

SELF-STUDY VISITING COMMITTEE REPORT

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

Burlingame high School

1 Mangini Way

Burlingame, CA 94010

San Mateo Union High School district

March 17 - 20th 2024

Visiting Committee Members

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NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program, and the school’s operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.
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Introduction

Burlingame High School is marking its centennial, having provided academic excellence and community engagement for 100 years. As one of six comprehensive high schools in the San Mateo Union High School District, it operates on an open enrollment basis, serving approximately 1500 students from thirteen feeder schools. The school offers a diverse curriculum, including college preparatory and advanced placement courses, honors courses, career pathways, and visual and performing arts. Special programs like AVID, Leadership, and Service Commission, along with academic support initiatives, contribute to student success.

The school underwent a WASC self-study process, resulting in a comprehensive review and refinement of its Single Plan for Student Achievement (SPSA). Despite facing challenges like the global COVID-19 pandemic and leadership changes, the school adapted by implementing a new bell schedule, revising homework and grading policies, enhancing intervention strategies, promoting health and wellness, adopting anti-racist pedagogy, and prioritizing diversity, equity, and inclusion.

The self-study process, initiated in Fall 2022, involved focus groups, data review, and collaboration among staff, students, and the School Advisory Committee (SAC). In Spring 2023, chapters 1 and 2 of the self-study were written, emphasizing significant developments since the 2018 WASC visit and the 2021 mid-cycle review. Stakeholder input was actively sought from classified staff, parents, the administrative team, and targeted student groups. The process highlighted the school's commitment to continuous improvement and responsiveness to evolving educational needs. Throughout the self-study process at Burlingame High School, additional student focus groups, including Leadership, AVID 1-4, Guided Studies, and Directed Studies students, were actively involved. The self-study coordinator engaged parents in April through a meeting, and parents were encouraged to participate via QR codes, Open House 2023, newsletters, and other forums. Focus groups continued their work during the Spring semester of 2023, contributing to the development of self-study findings for chapter 3. Home groups also

convened to review and update progress reports, significant developments, and other relevant information. This reflective process extended into the Fall of 2023, resulting in a summary of the analysis of student learner needs in chapter 4.

Upon completion of findings by focus and home groups, the Administrative team, in collaboration with Focus Group Leaders, Curriculum Council, and SAC, formulated an updated and relevant action plan for chapter 5. The self-study process unfolded in various settings, including focus group meetings, home group and department meetings, Professional Learning Community (PLC) time within departments, School Advisory Committee meetings, and site-specific professional development days.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Burlingame High School developed and utilized a thorough WASC self-study process that involved their stakeholders. They examined their data and provided an accurate description of the current state of the school, and they successfully identified their priority areas of strength and growth.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.**

Burlingame High School changed to a block schedule in fall of 2020, and the school day start time was shifted to 8:30 AM. The impact on student learning has been that the longer periods provide opportunity for more depth in instruction, and practice time for students to delve deeper into concepts presented.

Burlingame High School has adjusted course offerings to students. An AVID program was started in 2019. In addition, there are dual enrollment courses in partnership with the local community college district. The impact on student learning has been that the wider variety of courses promotes diversity and equity, support students with a variety of needs, and enhances the

experience of multilingual students. AVID and dual enrollment courses provide additional support and increased access and more options for their first generation students.

Technological changes include the adoption of CANVAS in 2018 and having Chromebooks provided to each student in 2020. This has given students equal access to technological resources.

Burlingame has experienced a significant level of staff turnover, including an entirely new administration team, which increased in size with the addition of a third assistant principal position. This has resulted in setbacks in achieving the desired consistently cohesive school community.

The school's management involves various committees, with the Site Leadership Team playing a crucial role. Comprising administrators, department chairs, and teacher leaders, this team articulates action plans to implement the school's vision and serves as an advisory committee to address school and departmental concerns. The School Site Council, consisting of administrators, certificated and classified staff, parents, students, and community members, is the governing body responsible for drafting, evaluating, and approving the Single School Plan for Student Achievement (SPSA). Meeting monthly, it ensures proper allocation of school funds in line with identified purposes and LCAP goals, regularly reviewing and analyzing schoolwide goals and monitoring achievement data. The administration team bears ultimate responsibility for ongoing plan monitoring, relying on stakeholder feedback and shared decision-making aligned with school goals and relevant data.

Burlingame High School's previous action plan incorporated findings from their previous data cycle and WASC report. Progress on identified growth areas are as follows:

Goal #1: Students would benefit from increased academic support, in and outside the classroom, to meet teacher expectations of learning targets and objectives. Continued focus on the development and implementation of strategies for students with special needs, English Learners to access the curriculum is a priority.

Progress goal 1

The introduction of a dedicated release period for Special Education (SPED) has enhanced communication with other departments and improved support for students with special needs. Professional development (PD) efforts now emphasize aiding Multilingual learners, and the Constructing Meaning program supports staff teaching English Language (EL) learners. The school has implemented various academic support measures, both inside and outside the classroom, including a Student Success Coordinator, CICO, peer tutoring, directed and guided studies classes, and embedded flex time. Noteworthy programs such as the Heterogeneous English 1 Summer Bridge-to-Algebra Program and Co-Taught English 1 & 2 demonstrate the commitment to providing diverse and inclusive educational support strategies.

Impact goal 1

Students benefit from diverse learning opportunities both inside and outside the classroom. Special Education (SPED) students receive necessary support and accommodations to access the curriculum. A significant number of students with Individualized Education Programs (IEPs) and regular attendance are successfully enrolled in and passing Career Technical Education (CTE) classes. English Language (EL) students receive assistance through Academic Language Development classes, and their learning experience is enhanced through increased utilization of Multi-Tiered System of Supports (MTSS), scaffolding, best practices, and formative assessments. This goal is ongoing.

