

Burlingame High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Burlingame High School
Street	1 Mangini Way
City, State, Zip	Burlingame, CA 94010
Phone Number	650.588.2800
Principal	Dr. Jen Fong
Email Address	jenfong@smuhsd.org
School Website	https://www.smuhsd.org/burlingamehigh
County-District-School (CDS) Code	41 69047 4130472

2023-24 District Contact Information

District Name	San Mateo Union High School District
Phone Number	(650) 558-2200
Superintendent	Randall Booker
Email Address	Rbooker@smuhsd.org
District Website	www.smuhsd.org

2023-24 School Description and Mission Statement

Burlingame High School (BHS) 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 1500 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. BHS 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.

BHS Vision Statement

The vision statement, also known as the "Panther Promise," was refined during the 2017-2018 school year and states: "Burlingame High School will develop in all students the skills, knowledge, and mindset that will prepare them to meet the challenges of college, the demands of career, and the responsibilities of community membership.

BHS was recognized as a 2007 California Distinguished School. Burlingame High School placed in the 2016 notable national and state rankings. Two well-respected organizations, US News & World Report and Niche, conducted independent, comprehensive ranking methodology and placed BHS above the other schools in our district. We are a Jefferson Award school, a national recognition for our outstanding community service program. Graduates in the Class of 2023 self-reported that 97% were planning on attending college immediately following their high school graduation. Through generous parent and community support, we have been able to fund school classroom programs and technology resources, an after school academic center, a service learning program, and a career exploration program for students. The school also completed the construction of a new pool facility used by both BHS students and the larger Burlingame community. Thanks to a bond measure passed in Spring 2020, BHS will undergo additional modernizations in the coming years.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	376
Grade 10	352
Grade 11	366
Grade 12	425
Total Enrollment	1,519

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
Asian	20.9%
Black or African American	0.4%
Filipino	3%
Hispanic or Latino	22.1%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	10.7%
White	42.6%
English Learners	3.4%
Homeless	0.1%
Socioeconomically Disadvantaged	14.2%
Students with Disabilities	13%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.40	82.76	391.50	82.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.10	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.39	12.10	2.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.12	10.20	2.17	12115.80	4.41
Unknown	9.80	13.72	58.50	12.37	18854.30	6.86
Total Teaching Positions	71.80	100.00	472.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	52.80	72.14	387.40	79.14	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	1.89	4.80	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	1.23	13.30	2.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.20	1.06	11953.10	4.28
Unknown	18.10	24.73	78.60	16.07	15831.90	5.67
Total Teaching Positions	73.20	100.00	489.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	0.90	0.00
Total Out-of-Field Teachers	1.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.8	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

09/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meet State and Local Standards	Yes	0
Mathematics	Current and Meets Local Standards	Yes	0
Science	Current and Meet State and Local Standards	Yes	0
History-Social Science	Current and Meet State and Local Standards	Yes	0
Foreign Language	Current and Meet State and Local Standards	Yes	0
Health	Current and Meet State and Local Standards	Yes	0
Visual and Performing Arts	Current and Meet State and Local Standards	Yes	0

School Facility Conditions and Planned Improvements

The San Mateo Union High School District takes great efforts to ensure that all schools are clean, safe, and functional. Burlingame High School works very closely with the site's facilities manager and the district to support this goal and see that all students are provided a facility that creates an optimal environment conducive to learning.

In Fall of 2004, BHS opened a brand-new library building and modernized math, science, and music classroom buildings. These state-of-the-art facilities feature exteriors consistent with the historic look of our main classroom building. The main building housing the administrative and Counseling offices, English, Social Science and World Language Departments was modernized with enlarged classrooms and updated interiors. A district-wide bond measure, Measure D, provided most of the funding for this project.

A second bond measure, Measure M, passed in 2006, and Burlingame High School added a Technology Arts Building and renovated the gym, theater and cafeteria. The F Building was demolished in December 2013. In its place, a new, state-of-the-art building complete with spaces designated for a culinary arts program and the special education program was opened in January 2016. Stadium bleachers were also renovated during 2014-15 school year. Stadium lights and a new sound system were installed in July 2018, as well as three additional permanent classroom spaces. A brand new pool facility opened in January 2020 that will be used by both students and the larger community. This project is the result of a partnership between the City of Burlingame and San Mateo Union High School District. A new bond measure was passed in Spring 2020, and this will allow for continued upgrades to campus infrastructure as well as modernization buildings.

