School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burlingame High School	41 69047 4130472	February 11, 2026	April 30, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Burlingame High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....5
- California School Dashboard (Dashboard) Indicators....5
- Other Needs....5

School and Student Performance Data....6
- Student Enrollment....6
- CAASPP Results....9
- ELPAC Results....13
- Student Population....17
- Overall Performance....19
- Academic Performance....22
- Academic Engagement....35
- Conditions & Climate....40
- Longitudinal Metrics: State and Local....43

Goals, Strategies, & Proposed Expenditures....67
- Goal 1....67
- Goal 2....71
- Goal 3....76
- Goal 4....80
- Goal 5....83
- Goal 6....85
- Goal 7....87
- Goal 8....89

Goal 9....91
Goal 10....93
Budget Summary....95
Budget Summary....95
Other Federal, State, and Local Funds....95
Budgeted Funds and Expenditures in this Plan....96
Funds Budgeted to the School by Funding Source....96
Expenditures by Funding Source....96
Expenditures by Budget Reference....96
Expenditures by Budget Reference and Funding Source....96
Expenditures by Goal....96
School Site Council Membership....98
Recommendations and Assurances....100
Instructions....101
Appendix A: Plan Requirements....109
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements....112
Appendix C: Select State and Federal Programs....115

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Burlingame High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Burlingame High School is celebrating 100 years of serving students with academic excellence and strong community relations. BHS is one of six comprehensive high schools in the San Mateo Union High School District, which is open enrollment. Approximately 1600 students come to us from the entire district boundary area, having attended thirteen different feeder schools, both public and private. Students are served by 83 credentialed personnel. Burlingame High School offers a broad curriculum to support students as they explore academic, personal and career goals. In addition to college preparatory classes, BHS offers over 18 open access advanced placement courses, two honors courses. three two year CTE pathways and visual and performing arts as well as other elective offerings. Special programs include AVID, Leadership and Service Commission while academic support offerings such as guided studies are also in place. BHS utilizes a Multi-Tiered System of Supports (MTSS) consisting of a three-level approach in supporting students academically, behaviorally, emotionally, and socially.

Burlingame High School has aligned the School Plan for Students Achievement (SPSA) with the WASC self-study goals established in Fall of 2023. This plan includes Equity and Achievement for all students; Professional Development and Growth; Behavior and Wellness Program Implementation and Communication; and a more Inclusive and Inspiring program. Burlingame High School strives to support all students to become proficient in English and reach high academic standards in reading/language arts and mathematics. Our AVID program supports first generation students with developing the of skills and knowledge needed to be successful academically at BHS and beyond through providing relevant study skills, college tours, mock interviews, and college/career research opportunities. Many of the teachers at BHS participate in professional development activities sponsored by the district, including Constructing Meaning (CM), and Universal Design for Learning (UDL). Additionally, the Burlingame High School Family Engagement Coordinator works to promote parent, family, and community engagements in the education of English Learners. Our FEC works closely with our ELAC and Latino Parent Groups to support student learning and parent needs; our FEC works closely with FECs and follows district directives to meet goals and initiatives. Parents who attend the ELAC and LPG meetings on a monthly basis are well-informed of the EL program at BHS and receive customized trainings in small groups in the areas of testing, college application and admission, graduation requirements, scholarship, and financial aid.

Educational Partner Involvement

How, when, and with whom did Burlingame High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Through the WASC mid-cycle review, the BHS staff collaborated in the development of school-wide goals that are outlined in this SPSA. The SPSA is in alignment with WASC goals and action steps. The components of the plan are reviewed by Curriculum Council (site Department Chairs), BHS Staff, and School Site Council (SAC). Once approved by the School Advisory Council (SAC), the SPSA is taken to the Board of Education for final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Burlingame High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup				
Student Group	**21-22**	**22-23**	**23-24**	**24-25**
American Indian	1 0.07%	0 0%	 %	 %
Native American	10 0.65%	6 0.39%	6 0.39%	8 0.51%
Asian	308 20.13%	317 20.87%	339 22.01%	378 23.88%
Filipino	52 3.40%	46 3.03%	45 2.92%	47 2.97%
Hispanic/Latino	326 21.31%	335 22.05%	317 20.58%	316 19.96%
Pacific Islander	5 0.33%	6 0.39%	7 0.45%	10 0.63%
White	680 44.44%	647 42.59%	648 42.08%	645 40.75%
Multiple/No Response	148 9.67%	162 10.66%	178 11.56%	179 11.31%
Total Enrollment	1,530	1519	1540	1583

Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	21-22	22-23	23-24	24-25
Grade 9	350	376	375	386
Grade 10	361	352	392	393
Grade 11	372	366	358	392
Grade 12	447	425	415	412
Total Enrollment	1,530	1,519	1,540	1,583

Conclusions based on this data:

1. Enrollment has remained relatively steady - increasing by 43 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment			
Student Group	**22-23**	**23-24**	**24-25**
English Learners	51 3.1%	43 2.8%	43 2.7%
Fluent English Proficient (FEP)	482 30.8%	484 31.4%	484 30.6%
Reclassified Fluent English Proficient (RFEP)	393 25.9%		