Goal #2: Burlingame High School students are reporting heightened levels of stress and anxiety as evidenced by the CHKS from 2015-16, and substantiated by increased student access to BHS School and Wellness counselors. The addition of site-based Wellness Counselors has served to address the issues of stress and anxiety among the student population.

Progress goal 2

The introduction of an extra wellness counselor, the implementation of Leadership wellness week/activities, a focus on Social and Emotional Learning (SEL) professional development, and structural changes collectively contribute to enhanced support for students. Staff members prioritize empathy for students grappling with mental health challenges, actively encouraging them to utilize on-site resources. Teachers engage in activities like student check-ins, personal reflections, and reduced grading based on compliance, fostering a more supportive environment. Moreover, educators provide students with choices to measure learning, aiming to alleviate stress and promote a more flexible and student-centric approach.

Impact goal 2

Teachers, in conjunction with counseling services, are placing an emphasis on Social and Emotional Learning (SEL) within the classroom. Implementation of flexible policies, such as allowing late work submissions, aims to reduce student stress and anxiety. Revised and redeemed policies provide students with increased opportunities for success. The focus on class culture and community has led to observable positive changes, with some students appearing happier, more talkative, and more engaged in class.

Goal #3: Burlingame High School identified the need for assisting students in creating a positive academic identity and in building school connectedness in support of meeting class objectives and course standards. This goal is ongoing.

Progress goal 3

The school has recently shifted its focus to enhance school connectedness, as evident in the updated Mission and Student Learning Outcomes (SLOs). Students are actively encouraged to connect with the school community through various avenues, including free admission to sporting and visual and performing arts (VAPA) events, participation in over 80 student-led

clubs, and engagement in a wide variety of sports teams. Multiple extracurricular options provide students with opportunities to foster connections. Additional support mechanisms, such as CICO, FLEX time, updated course grading, and the revised and redeem policy, along with peer tutoring, contribute to helping students meet class objectives and content standards.

Impact goal 3

Open access and heterogeneous classrooms provide advantages for all students, particularly those working to establish a confident academic identity before college or career. In these classes, students get the chance to collaborate with peers they might not know, fostering new relationships. Team activities, not centered on content, create a safe space for students to share about themselves, enabling the discovery of shared similarities. This environment encourages students to freely discuss their content strengths and areas for growth. Additionally, student choice dates contribute to promoting social-emotional learning across grade levels. This goal is ongoing.

Goal #4: Staff need to increase use of frequent, varied, targeted and easily accessible formative data to identify struggling students. The school has cited broad subgroups in their report as needing intervention. The District can and should assist with essential and timely formative data that is easily accessible and user-friendly to staff. In class, this includes more robust teacher use of checking for understanding throughout classrooms.

Progress goal 4

Professional Learning Communities (PLCs) collaborate on assessments and projects, aligning grading on performance assessments whenever feasible, with the collected data serving as a guide for instructional decisions. Teachers employ a diverse range of both tech and non-tech tools to assess students' understanding during class instruction. Numerous tech tools enable students to practice and receive immediate feedback on accuracy, with an emphasis on completion rather than graded accuracy.

Impact goal 4

Assessment results are reviewed, enabling the identification of struggling students. Teachers receive instant feedback, allowing them to gauge student participation, understanding of the material, and the need for additional assistance. Students benefit from immediate feedback on their work, contributing to enhanced learning during class. Feedback is provided to individual students and, when recurring patterns are observed, it may be delivered to the entire class. This goal is completed.

Goal #5: Teachers, with administrative and District support, need to add curricula materials that reflect the diverse cultural and linguistic backgrounds of the Burlingame student population so that these students become more engaged with culturally responsive teaching. Staff recognizes that the disproportionality of Latino students in all areas of academic achievement is an area of

high concern.

Progress goal 5

In the 2021-22 school year, there was a dedicated emphasis on Culturally Responsive Teaching, introducing teachers to concepts like Individualist vs. collectivist cultures, adopting a "warm demander" approach, and fostering intellectual capacity in all students. This focus persisted through intentional efforts to incorporate a more diverse curriculum into the teaching materials and methods. The aim was to enhance cultural responsiveness in the educational environment.

Impact goal 5

Culturally relevant instruction shifts from traditional teaching styles to more collaborative approaches, emphasizing group discussions over rows and direct instruction. Students from diverse backgrounds express enjoyment in collaborating with peers, leading to increased engagement with learning materials due to their relevance. This approach fosters awareness and appreciation for diversity. Students also have opportunities to see themselves reflected in the curriculum and take the lead on various projects. This goal is ongoing.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Burlingame High School utilized the findings from their previous self-study accreditation along with data from the last 6 years to drive school improvement. Progress was made on all of their previously identified goals.

Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

Burlingame High School is a comprehensive 9-12 high school in Burlingame, California. The school has a current enrollment of 1549 students. Its major ethnic groups are White 42.03%, Hispanic 20.59%, Asian 19.5%, and Multi-ethnic 14.53%. Burlingame High School offers A-G courses along with 18 Advanced placement courses, 4 CTE pathways, and an AVID program.

Burlingame High School's vision is to:

Building a Connected, Engaged, and Caring Community

Burlingame High School's mission statement is:

Burlingame High School will nurture a collaborative and responsive learning environment that supports all students in developing the social-emotional and critical thinking skills necessary to meet their academic and personal goals.

Burlingame High School's Student Learner Outcomes are:

For their enrichment as individuals and as learners, Burlingame High School students

- Think independently and solve problems creatively
- Reflect on their learning in order to nurture a growth mindset
- Pursue passions within and beyond the classroom
- Respond to changing learning demands with resourcefulness and resilience
- Act with integrity and empathy

For their enrichment as members of a global community, Burlingame High School students

- Use communication and research skills to be agents of change
- Recognize and respect diverse points of view and life experiences
- Contribute to their community in meaningful ways

Burlingame High School has identified 3 preliminary student needs. They are as follows:

1. Students at the margins, especially those with D's and F's, need additional academic and socio-emotional support.
2. There is a need for consistent universal instructional practices that meet the needs of all students regardless of abilities and limitations.
3. Prioritize opportunities in the classroom for authentic connections/relationships & community building, resulting in students feeling a sense of belonging and that their needs are met.