A third bond measure, Measure L passed in 2010, where Burlingame High School plans to add a brand new gym. Construction is scheduled for May 2023 through August 2025. BHS takes pride in maintaining and improving our beautiful campus and facilities under the direction of our facilities manager and maintenance crew. The custodial staff corrects physical conditions that could lead to accidental harm promptly to ensure student and staff safety. The district is committed to repairing and painting over graffiti daily prior to students arriving on campus. [School Facility Conditions Evaluation completed Fall 2023].

Year and month of the most recent FIT report

11/22/23

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	85	86	76	72	47	46
Mathematics (grades 3-8 and 11)	61	65	50	48	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	363	331	91.18	8.82	86.36
Female	176	160	90.91	9.09	88.13
Male	187	171	91.44	8.56	84.71
American Indian or Alaska Native	0	0	0	0	0
Asian	63	60	95.24	4.76	91.67
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	75	67	89.33	10.67	68.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	43	93.48	6.52	95.35
White	165	150	90.91	9.09	89.93
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	11	84.62	15.38	90.91
Socioeconomically Disadvantaged	57	50	87.72	12.28	74.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	26	76.47	23.53	42.31

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	363	329	90.63	9.37	65.35
Female	176	160	90.91	9.09	59.38
Male	187	169	90.37	9.63	71.01
American Indian or Alaska Native	0	0	0	0	0
Asian	63	61	96.83	3.17	80.33
Black or African American	--	--	--	--	--
Filipino	11	9	81.82	18.18	--
Hispanic or Latino	75	66	88.00	12.00	30.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	42	91.30	8.70	76.19
White	165	150	90.91	9.09	72.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	11	84.62	15.38	72.73
Socioeconomically Disadvantaged	57	48	84.21	15.79	43.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	25	73.53	26.47	16.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	61.29	64.29	50.81	50.74	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	375	280	74.67	25.33	64.29
Female	198	147	74.24	25.76	68.03
Male	176	132	75.00	25.00	59.85
American Indian or Alaska Native	0	0	0	0	0
Asian	72	65	90.28	9.72	78.46
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	91	66	72.53	27.47	43.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	24	80.00	20.00	70.83
White	169	113	66.86	33.14	66.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	31	21	67.74	32.26	47.62
Socioeconomically Disadvantaged	40	29	72.50	27.50	41.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	20	40.00	60.00	25.00

2022-23 Career Technical Education Programs

Students at Burlingame High School are provided numerous opportunities to explore career options and to prepare for entering the workforce upon completion of high school. Specific CTE programs offered at Burlingame HS include video production, architectural design, culinary arts, digital photography, journalism, and 3D game and art design. All BHS site based courses are UC/CSU approved and support post secondary educational plans. All students have the opportunity to enroll in CTE courses and accommodations are provided for students with special needs. The district has adopted a CTE graduation requirement, one year, that will apply to students in the 2016 graduation class and beyond. The CTE courses include Common Core Standards in their curriculum. Each CTE course has a district advisory committee that is comprised of CTE teachers and local industry representatives.

The College and Career Center also offers a career exploration, job shadowing, and internship program called EXPLORE. In October of 2023, the College and Career Coordinator hosted a BHS Alumni Career Speakers series, featuring speakers from diverse backgrounds sharing about their experiences, career paths, and current roles. Throughout the school year, variety of events, field trips, and speaker series highlight the various opportunities for students to explore their career interests.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	697
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.12
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	88.86

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	98%	98%	97%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.2	1.5	2.1	3.8	3.9	6.7	9.4	7.8	8.2
Graduation Rate	96.4	95.3	96.8	92.1	92.2	91.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	380	368	96.8
Female	200	197	98.5
Male	179	170	95.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	72	71	98.6
Black or African American	--	--	--
Filipino	11	11	100.0
Hispanic or Latino	93	90	96.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	30	30	100.0
White	172	164	95.3
English Learners	15	14	93.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	62	59	95.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	55	48	87.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1549	1539	113	7.3
Female	770	763	70	9.2
Male	778	775	43	5.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	323	323	8	2.5
Black or African American	6	6	1	16.7
Filipino	47	47	2	4.3
Hispanic or Latino	348	342	41	12.0
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	168	166	8	4.8
White	651	649	50	7.7
English Learners	62	59	8	13.6
Foster Youth	2	2	1	50.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	238	235	27	11.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	214	212	41	19.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	15.10	2.58	0.22	6.06	3.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.06	0.00	0.07	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.58	0.06
Female	0.91	0
Male	4.24	0.13
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.86	0
Black or African American	0	0
Filipino	2.13	0
Hispanic or Latino	4.6	0.29
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.38	0
White	2	0
English Learners	9.68	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.04	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.54	0.47

2023-24 School Safety Plan

Student and staff safety is our number one priority, and we have strong teacher-student relationships that support safety on campus. We have three assistant principals, four Guidance Counselors, three Wellness Counselors, and three campus security aides who lead our efforts on school safety. Staff patrols the campus throughout the day. We also partner with the Burlingame Police Department, which provides support on campus when requested by the school. Together our team proactively defuses potential issues on campus.

