	
Strongly agree	29
Agree	71
Neither agree nor disagree	0
Disagree	0
Strongly disagree	0
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	6
Agree	25
Neither agree nor disagree	38
Disagree	19
Strongly disagree	13
Enforces zero tolerance policies	
Strongly agree	13
Agree	40
Neither agree nor disagree	40
Disagree	7
Strongly disagree	0
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options	
Strongly agree	12
Agree	53
Neither agree nor disagree	24
Disagree	12
Strongly disagree	0

Question 2, 5-7 (Section 2): This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Table B3.2

Supports for Safety at School

	All %
Has sufficient resources to create a safe campus	
Strongly agree	12
Agree	53
Neither agree nor disagree	18
Disagree	18
Strongly disagree	0
Seeks to maintain a secure campus	
Strongly agree	6
Agree	35
Neither agree nor disagree	12
Disagree	29
Strongly disagree	18

Question 3, 8 (Section 2): This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table B3.3

Behavior Management at School

	All %
Provides harassment or bullying prevention	
A lot	24
Some	53
Not much	24
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	24
Some	47
Not much	24
Not at all	6

Question 19, 21 (Section 2): To what extent does this school... provide conflict resolution or behavior management instruction... provide harassment or bullying prevention.

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %
Considers substance abuse prevention an important goal	
Strongly agree	6
Agree	41
Neither agree nor disagree	29
Disagree	24
Strongly disagree	0
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	6
Agree	41
Neither agree nor disagree	29
Disagree	24
Strongly disagree	0
Provides effective confidential support and referral services for students needing help	
Strongly agree	12
Agree	71
Neither agree nor disagree	18
Disagree	0
Strongly disagree	0

Question 1, 9, 10 (Section 2): This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table B4.1

Substance Use Prevention - Continued

	All %
Provides alcohol or drug use prevention instruction	
A lot	12
Some	71
Not much	18
Not at all	0
Provides tobacco use prevention instruction	
A lot	12
Some	65
Not much	24
Not at all	0
Has sufficient resources to address substance use prevention needs	
Strongly agree	6
Agree	47
Neither agree nor disagree	18
Disagree	29
Strongly disagree	0

Question 4, 17, 18 (Section 2): This school... has sufficient resources to address substance use prevention needs... To what extent does this school... provide alcohol or drug use prevention instruction... provide tobacco use prevention instruction.

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table B5.1
Physical Health and Special Needs

	All %
Provides healthy food choices for students	
Strongly agree	0
Agree	41
Neither agree nor disagree	29
Disagree	12
Strongly disagree	18
Provides adequate health services for students	
Strongly agree	0
Agree	65
Neither agree nor disagree	29
Disagree	6
Strongly disagree	0
Provides opportunities for physical education and activity	
A lot	71
Some	29
Not much	0
Not at all	0
Provides nutritional instruction	
A lot	29
Some	47
Not much	24
Not at all	0
Provides services for students with disabilities or other special needs	
A lot	59
Some	41
Not much	0
Not at all	0

Question 11, 12, 15, 16, 22 (Section 2): This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school... provide nutritional instruction... provide opportunities for physical education and activity... provide services for students with disabilities or other special needs?
Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Health

Table B6.1

Youth Development and Social-Emotional Health at School

	All %
Fosters youth development, resilience, or asset promotion	
A lot	18
Some	53
Not much	24
Not at all	6
Provides character education	
A lot	13
Some	50
Not much	19
Not at all	19
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	6
Agree	65
Neither agree nor disagree	12
Disagree	18
Strongly disagree	0

Question 13, 14, 20 (Section 2): This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.

Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered

CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA SCHOOL PARENT SURVEY

Burlingame High

2016-2017
Main Report

Health&Human Development Program AT WestEd

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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Recommended citation:
Burlingame High School. *California School Parent Survey, 2016-17: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 12 Sep 2017
CDS code: 41690474130472

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/districts 2016-17 *California School Parent Survey* (CSPS), presented in tables organized by topic. The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP) and bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.) It also provides data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement. It aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that it should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. More information about the survey is available on its website: csps.wested.org.