Burlingame High School performs in the "Blue" category for ELA and Mathematics scores as well as graduation rates. An analysis of the data points reveals that the Hispanic subgroup performs at the Green level in ELA and the Yellow level in Mathematics. Even though it is not evident on the School Dashboard, the self-study notes a lower performance of EL students. The lower performance of both the Hispanic and EL subgroups are noted in the self-study. Both subgroups show positive progress from the 2022-2023 school years. Burlingame high school is in the "Green" category for suspension rates with a decline of 12.5% from the previous year. AP Testing data shows an increase in both the number of AP exams taken and in qualifying exam scores. The self-study includes data about D and F grades that shows a high percentage of these grades are from the Hispanic subgroup. Burlingame High School uses a "Panorama Survey" to measure aspects of school culture, which shows that 54% of the 1252 respondents feel a sense of belonging at school, and 56% reported that they were able to pay

attention and resist distractions.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Burlingame High School Students make excellent progress in terms of academic standards and graduation expectations. While there are clearly defined schoolwide learner outcomes, it is not evident that there is an effective measuring system of student progress in achieving them. More work needs to be done in the reporting and analysis of student progress in regards to the schoolwide learner outcomes.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criteria and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

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

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

Visiting Committee Comments

A1.1 Interviews, observations, and prepared documents show that Burlingame High School has clear goals for all students, in alignment with the SMUHSD as well as the CSU and UC systems as posted on the school website, SMUHS newsletter, and community events. Programs and goals attempt to ensure all students are college-eligible upon graduating from Burlingame. However, a) there is no evidence of district or school mission or goals b) the vision for students desiring CTE alternatives to 4 year college is unclear.

A1.2 The prepared documentation indicates that Burlingame High School's vision and purpose of the school reflects a belief that all students can learn and achieve as verified in the SPSA and on the school website.

A1.3 Interviews, observations, and prepared documents show that Burlingame High School has effective processes in place to ensure the involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Burlingame High School's vision, purpose, and schoolwide learner outcomes (SLOs) are addressed at school-wide assemblies and meetings with students, families, and stakeholders; furthermore, they are communicated on the school website.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

From observations, interviews, and documents from the self-study show, Burlingame High School (BHS) exhibits strong alignment with its mission statement. (A1.1) Vision and Schoolwide Learner Goals/Graduate Profile, the school has established a comprehensive vision and purpose, evident in its emphasis on academic offerings, college preparation, and a supportive environment that fosters a sense of belonging and safety among students. Moreover, BHS demonstrates a commitment to equity and inclusion (A1.2) through its focus on social/emotional health, ASB clubs, availability of AP courses, extracurricular, and efforts to support students through programs like AVID. Even though the school has a strong sense of purpose, there is a lack of evidence for Burlingame's mission found in classrooms or hallways; for instance, messaging of student learner profile characteristics/traits (SLOs). Multiple focus group conversations reveal a shared concern about the unclear vision for students desiring CTE alternatives to a four-year college or junior college. Burlingame's effective decision-making processes for the development and refinement of the vision and mission (A1.3) include feedback solicited from various student groups, including students on the School Advisory Council (SAC), Food & Nutrition, and parent groups (including a survey at

Open House). Additionally, the school effectively communicates its vision and goals (A1.4) through various channels such as newsletters, parent meetings, and community involvement for events like the College & Career Expo. Overall, BHS's programs and initiatives align with district goals and strive to ensure that all students are prepared for success in college and beyond.

A2: Governance

To what extent is school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

Visiting Committee Comments

A2.1 Relationship between the Governing Board and the School: SMUHSD district's and school's website and interviews provided evidence that Burlingame's high school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations, and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

The evidence from the San Mateo Union High School District's communication practices and initiatives demonstrates a clear understanding within the Burlingame High School (BHS) community of the role of the governing board and how its decisions, expectations, and initiatives guide the school's work toward improving academic achievement and student well-being. The district communicates regularly with the school community through electronic newsletters previewing actions considered by the Board of Trustees, providing direct links to meeting agendas, and summarizing actions taken in Board Meeting Summaries. Additionally, the district's website includes resources for accessing Board Meetings and highlights student success reports and outcomes. Furthermore, the district collaborates with BHS to address student needs and enhance education, inviting community members to present at Board Meetings and implementing policies such as homework-free vacations and holidays and Athletic Study Hall PE to support student-athletes. This collaborative approach, coupled with a focus on diversity, inclusion, and anti-racist teaching, underscores the alignment between the district's initiatives and BHS's mission to promote student success.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

Visiting Committee Comments

A3.1 Broad-based and Collaborative:

Supporting documents, interviewing parents, students, teachers, administration, and staff indicate a) Burlingame's leadership, faculty, and staff utilize standardized assessments, social-emotional surveys, and other assessment data to identify student needs, determine and implement strategies and actions, utilize standardized assessment data to track the outcomes and influence student learning, aiming to facilitate continuous improvement.

A3.2 Leadership Role in Accountability:

Evidence from observations, interviews, and provided documentation demonstrates that Burlingame High School’s leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning:

Interviews and supporting documents indicate that Burlingame High School has a schoolwide action plan/SPSA that is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
 Ineffective

Narrative Rationale:

A3.2 Interviews, documentation, and observations confirm the collaborative efforts of the school's leadership, faculty, and staff in assessing student needs, implementing strategies, and monitoring outcomes for continuous improvement. Evidence from the observations and interviews indicates the school responds to data showing increased student needs, particularly in the wake of the pandemic, by hiring additional mental wellness counselors, a Student

Success Coordinator, and implementing the Therapeutic Day Class. Moreover, the school engages in Professional Learning Communities (PLCs) to collaborate on aligning instructional practices and analyzing assessment results. Additionally, the implementation of intervention programs such as AVID, Guided Studies, and Directed Studies, as well as initiatives like Flex Time and after-school tutoring, demonstrates a proactive approach to supporting struggling students based on data analysis.