State RFEP Rate

Conclusions based on this data:

1. We have a small EL population at BHS (43 students).
2. The EL population remained consistent from 23-24 to 24-25.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	363	356	390	331	286	327	330	284	327	91.2	80.3	83.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2694.8	2680.8	2681.5	55.45	53.17	52.91	30.91	34.15	29.66	9.70	8.80	10.70	3.94	3.87	6.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	53.37	49.47	50.76	42.33	45.58	43.73	4.29	4.95	5.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	58.28	56.89	53.82	36.81	37.10	37.61	4.91	6.01	8.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	31.71	27.11	27.52	65.24	67.25	67.89	3.05	5.63	4.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	48.02	46.48	44.95	49.85	49.65	48.01	2.13	3.87	7.03

Conclusions based on this data:

1. Overall achievement: 82.57 percent exceed or meet the standard (ELA).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	363	356	390	329	279	316	329	278	316	90.6	78.4	81

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2680.6	2660.8	2677.2	43.77	34.53	44.30	21.58	26.62	21.52	20.97	24.46	15.82	13.68	14.39	18.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	47.72	41.01	47.47	34.65	41.73	35.76	17.63	17.27	16.77

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	44.07	32.37	39.56	47.72	55.76	49.05	8.21	11.87	11.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	39.21	30.94	39.24	54.10	55.40	49.05	6.69	13.67	11.71

Conclusions based on this data:

1. 61.15 percent of BHS students exceed or meet the standard (mathematics).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1558.8	*	1635.8	1552.4	*	1662.1	1565.1	*	1608.8	12	7	12
10	*	*	*	*	*	*	*	*	*	8	9	7
11	*	*	*	*	*	*	*	*	*	5	5	9
12	*	*	*	*	*	*	*	*	*	4	5	6
All Grades										29	26	34

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	16.67	*	66.67	41.67	*	25.00	33.33	*	8.33	8.33	*	0.00	12	*	12
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.69	46.15	54.55	31.03	30.77	30.30	31.03	23.08	15.15	17.24	0.00	0.00	29	26	33

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	25.00	*	91.67	50.00	*	8.33	25.00	*	0.00	0.00	*	0.00	12	*	12
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.48	61.54	72.73	41.38	38.46	18.18	20.69	0.00	6.06	3.45	0.00	3.03	29	26	33

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	16.67	*	25.00	33.33	*	58.33	16.67	*	16.67	33.33	*	0.00	12	*	12
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.34	26.92	24.24	27.59	34.62	42.42	27.59	30.77	24.24	34.48	7.69	9.09	29	26	33

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	*	41.67	83.33	*	50.00	16.67	*	8.33	12	*	12
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.79	19.23	42.42	62.07	61.54	42.42	24.14	19.23	15.15	29	26	33

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	83.33	*	100.00	16.67	*	0.00	0.00	*	0.00	12	*	12
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	85.19	92.31	96.97	14.81	7.69	3.03	0.00	0.00	0.00	27	26	33

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	41.67	*	25.00	25.00	*	66.67	33.33	*	8.33	12	*	12
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.59	38.46	30.30	31.03	53.85	57.58	41.38	7.69	12.12	29	26	33

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	8.33	*	8.33	75.00	*	91.67	16.67	*	0.00	12	*	12
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.45	11.54	9.38	72.41	84.62	87.50	24.14	3.85	3.13	29	26	32

Conclusions based on this data:

1. 34 students took the ELPAC.
2. 84.85 percent of student scored at Level 3 or 4.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1583	**13.9%**	**2.7%**	**0.0%**
Total Number of Students enrolled in Burlingame High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	43	2.7%
Foster Youth	0	0.0%
Homeless	2	0.1%
Socioeconomically Disadvantaged	220	13.9%
Students with Disabilities	212	13.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.5%
American Indian	0	0.0%
Asian	378	23.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	47	3%
Hispanic	316	20%
Two or More Races	179	11.3%
Pacific Islander	10	0.6%
White	645	40.7%

Conclusions based on this data:

1. 13.4 percent of students have IEPs, 13.9 are socioeconomically disadvantaged, and 2.7 percent are English Learners.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
English Learner Progress No Performance Color		
College/Career Blue		

Conclusions based on this data:

1. The BHS graduation rate is very high.
2. Suspension is low due to ATS (Alternative to Suspension), Restorative Practices, and campus beautification. BHS will continue the goal of reducing suspension rates.