THE CAL-SCHLS SYSTEM AND LOCAL CONTROL AND ACCOUNTABILITY PLANNING

The CSPS, along with its two companion surveys–the *California Healthy Kids Survey* (CHKS) and the *California School Climate Survey* (CSCS) for staff–s a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey (Cal-SCHLS) System*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement; as well as youth development, health, and well-being (see cal-schls.wested.org). The surveys provide a wealth of information to guide school improvement efforts and meet LCAP requirements and goals.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

In addition to providing data to guide *improving academic achievement, school climate, pupil engagement*, and *parent involvement*, the CSPS, and Cal-SCHLS overall, are especially valuable for supporting LCAP efforts in two other respects:

- Supporting the priority of fostering achievement among foster youth, low-income, English language learners, and other high-need subgroups, by enabling LEAs to determine how survey results that affect achievement vary across these subgroups.
- Serving as a data collection tool to identify or monitor other local needs by adding additional questions.

For more information, see *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

THE IMPORTANCE OF PARENTAL INVOLVEMENT

Parental involvement in the school and their children's education is one of the important characteristics of a positive school climate and quality schooling. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful–all variables assessed by the CSPS.

Involving family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Positive relationships or ties among students, parents, teachers, administrators, and the fostering of parental support for education are key components of school improvement efforts and are a common characteristic of effective schools. When parents are involved at school, children perform better in terms of both behavior and academic achievement, they stay in school longer, and they learn better. Many studies show that parent and other family involvement in childrens learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parental involvement in both the school and their own child's education. Second, it provides feedback on how parents view school climate conditions, their perspective on the degree to which positive factors exist in a school. It asks parents and guardians to rate their own experience as school partners through questions like *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. The survey content, as organized in this report, covers several key content areas:

1. Characteristics of Parent Respondents and their Children
2. Student Support (learning environment and supports, school discipline, cultural sensitivity, opportunities for meaningful student participation)
3. Parental Support and Involvement
4. Perceptions of Student Risk Behaviors (how much of a problem at the school)

The questions are aligned with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

SURVEY ADMINISTRATION AND SAMPLING

Surveys were administered by school staff using detailed instructions provided by the Cal-SCHLS Regional Center. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents in different districts, the surveys can be administered on paper forms, using an on-line format, or a mix of the two.

Parent participation is completely voluntary, anonymous, and confidential. The survey's target sample (those asked to take the survey) are generally all parents and guardians of students in all schools administering it, regardless of grade. Minimally, the surveys target sample should include the parents who have children in the grades in which students were surveyed. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty in external identification of the number of parents at any school, a participant response rate is not calculated, as it is with the student survey.

THE REPORT

The tables in this report, organized by topic, provide the percentages responding to each question response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, the percentages are rounded off to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

UNDERSTANDING THE DATA

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staffor from an independent observer of the school. This is one reason why it is important to compare CSPS results to those in the CHKS and CSCS, as discussed below. Nevertheless, parent perceptions reflect a *reality* in themselves that is important and can influence both staff and student performance.

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey (see below), changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year). A more detailed discussion of these topics can be found in the CHKS Guidebook to Data Use and Dissemination (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

IMPROVING SURVEY PARTICIPATION

Among the most important factors affecting the quality of survey results is the level and type of target population participation. The higher the number of parents that completed the survey out of the total number you contacted, the more confidence you can have in the validity and representativeness of the results. Even if the response rate is low, the results provide an indication of what those parents who did respond felt about the school and their experiences and behavior. Another indication of the surveys representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment.

Strategies for improving parent participation are contained in the *Guidebook to the California School Climate, Health, & Learning Surveys, 2016-17 Edition* (download from chks.wested.org/wp-content/uploads/CalSCHLS_AdminGuideBook_201617.pdf). The most important over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

RESOURCES

The CHKS and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

CDE's California Safe and Supportive Schools website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).

Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following next steps will help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Request Disaggregated Report or Analyses

The staff of the Regional TA Centers can produce reports that look at how results vary by the demographics of parents and/or their children, by the level of parent involvement in schools, by whether parents had positive experiences compared to those with negative, or by other characteristics.

Compare Results with Student and Staff Surveys

Although the survey results should be useful to any school community when used alone, a more powerful view of the school can be obtained by comparing these findings with those from the California Healthy Kids Survey of students and the California School Climate Survey of school staff members. As part of the data review process, it is important to determine how consistent are student, staff, and parent perceptions and experiences.