A3.2 Evidence from observations, documents, and interviews underscores the leadership's role in accountability through shared decision-making and responsibility. The notes reveal a commitment to accountability and responsiveness to student needs through discussions in various departments, faculty meetings, surveys, and parent meetings. Moreover, the alignment of the school's priorities with the master schedule and the implementation of courses with slightly lower class sizes in subjects where students may struggle indicate a deliberate effort to address accountability expectations for supporting student learning.

A3.3, Utilizing the prepared documentation, interviews, and observation as evidence that the school's action plan is directly correlated with data analysis and student achievement. The evidence shows that BHS adapts and responds to student needs through interventions and initiatives such as AVID, Guided Studies, and Directed Studies, which are driven by data review. Furthermore, the focus on anti-racist teaching and equity work through district-wide professional development emphasizes a commitment to aligning the action plan with student needs and ensuring equitable opportunities for all students.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

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

Visiting Committee Comments

A4.1 Qualifications, Preparation, and Supervision of Staff:

After speaking with stakeholders and reviewing supplied documents, Burlingame understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote the professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning:

Interviews and supporting documents indicate that Burlingame High School supports

professional development/learning and continues to develop systems to evaluate its effectiveness on teacher practices and student learning to facilitate personnel and resources to all students in career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures:

Evidence from interviews with stakeholders and reviewing prepared documents demonstrate that Burlingame High School implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale:

Evidence from interviews, self-study documents, and observations shows that Burlingame High School (BHS) demonstrates a commitment to the qualifications, preparation, and supervision of its staff. Nearly all BHS staff meet California's ESEA requirements and credentialing standards, with the district providing an induction program and mentorship for newly credentialed teachers. The school implements evaluation procedures to ensure alignment with district and school expectations, supporting teachers in personal growth through self-identified goals and instructional coaching. Professional development opportunities, both district-sponsored and teacher-driven, are tailored to address student needs and enhance teacher proficiency, including efforts to promote an anti-racist organization through re-engaging staff with the "why" and empowering them to reimagine instructional practices for equitable student support. While staff Panorama data suggests room for improvement, initiatives like new teacher community-building and induction program understanding reflect ongoing efforts to facilitate professional growth and understanding of school policies and procedures.

A5: Resources

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

Visiting Committee Comments

A5.1 Resource Allocation Decisions:

After interviews, evidence shows that Burlingame High School leadership and staff are involved

in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures:

Evidence from an interview reveals that Burlingame has transparent district and school procedures in place to develop an annual budget, conduct audits, and follow quality accounting practices.

A5.3 Instructional Materials:

Evidence from interviews and prepared documentation indicate that Burlingame's policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning:

From interviews and observations, Burlingame’s open community campus layout and shared facilities are a safety concern. Overall, the facilities are functional and well-maintained. Physical education is the only program where there is not sufficient facility space at the moment to support student achievement in the program due to the reconstruction of the gym.

Resources that support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective
Ineffective

Narrative Rationale:

Interviews and provided documentation indicate that Burlingame High School demonstrates effective resource allocation decisions and transparent practices and procedures. The School Advisory Council (SAC), representing various stakeholders, including students, parents, faculty, and administrators, approves the school budget and participates in guiding resource allocation, including the master schedule process. The Curriculum Council provides input and guidance on decision-making related to resource allocation, ensuring alignment with student needs and educational goals. BHS maintains a variety of instructional materials in classrooms, facilitated through collaboration between teachers, department chairs, and district personnel, with additional support programs for economically disadvantaged students. The school's facilities are safe, well-maintained, and conducive to learning, with ongoing improvements to support student achievement and technological advancement, all in accordance with district policies and protocols.

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

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

- The commitment to equity and inclusion is demonstrated through a focus on social/emotional health, the availability of AP courses, and support programs like AVID.
- Effective processes for vision and mission development are evident through regular parent meetings, focus groups, and the integration of community members in decision-making.
- The school communicates its vision and goals through newsletters, parent meetings, and community involvement in events.
- BHS demonstrates collaborative efforts among leadership, faculty, and staff in assessing student needs, implementing strategies, and monitoring outcomes for continuous improvement.
- The leadership's role in accountability is underscored through shared decision-making and responsibility, addressing accountability expectations for supporting student learning.
- The school's action plan is directly correlated with data analysis and student achievement, adapting and responding to student needs through interventions like AVID, Guided Studies, and Directed Studies.
- BHS shows a commitment to the qualifications, preparation, and supervision of its staff, with nearly all staff meeting California's ESEA requirements and credentialing standards.
- The school implements evaluation procedures to ensure alignment with district and school expectations, supporting teacher growth through self-identified goals and instructional coaching.
- Professional development opportunities are tailored to address student needs and enhance teacher proficiency, including efforts to promote an anti-racist organization.
- The School Advisory Council and Curriculum Council guide resource allocation and decision-making processes, ensuring a variety of instructional materials and support for economically disadvantaged students.
- BHS provides a safe, clean, and comfortable learning environment, with adequate instructional materials, furniture, and adherence to district technology policies.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Develop a systematic reporting and utilization PLC data as the first step of a classroom intervention to support student learning.
- Develop a clear vision for students desiring Career Technical Education (CTE) alternatives to traditional four-year colleges or junior colleges, suggesting a need for clarity and support in this area.
- Panorama data indicates continued efforts are needed to support students with “Culture Awareness and Action” to discuss and act upon discriminatory behaviors.
- The Physical Education program is impacted by the reconstruction of the gym.
- Multiple focus group conversations revealed concerns about the unclear vision for students desiring Career Technical Education (CTE) alternatives to traditional four-year colleges or junior colleges, suggesting a need for clarity and support in this area.
- While the school demonstrates collaborative efforts in assessing student needs and implementing strategies for improvement, there may be room for further refinement in