3. Academic performance in ELA is high (highest performance).

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	2	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
50.8 points above standard	50 points below standard	Fewer than 11 students - No Data for Privacy
Increased 21.5 points	Increased 43.1 points	5 Students
367 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	0 Students	7.3 points above standard
		Increased 42 points
		66 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
100.6 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 24.2 points	1 Student	
38 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
87 points above standard	Fewer than 11 students - No Data for Privacy	16.4 points below standard
Increased 9.6 points	8 Students	Increased 25.5 points
89 Students		63 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
107.7 points above standard	Fewer than 11 students - No Data for Privacy	34.5 points above standard
Increased 40.4 points	2 Students	Increased 14.8 points
47 Students		159 Students

Conclusions based on this data:

1. While our overall numbers are positive, this data indicates that there is significant room for improvement for our EL students.
2. Students with disabilities are still performing below standard, at 100.6 points below standard.
3. Socioeconomically disadvantaged 7.3 points above standard, increased by 42 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	2	1	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
8.5 points below standard	79.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 27.3 points	Increased 72.3 points	
370 Students	33 Students	5 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	0 Students	81.1 points below standard
		Increased 40.4 points
		68 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
168.3 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 15.5 points	1 Student	
40 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
45.7 points above standard	Fewer than 11 students - No Data for Privacy	101.6 points below standard
Maintained 0.3 points	8 Students	Increased 23.6 points
90 Students		63 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
44.5 points above standard	Fewer than 11 students - No Data for Privacy	21.8 points below standard
Increased 23.1 points	2 Students	Increased 27.3 points
48 Students		160 Students

Conclusions based on this data:

1. EL, Latino, and students with disabilities are not performing at the same levels as our overall student body.
2. Socioeconomically Disadvantaged students increased performance by 40.4 points, but maintained below standard status.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	No Performance Color
39.1 science points	26.4 science points	Fewer than 11 students - No Data for Privacy
Declined 24.6 points	Declined 11.6 points	
344 Students	18 Students	5 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	40.7 science points
	2 Students	Declined 15.9 points
		55 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
30.8 science points	0 Students	0 Students
Declined 3.4 points		
40 Students		

Asian	Filipino	Hispanic
Yellow	No Performance Color	Red
47.7 science points	46 science points	30.7 science points
Declined 20.9 points	16 Students	Declined 21.7 points
79 Students		75 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
43.4 science points	Fewer than 11 students - No Data for Privacy	36.2 science points
Declined 27.2 points	1 Student	Declined 28.8 points
37 Students		138 Students

Conclusions based on this data:

1. Science performance data reveals an overall decline of 24.6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
80.6 making progress.	66.7 making progress.
Number Students: 31 Students	Number Students: 12 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
3.7%	0%	0%	88.9%

Conclusions based on this data:

1. 80.6% of EL Learners are making progress toward proficiency.
2. 88.9% progressed one ELPI level which shows they are making progress.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	1

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
Prepared 81.4%	Prepared 35%	Prepared 36.4%
Maintained -1.9%	Increased 5.6%	11 Students
371 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 59.2%
1 Student	3 Students	Declined 7.5%
		71 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
Prepared 34.8%	0 Students	0 Students
Declined 2.7%		
46 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
Prepared 96.4%	Prepared 75%	Prepared 58.5%
Maintained -0.4%	Increased 11.4%	Declined 2.5%
84 Students	16 Students	82 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
Prepared 89.7%	Fewer than 11 students - No Data for Privacy	Prepared 84.6%
Declined 3.7%	1 Student	Declined 2.8%
39 Students		149 Students

Conclusions based on this data:

1. Our students are well prepared for college and career opportunities after high school. Overall, 81.4 percent of BHS students are at the prepared level for college/career.
2. EL student population increased by 5.6 percent. 35 percent are prepared.
3. Socioeconomically disadvantaged student population decreased/declined by 7.5 percent. 59.2 percent are prepared.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. [No data]

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
95.7% graduated	85% graduated	72.7% graduated
Declined 1.9%	Declined 9.1%	11 Students
372 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	94.4% graduated
1 Student	3 Students	Declined 1.6%
		72 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
83% graduated	0 Students	0 Students
Increased 3.6%		
47 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
98.8% graduated	87.5% graduated	94% graduated
Maintained 0.4%	Declined 3.4%	Declined 2.1%
84 Students	16 Students	83 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
97.4% graduated	Fewer than 11 students - No Data for Privacy	95.3% graduated
Declined 2.6%	1 Student	Declined 2.3%
39 Students		149 Students

Conclusions based on this data:

1. Graduation rates for all students is very high at 96.8 percent graduating.
2. Graduation rates for students with disabilities increased to 87.3 percent compared to 22-23 SY which was 70.5 percent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	4	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
1.2% suspended at least one day	4% suspended at least one day	4.5% suspended at least one day
Maintained -0.2%	Declined 1.5%	Declined 4.5%
1621 Students	50 Students	22 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	2.9% suspended at least one day
	5 Students	Declined 0.4%
		277 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
3.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Declined 3.5%	8 Students	
230 Students		

Asian	Filipino	Hispanic
Blue	Blue	Green
0% suspended at least one day	0% suspended at least one day	2.1% suspended at least one day
Declined 0.9%	Declined 2.1%	Declined 1.2%
383 Students	48 Students	333 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0.5% suspended at least one day	18.2% suspended at least one day	1.5% suspended at least one day
Maintained 0%	11 Students	Increased 0.8%
184 Students		654 Students

Conclusions based on this data:

1. Suspension rates are very low at 1.2 percent. BHS has improved this metric through the use of ATS (Alternatives to Suspension), Restorative Practices, and lunch clean-up assignments.