Exhibit 1 below summarizes the variables assessed across the surveys. A crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the Cal-SCHLS website. To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

Engage Parents in an Action Planning Process

It is very important to engage parents, along with staff and students, in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the needs identified and the development of a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This, in itself, helps enhance parent involvement. It will also promote higher rates of survey participation, as parents will see how the data has been used for positive purposes.

To assist in this process, on request, Cal-SCHLS staff offer three workshops:

- A structured group Student Listening Circle in which parents (along with staff) can hear from students their perspectives on the meaning of survey results and how to improve the school and better meet the needs of students;
- A Family Forum, a semi-structured process that engages family members and school/district stakeholders in a dialogue and action planning for improving the school environment and fostering positive student-adult relationships. The Family Forum provides the opportunity for: (a) family members' voices to be heard on what can be done; (b) family members to be engaged and involved in school improvement efforts; and (c) family members to participate in a genuine parent-school-district partnership activity; and
- A *Data Use Action Planning Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/training-support/workshops/.

Add Questions to Your Next Survey

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next CSPS. The survey was designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Exhibit 1

Major School-related Domains and Constructs Assessed by Cal-SCHLS

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports	✓	✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

ACKNOWLEDGMENTS

The CSPS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at csps.wested.org.

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Cal-SCHLS Director, WestEd

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California Department of Education

Survey Module Administration

Table 1

CSPS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Military-Connected Schools	
Z. Custom Questions	

Section A. Core Module (All Parents)

1. Survey Sample

Table A1.1
Core Module Sample

	All
Number of respondents	42

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate, Student Behavior, and Parental Involvement

	All %	Table
Academic Orientation and Participation		
School promotes academic success for all students†	39	A6.1
School is a safe place for my child†	47	A7.3
School has adults that really care about students†	53	A7.1
Respect and Cultural Sensitivity		
School treats all students with respect†	47	A9.1
School promotes respect of all cultural beliefs and practices†	39	A9.2
Student Risk Behavior		
Student alcohol and drug use‡	34	A10.1
Harassment or bullying of students‡	3	A10.2
Parental Involvement		
School actively seeks the input of parents before making important decisions†	18	A11.1
Facilities		
School has clean and well-maintained facilities/properties†	61	A12.1

Notes: Cells are empty if there are less than 5 respondents.

†*Percent responding "Strongly Agree;"* ‡*Percent responding "Large Problem."*

3. Parental Characteristics

Table A3.1

Role at Home

	All %
Parent of at least one child at this school	100
Grandparent, other relative, and/or legal guardian of a child at this school	0
Not applicable, not sure, or decline to answer	0

Question A.1: I am a...

Note: Cells are empty if there are less than 5 respondents.

Table A3.2

Relationship to Child

	All %
Biological parent	100
Adoptive parent	0
Stepparent	0
Foster parent	0
Grandparent	0
Other guardian	0

Question A.6: How are you related to your child?

Note: Cells are empty if there are less than 5 respondents.

Table A3.3

Race/Ethnicity of Respondents

	All %
American Indian or Alaska Native	0
Asian or Asian American	12
Black or African American (Not Hispanic)	0
Filipino	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White (Not Hispanic)	76
Two or more races/ethnicities	12
Not applicable, not sure, or decline to answer	0

Question A.4: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

4. Student Characteristics

Table A4.1

Number of Years at This School

	All %
Less than one year	12
1 to 2 years	48
3 to 5 years	38
6 to 10 years	0
Over 10 years	2
Not applicable, not sure, or decline to answer	0

Question A.3: How many years has your child been at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A4.2

Free or Reduced Price Meals Eligibility

	All %
No	90
Yes	0
Not applicable, not sure, or decline to answer	10

Question A.5: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A4.3

Grade Level

	All %
Kindergarten	0
1st grade	0
2nd grade	0
3rd grade	0
4th grade	0
5th grade	0
6th grade	0
7th grade	0
8th grade	0
9th grade	10
10th grade	22
11th grade	34
12th grade	34
Other	0
Ungraded	0

Question A.7: In what grade is your child?

Note: Cells are empty if there are less than 5 respondents.