- aligning interventions with data analysis and student achievement to ensure effectiveness.
- Evidence suggests that leadership's role in accountability is recognized, but there may be more opportunities to strengthen shared decision-making and responsibility, particularly in addressing student needs through discussions and prioritization in various forums.
 - Although Burlingame High School exhibits a commitment to professional development and staff qualifications, the Panorama data indicates areas for improvement, suggesting a need for more targeted efforts to support staff growth and understanding of school policies and procedures.
 - There is a gap in communicating the school's vision and learner profile characteristics.
 - There is little data to support how the school monitors Student Learning Outcomes.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Evidence is indicated from interviews, self-study interviews, and observations.
- MUHSD and BHS websites contain the mission statements.
- There are multiple agendas and notes from various meetings in the shared responsibility of developing the mission statement.
- The school uses standardized testing data to plan a master calendar and develop classes.
- Interviews provide further details into the PD impact of anti-racist training.
- The school's PLC agendas and staff newsletters do not systematically communicate data findings with staff and stakeholders.
- Evidence highlights the teacher induction and support program at BHS.
- Burlingame High School's mission was not visibly displayed in classrooms or hallways during walk-through observations.
- The gym is under construction
- There is no evidence of systems monitoring or reinforcing the school's learner profile–Student Learning Outcomes.

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

Visiting Committee Comments

B1.1: Burlingame High School has recently adopted an anti-racist and social justice lens for their curriculum, mostly seen in English and Social Studies departments. Within English, they've expanded their approved books to be more inclusive. Some students have noted that these books have become their favorite books. BHS has adopted AP World History, Modern to replace AP Euro in their curriculum in order to more closely align with the school's new anti-racist lens. This social justice lens is spilling into some of the other subjects such as Architecture and Culinary classes.

B1.2: One of the functions of BHS's PLCs is aligning the courses to the academic standards. There are multiple pieces of evidence that show this process, from PLC notes to courses of study. Results of college- and career-readiness indicators are readily available and show a high congruence between coursework and the indicators. What is lacking are the connections between the courses and measurable outcomes on the student learning outcomes.

B1.3: BHS regularly meets or exceeds academic standards, evidenced by the graduation rate, a-g completion, and college- and career-readiness measures.

B1.4: There is evidence that most departments collaborate with each other. With the anti-racist lens that BHS has adopted, there is an ongoing theme among the English, Social Studies, VAPA, World Language, and some science classes. Anecdotal evidence and discussions with teachers support BHS's claim.

B1.5: Burlingame has many outreach programs with the community and the parents/guardians. After a recent incident on campus, the school partnered with Stand Against Hate at the school and within Burlingame. While walking through downtown Burlingame, signs for the high school's plays, film fests, and musicals can be seen around town. There is some evidence of articulation between the middle school and the high school. The stronger articulation is with colleges, especially the dual enrollment courses with College of San Mateo. College fairs are held in the district. CTE classes regularly work with industry members.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

The VC has found evidence that the curriculum supports high achievement for most students. An expansion of more inclusive texts and lessons also provides strong support for achievement for all students. More collaborative work and relevant tasks also supports this.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school’s entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?

Visiting Committee Comments

B2.1: BHS has a variety of courses and programs for all of their students. While their course catalog is heavy on college preparedness with multiple AP classes, all the AP classes are available to students. There are quite a few CTE and VAPA pathways that are spoken highly of by both the staff and students. The new AVID courses provides identified students support for their other classes.

B2.2: The visiting committee observed a curriculum that is accessible to all students. From classroom observations, students were working collaboratively in many classes, whether creating a poster highlighting different sorts of prejudice or working on a group test at the highest mathematics level. There was some concern voiced about pathways that were overwrought with more choices than necessary.

B2.3: Discussions with students highlighted a strong sense of belonging on campus, though there are cliques and students report hearing racial and homophobic slurs said in passing. The administration is well aware of this and is instituting restorative practices. Students did report that some groups seem to get different treatment, but that’s changed recently. The school has a new and active AVID class and special education support for students and parents. BHS also has over 100 clubs and organizations, many with parent booster groups.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Burlingame High has a diverse course catalog offering a myriad of choices for students. College-oriented courses abound, including access to AP courses. Strongly-attended CTE, VAPA, and other academic courses are offered for those who are career-oriented. AVID and SAI classes also provide access and support to students.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

BHS has a strong curriculum evidenced by assessment results, a diverse curriculum, and student participation. Many departments have adopted an anti-racist lens for their curriculum and are making progress with adapting lessons and materials. The school has provided support for students with strategies such as reducing class size. Connections with community partners, colleges, and career entities have been strong.

Growth Areas for Continuous Improvement for Curriculum:

BHS can improve classroom community by using inclusive curriculum and lessons across more subjects. Using more culturally relevant teaching strategies across more subjects is another area of growth. Collecting data on these changes to curriculum is essential to showing improvement.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

1. Course Catalog
2. AP and dual enrollment
3. CTE and VAPA enrollment
4. Classroom observations
5. Student conversations
6. a-g readiness; college and career readiness indicators
7. Vertical alignment of courses
8. Courses of study
9. PLC notes

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college- and career-readiness indicators?

Visiting Committee Comments

C1.1 The Visiting Committee determined that all students are involved regularly in challenging and relevant learning experiences in an equity-centered learning environment based on classroom observations, conversations with students and focus group teachers, and from viewing examples of student work. Teachers used multiple entry points to access curriculum through the use of guided notes or graphic organizers. The report also shows evidence of teachers from each department sharing practices around anti-racist pedagogy and equitable strategies with the whole staff during the 2022-23 school year.