School and Student Performance Data

Longitudinal Metrics: State and Local

Student Enrollment

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Enrollment Trend								
Academic Year	2023-24	2023-24	2022-23	2022-23	2021-22	2021-22	2020-21	2020-21
Burlingame High	1,540	1,540	1,519	1,519	1,530	1,530	1,537	1,537
African American	6	0.40%	6	0.40%	10	0.70%	10	0.70%
American Indian or Alaska Native	0	0.00%	0	0.00%	1	0.10%	2	0.10%
Asian	339	22.00%	317	20.90%	308	20.10%	303	19.70%
Filipino	45	2.90%	46	3.00%	52	3.40%	48	3.10%
Hispanic or Latino	317	20.60%	335	22.10%	326	21.30%	307	20.00%
Pacific Islander	7	0.50%	6	0.40%	5	0.30%	4	0.30%
White	648	42.10%	647	42.60%	680	44.40%	699	45.50%
Two or More Races	178	11.60%	162	10.70%	148	9.70%	164	10.70%
Multilingual Learners	43	2.80%	51	3.40%	48	3.10%	34	34
Foster Youth	0	0.00%	0	0.00%	0	0.00%	0	0
Homeless	0	0.00%	2	0.10%	0	0.00%	0	0
Socioeconomically Disadvantaged	186	12.10%	215	14.20%	203	13.30%	198	198
Students with IEPs	193	12.50%	197	13.00%	186	12.20%	195	195

Dashboard Combined 4&5 Year Graduation Rate

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	64 98.40%	72 98.60%	90 92.20%
Filipino	11 90.90%	11 100%	13 100%
Latino	77 96.10%	93 96.80%	69 87%
Pacific Islander	* *	* *	* *
White	168 97.60%	172 95.30%	192 99%
Two or More Races	46 100%	30 100%	36 97.20%
Multilingual Learner	17 94.10%	15 93.30%	21 57.10%
Multilingual Learner Long Term	* *		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	75 96%	62 95.20%	67 86.60%
Students with IEPs	34 79.40%	55 87.30%	44 70.50%
All Students	368 97.60%	380 96.80%	405 95.30%

College/Career Indicator (CCI)

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	not reported not reported
Native American	* *	* *	* *
Asian	(62 / 64) 96.90%	(65 / 72) 90.30%	not reported not reported
Filipino	(7 / 11) 63.60%	(8 / 11) 72.70%	not reported not reported
Latino	(45 / 77) 58.40%	(49 / 93) 52.70%	not reported not reported
Pacific Islander	* *	* *	not reported not reported
White	(139 / 166) 83.70%	(115 / 172) 66.90%	not reported not reported
Two or More Races	(42 / 46) 91.30%	(22 / 30) 73.30%	not reported not reported
Multilingual Learner	(5 / 17) 29.40%	(6 / 15) 40.00%	not reported not reported
Homeless	* *	* *	not reported not reported
Socioeconomically Disadvantaged	(49 / 75) 65.30%	(33 / 62) 53.20%	not reported not reported
Students with IEPs	(11 / 32) 34.40%	(10 / 55) 18.20%	not reported not reported
All Students	(296 / 366) 80.90%	(261 / 380) 68.70%	not reported not reported

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 9.1% or more)*	DECLINED *from Prior Year (by 2.0% to less than 9.0%)*	MAINTAINED *from Prior Year (declined or increased by less than 1.9%)*	INCREASED *from Prior Year (by 2.0% to 8.9%)*	INCREASED SIGNIFICANTLY *from Prior Year (by 9.0% or more)*
VERY HIGH *70.0% or greater in Current Year*	Yellow (None)	Green (None)	Blue (None)	Blue • Asian • Two or More Races	Blue • **All Students (School Placement)** • White
HIGH *55.0% to 69.9% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green • Socioeconomically Disadvantaged • Hispanic	Blue (None)
MEDIUM *35.0% to less than 54.9% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW *10.0% to 34.9% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow • Students with Disabilities	Yellow (None)
VERY LOW *9.9% or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

UC/CSU Eligibility

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(55 / 59) 93.70%	(56 / 63) 88.70%	(78 / 83) 94.00%
Filipino	(5 / 7) 70.00%	(9 / 10) 90.90%	(11 / 13) 84.60%
Latino	(27 / 45) 60.80%	(41 / 61) 67.80%	(47 / 60) 78.30%
Pacific Islander	* *	* *	* *
White	(133 / 147) 90.70%	(114 / 137) 83.50%	(170 / 190) 89.50%
Two or More Races	(35 / 40) 87.00%	(23 / 26) 86.70%	(33 / 35) 94.30%
Multilingual Learner	(4 / 8) 50.00%	(5 / 8) 57.10%	(8 / 12) 66.70%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(29 / 46) 63.90%	(24 / 38) 64.40%	(44 / 58) 75.90%
Students with IEPs	(5 / 11) 44.00%	(9 / 21) 43.80%	(20 / 31) 64.50%
All Students	(251 / 299) 83.80%	(243 / 299) 81.30%	(343 / 386) 88.90%