All certificated and classified staff are trained on school emergency procedures (Big 5) in preparation for possible emergency response each fall. Staff training on the Big 5 emergency protocols was held in October 2023, with additional small group required trainings for both students and classified staff. We hold safety and/or evacuation drills during the year, including evacuation and drop, cover, and hold on drills, to practice securing the campus when a potential threat or emergency arises. We have a closed campus, and students may not leave until their school day is over. We use a restorative practices policy when dealing with student incidences. These policies have been shared and taught to families and students in an effort to mitigate instances on campus. The Administrative Team has reviewed BHS Expectations with students through BTV. Lastly, the safety plan is updated annually (most recently in January 2023) and includes goals around emergency preparedness and creating a safe and support school climate and culture. The School Advisory Council (SAC) approved the updated safety plan and goals in the 2022-2023 school year.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	31	20	21
Mathematics	24	21	26	13
Science	29	8	30	9
Social Science	23	17	31	10

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	20	20	24
Mathematics	26	18	20	18
Science	30	7	13	23
Social Science	27	11	17	22

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	22	16	24
Mathematics	27	14	26	16
Science	36	8	12	23
Social Science	26	12	21	18

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	379.75

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,416.34	3,505.73	11,910.61	117,094.61
District	N/A	N/A	16,747.71	\$123,086
Percent Difference - School Site and District	N/A	N/A	-33.8	0.5
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	57.5	21.7

Fiscal Year 2022-23 Types of Services Funded

Burlingame High School and the San Mateo Union High School District spend a majority of funds on personnel including teacher salaries and benefits, classroom aides, tutoring, instructional technology, and textbooks, all of which directly relate to classroom instruction. Our Parents' Group raised over \$500,000 in 2022-2023 for school programs including classroom technology, increased library services, tutoring, class sections, service learning, internship and career exploration program, and supplemental materials. Our Parent Group also provides funds for students and families that are in need of financial assistance. Lastly, our Alumni Association, Athletic Boosters, Music Boosters, and Drama Boosters all provide additional financial support. The community has made generous contributions to athletic facilities on campus.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$73,218	\$57,234
Mid-Range Teacher Salary	\$113,687	\$95,467
Highest Teacher Salary	\$139,111	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$215,635	\$173,198
Superintendent Salary	\$328,848	\$277,572
Percent of Budget for Teacher Salaries	29.78%	31.17%
Percent of Budget for Administrative Salaries	5.08%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	45.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	1
Foreign Language	4
Mathematics	9
Science	12
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	48

Professional Development

Over the last several years, a wide range of student, community and educator voices have emerged calling for an end to racist and harmful experiences on all the campuses of the San Mateo Union High School District. Much of this was brought into focus in the 2020 Grand Jury Report and have also emerged with calls for social justice across the community and country. SMUHSD decided as a community to redress the impact of systemic racism by embarking on a multi-year and multi-faceted learning, repair and transformation journey that will eliminate racist and harmful incidents and end the predictable racialized outcomes for our students.

In order to effectively identify, disrupt and eliminate institutional barriers and biases, all SMUHSD employees are participating in professional learning supporting a common understanding and shared language about anti-racist practices from which the entire organization can operate. Next, SMUHSD agrees to holistically examine their system to uproot oppressive practices and policies that are harmful to students and their learning. Throughout the 2022-2023 school year, SMUHSD provided a training series for all District employees. A component of the professional learning includes the development of an implementation and monitoring plan to ensure that all future professional learning is in alignment with the Anti-Racist School and Community Transformation Framework.

Each high school within the District follows the lead of the centralized professional learning. In addition, the site engages in a process to implement complementary professional development while reinforcing learning and reflection to support this transformative work. Professional development and collaboration occurs weekly after school, in addition to four full day professional development days, minimum days, common preps, and summer work. The school has a district funded part-time professional development coordinator and instructional technology coordinators to help organize and lead these efforts. Burlingame High School also has instructional coaches whose role is to support and mentor teachers on full evaluation cycle. Additionally, the staff has received significant training to implement the new learning management system, Canvas, and various other instructional technology platforms to assist with virtual learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4