C1.2 The Visiting Committee talked to students during classroom observations and they were able to articulate the standards/expected performance levels for most content areas. The students shared whether they were graded on a standard grading scale or on a rubric. The report indicated science students using a 4 Point Rubric and this was verified by classroom observation. The report also stated math teachers gave students a formative assessment, a Check Point Quiz using Peardeck, with a reflection at the end and this was observed in an Algebra classroom. The standards, frameworks and Course of Study for some content areas was also evidenced in the report. Students engaged in a NGSS lab experience was also observed in a classroom.

The Visiting Committee observed strong College & Career Technical Education courses at BHS where students receive high-quality learning experiences that provide real world application and introduce students to career pathways. Students articulated their interest in the course and how it helped them develop skills needed. Students also shared that they received information about the CTE courses, applying for a four year college from counselor presentations every year, and receiving support from the College & Career counselors and academic counselors.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale: There is evidence that BHS students are engaged with challenging and relevant learning experiences in an equity-centered environment and students understand the standards/expected performance levels in their classes. A notable strength of BHS is providing students with relevant and real-world learning experiences.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

Visiting Committee Comments

C2.1 Teachers use a variety of strategies and resources regularly to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning. Teachers participate in site and district pd. The site pd occurs mainly through the department which meets once a month, the PLC (course-alike) groups which meet weekly, and through site-based instructional coaches. Schools received pd from the district and site on anti-racist pedagogy and culturally responsive teaching. Evidence of the use of different instructional strategies is provided in the report and was observed during classroom observations.

C2.2 As evidenced in the report and the focus group interview, students are given voice and agency for their own learning when doing research projects, presentations, in Ethnic Studies class, or in their writing. Students also choose which teacher to go to for additional help to make up an exam during Flex Time. It was also evident that the Leadership and Service Commission students have a lot of voice and agency in the school.

C2.3 It was evidenced in the report and through classroom observations that all teachers use technology and digital learning tools to support student learning and help students solve real world problems. This is a strength of the school.

C2.4 The report and interviews with focus groups members and students provides a lot of clear evidence in the ways teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge and prepare them for college and careers.

Student-Centered Instruction through a Variety of Strategies and Resources that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale: Teachers use a variety of instructional strategies and resources to support the high achievement for all students. Teachers are open to engaging in site and district professional development and take ownership of working collaboratively in PLCs. A strength of the school is teachers using technology and digital learning tools to support student

learning. There are opportunities for students to have voice and agency for their own learning through projects. An area of need is having an intentional focus on incorporating structured student talk strategies school-wide.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

The teachers incorporate real world applications of learning to actively engage students as evidenced through word problems, projects and relevant issues.

The teachers are using a variety of instructional strategies and assessments to support student learning.

The teachers collaborate well in PLCs to improve instruction for students. PLCs are given agency to plan curriculum and examine student work to inform teaching.

The teachers deliver rigorous lessons that challenge students to think critically.

Growth Areas for Continuous Improvement for Learning and Teaching:

The Visiting Committee verifies there is a need for increased support and targeted professional development to address instructional strategies to better support middle-performing students (B, C, D range) and ensure consistency among all teachers.

Intentional focus school-wide on strategies to get students to engage in structured talk and authentically present in groups to build communication and critical thinking skills.

With the agency given to PLCs to work on instruction and assessment, the Visiting Committee recommends focusing on 1-2 key instructional strategies school-wide with specific strategy work occurring during that PLC time to get students to engage in structured talk where they are explaining or justifying their reasoning.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Classroom observations, conversations with students, examples of student work

Focus group interviews (students and staff)

Review of SPSA

Review of evidence in the Self-Study report

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

Visiting Committee Comments

The VC saw evidence through focus groups and other documents that departments participate in collaboration and the development and analysis of common assessments to varying degrees. There was evidence of the use of equitable assessment data and review, however there was not evidence of an equitable based assessment processes or systems to collect, disaggregate, analyze data in a manner that was used to drive instructional support meeting the needs of underserved students. It was also found that this information is reported to families in a passive method through the online management learning system of Canvas, website access, Aeries, and other methods. Some staff reported that they communicate with parents through phone calls and/or other means, however it was difficult to ascertain if it was a schoolwide practice.

Although not clearly evidenced in the WASC report, there was strong evidence in Focus Groups of collaboration and alignment of pacing and assessment at BHS among teachers in various departments through PLCs. The majority of alignment was through like grade level/content courses, however, some departments such as Math are strongly focused on vertical alignment as well. Overall, staff are aware of the need for improvement regarding the outcomes for identified student groups, and expressed a sincere desire to create the conditions where they can make positive impacts for these identified groups.

The VC confirmed through student focus group survey and student interview data and through staff focus groups, there is a concerted effort to implement equitable grading practices. Evidence of the World Language department with respect to this area seems to have been a model for the rest of the staff to follow, including a staff presentation by a WL teacher on equitable grading practices. As observed, there is variability to some degree in other departments, which was noted as an impact through student focus group data citing that it creates confusion for some students. An example noted was the Social Studies department is still reviewing this practice and has some ways to go, however they have adopted the "Zeros are Toxic" grading practice as a group. It is evident that the staff is moving towards alignment schoolwide, and the process is ongoing.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale: There is evidence that BHS continues to perpetually work and collaborate in supporting high achievement for all students; however there is a need for an equitable systematic approach to assess and support students who may not opt for post secondary education and/or may be underserved.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