Advanced Placement(AP)/International Baccalaureate(IB)/Dual Enrollment(DE) Course Participation Rate

Student Group	2023-24	2022-23	2021-22
African American	1 100.00%	1 0.00%	2 100.00%
Native American	* *	* *	* *
Asian	63 80.95%	71 78.87%	83 80.72%
Filipino	10 50.00%	11 54.55%	13 38.46%
Latino	74 43.24%	90 42.22%	60 51.67%
Pacific Islander	1 0.00%	1 0.00%	2 0.00%
White	163 74.85%	164 64.02%	190 67.37%
Two or More Races	46 80.43%	30 70.00%	35 80.00%
Multilingual Learner	6 0.00%	5 0.00%	8 37.50%
Multilingual Learner Long Term	1 0.0%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	4 50.00%	43 32.56%	45 42.22%
Students with IEPs	3 33.33%	43 16.28%	28 17.86%
All Students	358 69.27%	368 61.41%	386 67.62%

10th Graders On-Track for Graduation

Student Group	2023-24	2022-23	2021-22
African American	(1/2) 50.00%	* *	(2/2) 100.00%
Native American	* *	* *	* *
Asian	(93/95) 97.89%	(80/81) 98.77%	(61/65) 93.85%
Filipino	(7/7) 100.00%	(15/15) 100.00%	(9/10) 90.00%
Latino	(61/69) 88.41%	(70/78) 89.74%	(73/81) 90.12%
Pacific Islander	* *	(1/1) 100.00%	(1/1) 100.00%
White	(158/164) 96.34%	(141/145) 97.24%	(153/161) 95.03%
Two or More Races	(49/52) 94.23%	(37/38) 97.37%	(44/48) 91.67%
Multilingual Learner	(7/11) 63.64%	(11/12) 91.67%	(13/16) 81.25%
Multilingual Learner Long Term	(3/5) 60.00%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(53/61) 86.89%	(34/37) 91.89%	(53/56) 94.64%
Students with IEPs	(31/37) 83.78%	(36/39) 92.31%	(26/33) 78.79%
All Students	(369/390) 94.62%	(344/358) 96.09%	(343/368) 93.21%

Post-Secondary Enrollment Immediately after HS Graduation

Student Group	2023-24	2022-23	2021-22

Post-Secondary Enrollment Two Years after HS Graduation (Persistence)

Student Group	2023-24	2022-23	2021-22

CAASPP English Language Arts - Participation

Student Group	2023-24	2022-23	2021-22
African American	(69/82) 84%	(1/1) 100%	(2/2) 100%
Native American	* *	* *	* *
Asian	(15/16) 94%	(63/60) 95%	(67/72) 93%
Filipino	(15/16) 94%	(11/10) 91%	(10/11) 91%
Latino	(57/77) 74%	(75/67) 89%	(69/86) 80%
Pacific Islander	(1/1) 100%	(2/0) 0%	(1/1) 100%
White	(114/145) 79%	(165/150) 91%	(112/166) 67%
Two or More Races	(31/37) 84%	(46/43) 93%	(23/28) 82%
Multilingual Learner	(12/15) 80%		(30/35) 86%
Multilingual Learner Long Term	(3/3) 100%		
Foster Youth	(2/2) 100%	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(35/45) 78%		(44/49) 90%
Students with IEPs	(34/41) 83%		(26/47) 55%
All Students	(287/358) 80%	(363/331) 91%	(284/366) 78%

CAASPP English Language Arts - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(0 / 0) 0.00%	(1 / 1) 100.00%	(1 / 2) 50.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(66 / 69) 95.00%	(55 / 60) 91.00%	(60 / 67) 89.00%
Filipino	(15 / 16) 93.00%	(8 / 10) 80.00%	(9 / 10) 90.00%
Latino	(42 / 57) 73.00%	(46 / 67) 68.00%	(51 / 69) 74.00%
Pacific Islander	(0 / 1) 0.00%	(0 / 0) 0.00%	(1 / 1) 100.00%
White	(95 / 112) 85.00%	(132 / 150) 88.00%	(95 / 112) 85.00%
Two or More Races	(28 / 30) 92.00%	(41 / 43) 95.00%	(21 / 23) 90.00%
Multilingual Learner	(1 / 5) 20.00%	(1 / 6) 16.00%	(2 / 7) 28.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(243 / 286) 85.00%	(281 / 331) 85.00%	(239 / 284) 84.00%