5. Program Participation

Table A5.1
Special Programs

	All %
Migrant Education Program	0
Special Education Program or has had an Individual Education Plan (IEP)	10
English Language Development (for children learning English)	0
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	75
Not applicable, not sure, or decline to answer	15

Question A.2: Is your child in any of these programs? (Mark all that apply)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A5.2
Afterschool Programs

	All %
No	76
Yes - 1 day a week	2
Yes - 2 days a week	2
Yes - 3 days a week	2
Yes - 4 days a week	0
Yes - 5 days a week	17

Question A.8: Does one or more of your children participate in this school's afterschool program? (Report for your child that most frequently participates in the afterschool program.)
Note: Cells are empty if there are less than 5 respondents.

6. Academic Orientation

Table A6.1

School Promotes Academic Success for All Students

	All %
Strongly agree	39
Agree	50
Disagree	5
Strongly disagree	0
Don’t know/NA	5

Question A.9: This school... promotes academic success for all students.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2

School Provides High Quality Instruction

	All %
Strongly agree	42
Agree	42
Disagree	11
Strongly disagree	0
Don’t know/NA	5

Question A.40: This school... provides high quality instruction to my child.

Note: Cells are empty if there are less than 5 respondents.

Table A6.3

School Encourages Students of All Races to Enroll in Challenging Courses

	All %
Strongly agree	37
Agree	37
Disagree	0
Strongly disagree	0
Don’t know/NA	26

Question A.12: This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

7. Learning Supports

Table A7.1

School Has Adults That Really Care About Students

	All %
Strongly agree	53
Agree	34
Disagree	8
Strongly disagree	0
Don't know/NA	5

Question A.43: This school... has adults that really care about students.
Note: Cells are empty if there are less than 5 respondents.

Table A7.2

School Has High Expectations for All Students

	All %
Strongly agree	42
Agree	39
Disagree	11
Strongly disagree	0
Don't know/NA	8

Question A.44: This school... has high expectations for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

School is a Safe Place for Students

	All %
Strongly agree	47
Agree	42
Disagree	0
Strongly disagree	0
Don’t know/NA	11

Question A.25: This school... is a safe place for my child.

Note: Cells are empty if there are less than 5 respondents.

Table A7.4

School Provides Quality Programs for My Child’s Talents, Gifts, or Special Needs

	All %
Strongly agree	29
Agree	47
Disagree	3
Strongly disagree	5
Don’t know/NA	16

Question A.24: This school... has quality programs for my child’s talents, gifts, or special needs.

Note: Cells are empty if there are less than 5 respondents.

Table A7.5

School Provides Quality Counseling and Supports for Students with Social or Emotional Needs

	All %
Strongly agree	21
Agree	47
Disagree	13
Strongly disagree	3
Don’t know/NA	16

Question A.15: This school... provides quality counseling or other ways to help students with social or emotional needs.

Note: Cells are empty if there are less than 5 respondents.

8. Opportunities for Participation

Table A8.1

School Provides Opportunities for Classroom Participation

	All %
Strongly agree	45
Agree	45
Disagree	0
Strongly disagree	0
Don't know/NA	11

Question A.20: This school... gives my child opportunities to participate in classroom activities.
Note: Cells are empty if there are less than 5 respondents.

Table A8.2

School Provides Quality Sports, Clubs, or Other Activities to Meet My Child's Needs

	All %
Strongly agree	42
Agree	47
Disagree	5
Strongly disagree	0
Don't know/NA	5

Question A.23: This school... provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
Note: Cells are empty if there are less than 5 respondents.

9. Respect and Cultural Sensitivity

Table A9.1

School Treats All Students with Respect

	All %
Strongly agree	47
Agree	42
Disagree	3
Strongly disagree	0
Don't know/NA	8

Question A.10: This school... treats all students with respect.
Note: Cells are empty if there are less than 5 respondents.

Table A9.2

School Promotes Respect of All Cultural Beliefs and Practices

	All %
Strongly agree	39
Agree	47
Disagree	0
Strongly disagree	0
Don't know/NA	13

Question A.19: This school... communicates the importance of respecting all cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A9.3

School Provides Culturally Appropriate Materials

	All %
Strongly agree	21
Agree	42
Disagree	0
Strongly disagree	3
Don't know/NA	34

Question A.21: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.

Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Racial/Ethnic Conflict

	All %
Not a problem	45
Small problem	13
Somewhat a problem	0
Large problem	3
Don't know/NA	39

Question A.33: Based on your experience, how much of a problem at this school is... racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

10. Student Risk Behavior

Table A10.1

ATOD Use

	All %
Tobacco Use	
Not a problem	21
Small problem	16
Somewhat a problem	11
Large problem	21
Don't know/NA	32
Electronic Cigarette Use	
Not a problem	16
Small problem	13
Somewhat a problem	21
Large problem	32
Don't know/NA	18
Alcohol and Drug Use	
Not a problem	11
Small problem	11
Somewhat a problem	29
Large problem	34
Don't know/NA	16

Question A.28-30: Based on your experience, how much of a problem at this school is... student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?... student use of electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?... student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A10.2

Bullying and Fighting

	All %
Harassment or Bullying	
Not a problem	21
Small problem	32
Somewhat a problem	13
Large problem	3
Don't know/NA	32
Physical Fights	
Not a problem	45
Small problem	18
Somewhat a problem	0
Large problem	3
Don't know/NA	34

Question A.31, 32: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Table A10.3

Delinquency

	All %
Gang-Related Activity	
Not a problem	50
Small problem	0
Somewhat a problem	5
Large problem	3
Don't know/NA	42

Question A.35: Based on your experience, how much of a problem at this school is... gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

11. Parental Involvement

Table A11.1

School Encourages Parental Involvement

	All %
School actively seeks the input of parents before making important decisions.	
Strongly agree	18
Agree	55
Disagree	5
Strongly disagree	8
Don't know/NA	13
School staff treat me with respect.	
Strongly agree	45
Agree	45
Disagree	5
Strongly disagree	0
Don't know/NA	5
School staff take parent concerns seriously.	
Strongly agree	21
Agree	61
Disagree	5
Strongly disagree	3
Don't know/NA	11

Question A.38, 47, 48: This school... actively seeks the input of parents before making important decisions... School staff treat me with respect... School staff take parent concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

Table A11.2

Parental Involvement at School

	All %
Attended a general school meeting	
No	5
Yes	95
Attended a meeting of the parent-teacher organization or association	
No	35
Yes	65
Met with a guidance counselor in person	
No	54
Yes	46

Question A.52, 53, 57: Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?... Attended a general school meeting, for example, an open house, or a back-to-school night... Attended a meeting of the parent-teacher organization or association... Met with a guidance counselor in person.

Note: Cells are empty if there are less than 5 respondents.

Table A11.3

School Keeps Parents Well-Informed

	All %
School keeps me well-informed about school activities.	
Strongly agree	55
Agree	39
Disagree	0
Strongly disagree	0
Don't know/NA	5
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly agree	26
Agree	55
Disagree	11
Strongly disagree	3
Don't know/NA	5
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	29
Agree	45
Disagree	8
Strongly disagree	3
Don't know/NA	16

Question A.14, 26, 45: This school... keeps me well-informed about school activities... promptly responds to my phone calls, messages, or e-mails... Teachers at this school communicate with parents about what students are expected to learn in class.

Note: Cells are empty if there are less than 5 respondents.

Table A11.4
Information Dissemination to Parents

	All %
Letting you know how your child is doing in school between report cards	
Very well	58
Just okay	24
Not very well	8
Does not do it at all	3
Don't know/NA	8
Providing information about why your child is placed in particular groups or classes	
Very well	26
Just okay	13
Not very well	24
Does not do it at all	3
Don't know/NA	34
Providing information on how to help your child plan for college or vocational school	
Very well	47
Just okay	24
Not very well	18
Does not do it at all	3
Don't know/NA	8

Question A.58, 60, 62: How well has this child's school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards... Providing information about why your child is placed in particular groups or classes... Providing information on how to help your child plan for college or vocational school.

Note: Cells are empty if there are less than 5 respondents.

12. Facilities

Table A12.1

School Has Clean and Well-Maintained Facilities and Properties

	All %
Strongly agree	61
Agree	32
Disagree	3
Strongly disagree	0
Don’t know/NA	5

Question A.39: This school... has clean and well-maintained facilities and properties.

Note: Cells are empty if there are less than 5 respondents.