Visiting Committee Comments

The VC observed evidence that teachers use formative and summative strategies to measure student progress and guide classroom instruction. It was found that the District does not have district wide benchmark assessments in place. This has been the trend for over 11 years and creates a gap in utilization of alternative outside assessments to use for learning effectiveness. As noted in focus group discussions and the self study report, teachers create their own assessments both common formative and common summative. There is frequent collaboration through PLCs and departmental meetings. Through survey data, staff requests to have more PLC time to work collaboratively on common assessments and collaboration on student achievement facilitated to incorporate discussion on learning effectiveness. Although not clearly evidenced in the Self Study Report, it was learned through focus groups that PLCs examine student work through a wide range of modalities. For example, English 3 PLC is assessing students through a presentation, whereas one team member is utilizing a poster, both equally aligned to a rubric for learning assessment. Administration through the curriculum council, distributes grade data for Departments and PLCs to review student achievement. As an example, it was noted in the focus group that the Chemistry PLC identified its assessment re-take policies needed to be reviewed and modified to better support student demonstration of learning. The VC identified that PLCs are held within individual teacher rooms constructed as smaller course-alike teams and not centralized as to further a larger wide collaboration on learning and alignment.

In focus groups, it was clear that most if not all departments allow students to take make-up assessments, primarily through the Flex-Time period. Though there were some differences in student effective use of Flex-Time, the overall impact is supportive of student support and assessment. The culture of the staff is universal in its approach to allowing students to revise, re-examine, and retake assessments. The culture is not to catch students or penalize them for not demonstrating mastery. This was evidenced by multiple student interviews, focus groups, and in the Self-Study.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale: Evident practice of effective assessment and monitoring are demonstrated PLCs. School wide synchronized grading practices are inconsistent between departments, which impacts consistency for students to demonstrate their learning with full content understanding.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- A significant number of teachers and departments have adopted equitable grading strategies (such as eliminating zeros and implementing a 50% base, 4 or 5 point scales), and there is evidence that the school wide approach is ongoing in supporting assessment.
- Several students and teachers affirmed the practice of allowing students to revise and retest for mastery on essential content skills.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- There is a significant need for alternative benchmarks to provide staff additional student learning achievement data. BHS relies heavily on internal formative and summative assessments created by teachers, PLCs. and departments. Alternative assessments give additional support in identification of learning gaps for underserved student groups.
- There are clear discrepancies between departments in terms of equity based grading practices which impacts students in terms of demonstrating learning between content assessments.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus groups with students, parents, and school and district personnel
- Classroom visits, Student Focus Group Survey Data
- Review of site CAASPP data, SPSA, and LCAP
- Review of student grades and class enrollment

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

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

Visiting Committee Comments

E1.1 The Visiting Committee saw evidence of the use of many lines of communication with families, through both in-person and online strategies as well as participation in school groups, booster organizations, and ELAC. There are also efforts to reach out to Hispanic families through a family engagement coordinator and a Spanish parent education series, as well as through ELAC. However, Panorama survey results indicate that much of this engagement is with a very small number of families, as most families report little interaction with the school.

E1.2 The Visiting Committee observed a focus on Culturally Responsive Teaching, with a focus on a more diverse curriculum and an ongoing focus on diversity, equity, and inclusion. A DE&I Commission was formed within leadership, and there is a district-supported student equity committee that gives input and helps plan inclusive events. There has also been a focus on culturally relevant teaching in the school's Professional Development. Ethnic Studies has been introduced as a course for freshmen and the English department has updated their department texts to include novels that are more culturally diverse and relevant to their current student population.

E1.3 The VC observed efforts to build trust and rapport between all stakeholders through leadership classes, the school TV program, and the school newspaper. There is a focus on transparency between school leadership and other stakeholder groups. Parent and student interviews confirmed an involved community with excellent and transparent communication.

The VC saw evidence of a positive and connected school climate. 96% of the staff report positive feelings about the school culture, and panel interviews confirmed that there is a strong feeling of connection and respect in the community as a whole. However, students and staff also report that the school has had several racially motivated hate incidents and will continue to address these issues proactively as well as dealing with them as they arise.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

The Burlingame administration has made communication a priority, and the community felt those efforts. They report feeling very informed and involved. There are special efforts being made to reach out to Hispanic families through ELAC, a family engagement coordinator, and a parent education series in Spanish.

Culturally Responsive Teaching has been implemented in many courses, and diversity, equity, and inclusion is one of the school's major focuses.

The overall school climate is warm and inviting, and students, staff, and parents report feeling welcomed and included.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing

a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

Visiting Committee Comments

E2.1 The Visiting Committee saw strong evidence of the school's efforts to promote a safe, clean, and equitable learning environment for all students. To prioritize student and staff safety, BHS has a closed campus, has reinstated a Dean of Students position, and has hired more campus security aids. The school is clean, orderly, and well-maintained, and students and staff report feeling safe. However, though BHS is officially a closed campus, some staff, students, and parents have expressed a desire to have gates to increase security for the students. Despite having a policy of being a closed campus, the reality is that the physical nature of the campus is very open and some students and staff expressed concern about incidents involving strangers walking onto campus and interacting with the students.

E2.2 The school's vision and mission are focused on building community and fostering inclusion so that they can provide a safe and nurturing learning environment for all students. Students, staff, and parents report that the available supports for students' mental and emotional health are robust and diverse, including four full-time wellness counselors and referrals and handoff to outside therapists, both in-person and virtual. To support the LGBTQ population, the district hosts a Pride Prom and the school has an active GSA that participates in staff professional development to educate staff about issues LGBTQ students might face. There is also a Student Equity Council that is open to all students and that maintains a visible presence on campus.