CAASPP Mathematics - Participation

Student Group	2023-24	2022-23	2021-22
African American	* *	(1/1) 100%	(1/2) 50%
Native American	* *	* *	* *
Asian	(69/82) 84%	(61/63) 97%	(63/72) 88%
Filipino	(13/16) 81%	(9/11) 82%	(10/11) 91%
Latino	(55/77) 71%	(66/75) 88%	(67/87) 77%
Pacific Islander	(1/1) 100%	(0/2) 0%	(1/1) 100%
White	(109/145) 75%	(150/165) 91%	(109/166) 66%
Two or More Races	(32/37) 86%	(42/46) 91%	(18/28) 64%
Multilingual Learner	(11/15) 73%	(20/21) 95%	(28/35) 80%
Multilingual Learner Long Term	(3/3) 100%		
Foster Youth	(2/2) 100%	* *	* *
Homeless	* *	(0/1) 0%	* *
Socioeconomically Disadvantaged	(32/45) 71%	(48/57) 84%	(42/49) 86%
Students with IEPs	(31/41) 76%	(25/34) 74%	(27/47) 57%
All Students	(279/358) 78%	(329/363) 91%	(269/367) 73%

CAASPP Mathematics - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(0 / 0) 0.00%	(1 / 1) 100.00%	(0 / 1) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(57 / 69) 83.00%	(48 / 61) 79.00%	(53 / 63) 84.00%
Filipino	(8 / 14) 56.00%	(5 / 9) 55.00%	(6 / 10) 60.00%
Latino	(19 / 55) 35.00%	(20 / 66) 30.00%	(21 / 67) 31.00%
Pacific Islander	(0 / 1) 0.00%	(0 / 0) 0.00%	(1 / 1) 100.00%
White	(60 / 108) 56.00%	(108 / 150) 72.00%	(66 / 109) 61.00%
Two or More Races	(22 / 31) 70.00%	(32 / 42) 75.00%	(13 / 18) 71.00%
Multilingual Learner	(0 / 5) 0.00%	(1 / 6) 16.00%	(0 / 5) 0.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(167 / 279) 60.00%	(211 / 329) 64.00%	(161 / 269) 60.00%

CAASPP Science (CAST) - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(0 / 0) 0.00%	(0 / 1) 0.00%	(0 / 1) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 1) 0.00%
Asian	(45 / 54) 84.00%	(50 / 65) 77.00%	(59 / 76) 78.00%
Filipino	(6 / 10) 60.00%	(7 / 10) 70.00%	(6 / 11) 54.00%
Latino	(26 / 66) 40.00%	(28 / 67) 42.00%	(19 / 50) 38.00%
Pacific Islander	(0 / 1) 0.00%	(1 / 1) 100.00%	(0 / 1) 0.00%
White	(97 / 136) 71.00%	(73 / 113) 65.00%	(82 / 143) 57.00%
Two or More Races	(32 / 39) 81.00%	(17 / 24) 70.00%	(22 / 27) 81.00%
Multilingual Learner	(0 / 5) 0.00%	(0 / 2) 0.00%	(1 / 2) 50.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(205 / 306) 67.00%	(177 / 281) 63.00%	(189 / 310) 61.00%

Local Assessment - MAP/NWEA - Pass Rate

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

English Learner Progress Indicator (ELPI)

Student Group	2023-24	2022-23
Multilingual Learner	(9/18) 50%	(11/27) 40.70%
Long Term ML	(4/11) 36.40%	* *

Reclassification (RFEP) Rate

Student Group	2023-24	2022-23	2021-22
All Students	(18/45) 40.0%	(22/54) 40.7%	(13/49) 26.5%

Local RFEP Rate (Total RFEP'd Same Year / Total ML Cohort)

Chronic Absenteeism

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(6 / 342) 1.80%	(8 / 323) 2.50%	(10 / 308) 3.20%
Filipino	(1 / 48) 2.10%	(2 / 47) 4.30%	(5 / 52) 9.60%
Latino	(21 / 323) 6.50%	(41 / 342) 12.00%	(40 / 327) 12.20%
Pacific Islander	* *	* *	* *
White	(19 / 654) 2.90%	(50 / 649) 7.70%	(46 / 683) 6.70%
Two or More Races	(4 / 180) 2.20%	(8 / 166) 4.80%	(9 / 151) 6.00%
Multilingual Learner	(4 / 49) 8.20%	(8 / 59) 13.60%	(6 / 49) 12.20%
Foster Youth	* *	* *	
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(12 / 211) 5.70%	(27 / 235) 11.50%	(24 / 224) 10.70%
Students with IEPs	(21 / 214) 9.80%	(41 / 212) 19.30%	(30 / 202) 14.90%
All Students	(53 / 1560) 3.40%	(113 / 1539) 7.30%	(111 / 1538) 7.20%

Suspension

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(3 / 343) 0.87%	(6 / 323) 1.86%	(27 / 311) 8.68%
Filipino	(1 / 48) 2.08%	(1 / 47) 2.13%	(8 / 52) 15.38%
Latino	(11 / 331) 3.32%	(16 / 348) 4.60%	(78 / 331) 23.56%
Pacific Islander	* *	* *	* *
White	(5 / 658) 0.76%	(13 / 651) 2.00%	(94 / 691) 13.60%
Two or More Races	(1 / 181) 0.55%	(4 / 168) 2.38%	(23 / 154) 14.94%
Multilingual Learner	(3 / 55) 5.45%	(6 / 62) 9.68%	(21 / 51) 41.18%
Foster Youth	* *	* *	
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(7 / 216) 3.24%	(12 / 238) 5.04%	(60 / 229) 26.20%
Students with IEPs	(15 / 216) 6.94%	(14 / 214) 6.54%	(51 / 207) 24.64%
All Students	(23 / 1574) 1.46%	(40 / 1549) 2.58%	(235 / 1556) 15.10%

Expulsion

Student Group	2023-24	2022-23	2021-22
Latino		(1 / 348)	
Students with IEPs		(1 / 214)	
All Students		(1 / 1549)	

Certificated Staff Demographics

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Panorama Survey - Feeling Safe (Hate Speech Response) Question

Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."