E2.3 The Perceptual Data student survey results, as well as student panel interviews, indicate that, despite significant efforts, there has not been noticeable growth in the sense of belonging felt by students. The data indicates that the sense of belonging varies based largely on the student's demographics. The school identifies a need to continue working to foster a sense of emotional safety and belonging for all student groups. Students report that there are still racial and homophobic slurs heard on campus, and student interviews revealed that there is a perception that certain demographic groups are treated differently than others.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

The BHS campus is clean and orderly, and there are visible efforts to promote inclusivity in the form of posters, bulletin boards, murals, B TV presentations, and school newspaper articles. The school also focuses on keeping students safe through campus safety officers, a Dean of Students, and a closed campus policy. However, many students and parents still report feeling somewhat unsafe due to the physically open nature of the campus, with non-school personnel being able to enter campus and interact with students.

Though there is a concerted effort being made to include all students, there are still populations who do not feel a sense of belonging in the school community.

E3: Academic, Social-Emotional, and Multi-tiered Supports

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

Visiting Committee Comments

E3.1 and 2 The Visiting Committee observed the availability of many programs to support the diverse learning needs of their student population. Programs include Multi-Tiered Systems of Support (MTSS), Check-in/Check-out (CICO), AVID, and access to E-College, Middle College, and Adult Transition Classes. There is also a peer tutoring program that takes place in the library after school to support student academic success.

There are wellness counselors on campus to provide group and individual counseling to students in need. Students also report that their individual teachers are compassionate and supportive.

E3.3 and 4 To promote greater inclusion and belonging, there are more than 100 clubs on campus, as well as 55 athletic teams, and leadership activities throughout the year. Programs such as Breaking Down the Walls and Panther Pals are also focused on building community for all student groups.

The school reports that there is still much work to be done in this area, as they are still feeling the effects of the pandemic and subsequent shut-down. They are in the process of re-norming student behavior expectations and focusing on greater student involvement from underrepresented populations.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Students have access to mental support through full-time wellness counselors and strong relationships with staff. They also have multiple opportunities to participate in a variety of school programs, including athletics, performing arts, and clubs.

Academic supports are robust and include MTSS, CICO, peer tutoring, and AVID, as well as pathways such as E-College, Middle College, and Adult Transition classes.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- There is a greater focus on equity than in past years and there is a proactive approach by

students to ensure that school activities are inclusive for all populations.

- The lines of communication between administration and other stakeholder groups are excellent.
- Teachers and administrators are available, warm, and receptive, and the school is doing excellent work to address students' social-emotional welfare.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- As identified by the BHS staff and students, there is a need for a safe space for marginalized student populations to have a voice. Despite efforts to build community and belonging for all students, there is still work to be done, as some groups report that they lack a sense of belonging.
- The school reports a need for more clarity around MTSS interventions for students who need additional support.
- Finally, the school needs to continue the work they have started to meet the academic needs of their increasingly diverse student population, including allowing greater access to CTE courses and professional learning opportunities.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Strengths

- Visual evidence of an environment that welcomes and supports all populations can be seen all around campus, both in the classrooms and hallways and other public spaces, in the form of posters, murals, and bulletin boards.
- There are more than 100 clubs on campus, supporting the interests of most students.
- The CICO program targets students with D's and F's who need further intervention.
- The MTSS program helps identify students who need additional support and provides teachers with tools to support these students.
- Panther Pals and Breaking Down the Walls offer opportunities for students to create community and a sense of belonging.
- AVID and Peer tutoring programs are offered to aid students in academic success.
- Interview panels identify strong relationships between students, families, and staff.

Areas of Growth

- Perceptual Data indicates that students are not perceiving growth in their sense of belonging and community on campus.
- Parent, staff, and student interviews reveal a concern about campus safety due to the physical openness of the campus.
- CAASP data reveals that there is still a large gap in performance between the entire school and the Socioeconomically Disadvantaged and Hispanic student populations.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

1. The Burlingame High School administration communicates its vision and goals to all stakeholder groups through diverse means, including newsletters, parent meetings, and community involvement in events to promote transparency, trust, and rapport.
2. Burlingame High School features a strong and inclusive curriculum that includes culturally relevant lessons to support different modes of learning. The teachers incorporate real world applications of learning to actively engage students as evidenced through word problems, projects and relevant issues.
3. Burlingame High School's commitment to equity and inclusion is demonstrated through a focus on social/emotional health, the availability of AP courses, and support programs like AVID and CICO in order to promote opportunities for all students.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

1. BHS has identified a need to further streamline intervention systems and continue to provide consistent academic support with special focus on strategies for historically underserved groups of students.
2. BHS has identified a need for assisting students and staff in establishing a schoolwide culture of inclusion and engagement that will foster authentic connections within classrooms and within the larger Burlingame community.
3. BHS has identified a need for an increased inclusion of social emotional learning strategies in the classroom to assist students in their own emotional regulation and to encourage more compassion and empathy in student/staff relationships. Continued prioritization of on-site wellness and mental health supports are necessary as student need increases.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

1. The school needs to meet the academic needs of their increasingly diverse student population, including allowing greater access to CTE courses and professional learning opportunities, equity-based grading practices, and support for marginalized student populations.
2. Burlingame needs to improve data collection, analysis, and reporting for Student Learning goals, academic performance data, Social-Emotional/Wellness data in order to develop targeted strategies for identified student groups.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan/SPSA**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan/SPSA.**

<Enter text here>

The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Enter text here

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Enter text here

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.	x			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.	x			
Acceptable progress by all students		x		
Vision and Purpose (A1)	x			
Governance (A2)	x			
Leadership for Learning (A3)	x			
Qualified Staff and Professional Development (A4)	x			
Resources (A5)	x			
Rigorous and Relevant Standards-Based Curriculum (B1)				
Equity and Access to the Curriculum (B2)				
Student Engagement in Challenging and Relevant Learning Experiences (C1)				
Student-Centered Instruction through a Variety of Strategies and Resources (C2)				
Reporting and Accountability Processes (D1)				
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)				
Family and Community Engagement (E1)				

School Culture and Environment (E2)				
Multi-tiered Personal, Social-emotional, and Academic Support (E3)				
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need				
The capacity to implement and monitor the schoolwide action plan/SPSA				