Student Group	2023-24	2022-23	2021-22

Panorama Survey - Family Engagement Question

Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."

Student Group	2023-24	2022-23	2021-22

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Action Plan Goal #1: Develop safe spaces that center the voices of marginalized students and groups
Action Plan Goal #1: Develop safe spaces that center the voices of marginalized students and groups

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Alignment with LCAP Goals:

LCAP Goal #1: Authentic relationships. Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers and administrators are the foundation of a strong school and district culture.

LCAP Goal #2: Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

Outcomes:

- Increase staff diversity such that it reflects the diversity of the communities we serve
- Ensure every student has at least one strong relationship with an adult on campus
- Ensure that there are multiple opportunities for family engagement and effective communication

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#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. Success in this area will result from renewed commitment to student-centered, equitable practices within and beyond the classroom.

#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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student assignments that encourage personal connections to the subject matter and demonstrate their understanding of the content from a social justice perspective.		
Increase in students feeling supported, recognized and safe (sense of belonging) via panorama survey		
BHS students actively engaged in inclusive dialogue and classroom discussions, activities, and assignments.		
Increase in student engagement measured via panorama survey		
BDTW: student responses indicating the event is inclusive		
Increase in club memberships and culturally focused campus activities along with the clubs.		
Increased numbers of students on the margins graduating with dual enrollment college credits		
Increase in students reporting positive engagement measured via Panorama survey		

Continued use of wellness services		
Decrease in numbers of students reporting high levels of stress at school via Panorama survey		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
1.1	Continue developing teacher pedagogy to include an Ethnic Studies lens and approach to instruction	All Students		Administration Curriculum Council	0 General Fund	
1.2	Implement teaching approaches that emphasize active student engagement and discussion, with a focus on centering student voice in the classroom	All students		Administration PD Coordinators Curriculum Council	0 General Fund	
1.3	Enhance campus community engagement by implementing targeted initiatives that foster meaningful connections among students: Continue to Invite Breaking Down the Walls to BHS Support the continuation and development of clubs and groups for marginalized students	All students		Administration Curriculum Council	0	
1.4	Identify marginalized students who need support – assess their interests and introduce them to pathways/career options	All Students		PD TOSA Administration Tier 2 Team	0 General Fund	

	Continue Tier 2 supports					
1.5	Continue or expand wellness counselor support to meet the evolving needs of our student population			Administration Curriculum Council School Advisory Committee Wellness Team Inst. Tech Coordinators (ITCs)		
1.6					0	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Clarify and further develop systems of support to address students' academic and social needs, including schoolwide alignment of key instructional practices
Clarify and further develop systems of support to address students' academic and social needs, including schoolwide alignment of key instructional practices

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2: Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#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. (All students will benefit from previously identified best first practices and MTSS structures.)

#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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fewer students with Ds and Fs	66 percent of students report that academic needs are being met. The percentage is the same as the district average of 66 percent.	Positive increase from year to year.
Increase/maintain students support for academic and connection to school, such as tutoring and CICO	87 percent of students report feeling supported and connected at school.	Positive increase from year to year
Increase in students benefiting from MTSS Tier 1 supports (due to strong norms and agreements); decrease in students needing Tier 2 supports	Student self-management baseline- 87 percent.	Positive increase from year to year
Lesson plans and classroom activities that reflect universal academic skills that are demonstrated in all classes at BHS	Student academic needs being met - 66 percent Same percentage as the district - 66 percent.	Positive increase from year to year
Reduction in number of AP sections relative to CP		
Reduction in student stress levels (Panorama data)		
Specific classes and activities that focus on careers and personal passions		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
2.1	Continue to expand and support tutoring and academic support programs, including prioritizing and refining Flex Time	All students		Administration District Office Support Student Data Analyst Support		

2.2	Review current MTSS Tier 1, 2, & 3 systems to ensure school-wide understanding of current systems of support	All students		Administration Student Data Analyst Counselors College & Career Center Advisor		
2.3	Enhance our Tier 1 supports by establishing common agreements among teachers, including curating a universal catalog of teaching methods that support all students. Facilitate meetings between horizontal instructional groups (ex: teachers who teach mostly 9th, etc) to leverage common overlapping material instructional practices. Also, provide a venue to support students taught in common who may be in need of support. Refining communication between teachers & between teachers and the Tier 2 team to ensure support of all students	All students		College & Career Center Advisor		
2.4	Provide education to students and families about overloading schedules, versus balancing rigor with mental, physical, and social needs. Explore a possible limit on the number of AP classes a student can take	All students		Ad Hoc Teacher Committee College & Career Center Advisor Counseling Department		
2.5	Prioritize and encourage the development and retention of	All students		Counseling Department		

	elective courses to support student interest and/or career planning.					
2.6		All students		Administration Teachers of Support Classes Counseling Department		
2.7		EL students		Administration Curriculum Council District ELD Coordinator		
2.8		SpEd & 504 students		Administration Counseling Department School Psychologist Wellness Counselors + Coordinator		
2.9		All students		Administration Counseling Team Wellness Counseling Team Special Education Department		
2.10		Self-selected students		Administration PD TOSA District TOSAs		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Empower students to seek academic and career pathways that align with their passions
Empower students to seek academic and career pathways that align with their passions

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3 Inclusive and relevant learning for every student: Every SMUHSD student is provided with (academic, social and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#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. (All students will benefit from previously identified best first practices and MTSS structures.)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintaining high numbers of CTE pathway completers		5% increase
Improvement in College and Career Readiness Indicators		5% increase
Student portfolios from their specific CTE class; pathway completer data		
Student portfolios from their specific CTE class; pathway completer data		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
3.1	Amplify district-wide Industry Day, work-based learning and career exploration opportunities and two-year CTE pathways on campus through formalized communication with parents and students. Integrate communication about career/passion connections into counseling, including push-in/small group outreach, and parent nights.	All Students		Administration Student Data Analyst CTE Coordinator/Chair		
3.2	Increase student awareness of career pathways and two year certifications at community colleges as an alternative to a four year college degree Develop counseling/career/ college scope and sequence by grade level to coordinate and communicate supports in this area; provide transparency Encourage students to explore post-high school programs and trades such as cosmetology, woodworking, automotive, etc Create a wider net for how all stakeholders receive information in regards to opportunities for students (specifically increase engagement of BIPOC families)	All Students		Administration Student Data Analyst Counseling team PD TOSA Curriculum Council		
3.3	Highlight and promote current two-year CTE pathways on campus	All Students		PD TOSA PLCs		
3.4		All Students		College & Career Center		

				Counseling Department Administration		
3.5		All Students		Student Data Analyst CTE Teachers Counseling Department		
3.6		All Students		Administration District Office Counseling Department Community College Admin Student Data Analyst		
3.7		All Students		Administration Dean		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Leverage professional learning to address evolving challenges in education and to sustain an academic community that is inclusive and supportive of all learners
Leverage professional learning to address evolving challenges in education and to sustain an academic community that is inclusive and supportive of all learners

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3 Inclusive and relevant learning for every student: Every SMUHSD student is provided with (academic, social and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

LCAP Goal #4 Supporting and empowering staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#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. (All students will benefit from previously identified best first practices and MTSS structures.)

#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. Success in this area will result from renewed commitment to student-centered, equitable practices within and beyond the classroom.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue building PD focused on school-wide instructional goals and staff feedback.		
Students will engage in common learning experiences within subjects		
Lessons at BHS highlight effective and universally applicable teaching strategies that engage students to use application skills and think critically. Students will engage in common learning experiences within subjects (i.e. common labs in science) or across disciplines (i.e. AVID's Focused Note Taking strategy)		
Reduction in D/Fs in underrepresented students and an increase in students eligible for CSU/UC acceptance		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
4.1	Develop PD to help staff create classroom environments that are safe for all students, including trauma-informed teaching, MTSS, and continued integration of anti-racist and equity-based teaching strategies.					
4.2	Implementing curriculum-specific and content-based professional development (both within the site and across the district), including further PD on how to leverage AI while avoiding pitfalls.					

4.3	Collect feedback to inform professional development that is directly correlated to the needs of both teachers and students.					
4.4	Support Tier 1 work by reviewing and revising grading practices to ensure equity and work towards horizontal and vertical alignment.					

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
General Fund	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $0.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	General Fund	0.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

4 Secondary Students

Name of Members	Role
Dr. Jen Fong	Principal
Aimee Malcolm	Other School Staff
Laila McIlwain	Secondary Student
Olivia Medina	Secondary Student
Akira Nakamura	Secondary Student
Mya Terlicher	Secondary Student
Jamie Cheng	Parent or Community Member
Lisa Ott	Parent or Community Member
Howard Wettan	Parent or Community Member
Brian Clack	Classroom Teacher
Rachel Quillen	Classroom Teacher
Tish Wall	Classroom Teacher
Bailey Van Buren	Classroom Teacher

Carrie Herman	Other School Staff

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.

Recommendations and Assurances

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 2/11/26.

Attested:

Principal, Dr. Jen Fong on 2/11/26

SSC Chairperson, Laila McIlwain and Olivia Medina, Co-Chairs on 2/11/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,

- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Major Student Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Major Student Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
      1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
         a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
         b. Use methods and instructional strategies that:
            i. Strengthen the academic program in the school,
            ii. Increase the amount and quality of learning time, and
            iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
         c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. Strategies to improve students' skills outside the academic subject areas;
            ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
   C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
   D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
      1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
      2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023