

Burlingame High School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



BHS

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/fg/aa/lc/>

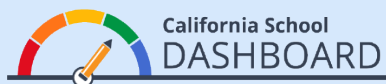
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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.

2022-23 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

2022-23 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 Address	www.smuhsd.org

2022-23 School Overview

Burlingame High School (BHS) is dedicated to the preparation of academically and socially responsible students, and its mission to build a connected community among all stakeholders. 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." A qualified and talented staff plus strong community support help provide our students with a high quality education. Our school staff is dedicated to meeting the needs of all of our students. We offer a comprehensive and challenging academic program and many extracurricular activities. BHS was recognized as a 2007 California Distinguished School. Burlingame High School placed in the 2016 notable national and state rankings. Two well-respected organizations, US News & World Report and Niche, conducted independent, comprehensive ranking methodology and placed BHS above the other schools in our district. We are a Jefferson Award school, a national recognition for our outstanding community service program. Graduates in the Class of 2021 self-reported that 95% 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	350
Grade 10	361
Grade 11	372
Grade 12	447
Total Enrollment	1,530

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.1
Asian	20.1
Black or African American	0.7
Filipino	3.4
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.7
White	44.4
English Learners	3.1
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	13.3
Students with Disabilities	12.2

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.90	
Total Out-of-Field Teachers	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	1.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 09/2021

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

School Facility Conditions and Planned Improvements

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

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.

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. [School Facility Conditions Evaluation completed Fall 2021]

Year and month of the most recent FIT report

11/9/22

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

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A - New Gym this June construction starts

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	85	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	61	N/A	50	N/A	33

2021-22 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	369	284	76.96	23.04	84.86
Female	194	144	74.23	25.77	88.19
Male	175	140	80.00	20.00	81.43
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	72	67	93.06	6.94	89.55
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	88	69	78.41	21.59	75.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	23	82.14	17.86	91.30
White	167	112	67.07	32.93	86.61
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	31	27	87.10	12.90	62.96
Socioeconomically Disadvantaged	48	43	89.58	10.42	67.44
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	43	24	55.81	44.19	45.83

2021-22 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	369	269	72.90	27.10	60.82
Female	194	136	70.10	29.90	69.63
Male	175	133	76.00	24.00	51.88
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	72	63	87.50	12.50	85.71
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	88	67	76.14	23.86	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	18	64.29	35.71	72.22
White	167	109	65.27	34.73	61.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	31	23	74.19	25.81	47.83
Socioeconomically Disadvantaged	48	41	85.42	14.58	21.95
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	43	24	55.81	44.19	4.17

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	61.29	NT	50.81	28.5	29.47

2021-22 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	393	310	78.88	21.12	61.29
Female	206	165	80.1	19.9	64.24
Male	187	145	77.54	22.46	57.93
American Indian or Alaska Native	--	--	--	--	--
Asian	85	76	89.41	10.59	78.95
Black or African American	--	--	--	--	--
Filipino	13	11	84.62	15.38	54.55
Hispanic or Latino	63	50	79.37	20.63	38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	27	77.14	22.86	81.48
White	192	143	74.48	25.52	58.04
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	28	22	78.57	21.43	63.64
Socioeconomically Disadvantaged	50	39	78	22	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	21	65.63	34.37	14.29

2021-22 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, and multimedia graphic/game design. The College and Career Center also offers a career exploration, job shadowing, and internship program called EXPLORE. In February 2020 BHS hosted a school-wide Career Day and CTE career showcases took place in March 2020. Both events support and expose students to various careers/vocations as they meet and speak with industry leaders.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	662
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.60
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	78.03

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	98%	98%	97%	98%	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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.6	1.5		3.9	3.9		8.9	7.8
Graduation Rate		95.9	95.3		91	92.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	405	386	95.3
Female	209	204	97.6
Male	195	181	92.8
American Indian or Alaska Native	--	--	--
Asian	90	83	92.2
Black or African American	--	--	--
Filipino	13	13	100.0
Hispanic or Latino	69	60	87.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	35	97.2
White	192	190	99.0
English Learners	21	12	57.1
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	67	58	86.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	44	31	70.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1556	1538	111	7.2
Female	798	788	71	9.0
Male	756	748	40	5.3
American Indian or Alaska Native	1	1	0	0.0
Asian	311	308	10	3.2
Black or African American	10	10	1	10.0
Filipino	52	52	5	9.6
Hispanic or Latino	331	327	40	12.2
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	154	151	9	6.0
White	691	683	46	6.7
English Learners	51	49	6	12.2
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	229	224	24	10.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	207	202	30	14.9

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.00	2.49	2.45
Expulsions	0.06	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	15.10	0.22	6.06	0.20	3.17
Expulsions	0.00	0.00	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.10	0.00
Female	11.15	0.00
Male	19.31	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.68	0.00
Black or African American	0.00	0.00
Filipino	15.38	0.00
Hispanic or Latino	23.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.94	0.00
White	13.60	0.00
English Learners	41.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	26.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	24.64	0.00

2022-23 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 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 September 2021, with additional small group required trainings for both students and classified staff. We hold safety and/or evacuation drills monthly during the year, including evacuation and "lock down" 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 have recently implemented "Mutual Respect and Tolerance" and "Discriminatory and Hate-based Language" policies. These policies have been shared and taught to families and students in an effort to mitigate instances on campus. The Administrative Team has held several webinars during the past year to review with students and teachers these school policies about behavior expectation including physical and emotional safety of themselves and one another. Lastly, the safety plan is updated annually (most recently in January 2022) 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 January 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	20	23	18
Mathematics	28	12	22	19
Science	33	2	21	21
Social Science	31	4	16	23

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

2021-22 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	382.5

2021-22 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)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	13,068.00	2,709.57	10,358.44	120,723.01
District	N/A	N/A	14,225.97	\$117,180.81
Percent Difference - School Site and District	N/A	N/A	-31.5	3.0
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	44.4	24.8

2021-22 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 2020-2021 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. We receive grants from the Burlingame Rotary, Wells Fargo Bank, Target, and PG&E.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$71,432	\$55,947
Mid-Range Teacher Salary	\$115,228	\$90,080
Highest Teacher Salary	\$135,718	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$193,088	\$164,633
Superintendent Salary	\$322,400	\$261,984
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	44.7
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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	7
Fine and Performing Arts	1
Foreign Language	5
Mathematics	10
Science	10
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	47

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. During Winter 2021: District team members in collaboration with representation from all schools underwent a rigorous proposal creation and provider identification process to select a provider to provide anti-racist professional learning. During Spring 2021: the selected professional learning providers conducted focus groups, listening sessions and fact finding to tailor the learning to SMUHSD's context. Throughout the 2021-2022 school year, SMUHSD will provide a mandatory 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 created Anti-Racist School and Community Transformation Framework to monitor the effectiveness of the training, to plan, revise and differentiate future professional learning, and to transform our systems by creating antiracist policies and practices.

Each high school within the District follows the lead of the centralized professional learning by designing and implementing complementary and reinforcing learning and reflection activities support this transformative work. Professional development and collaboration occurs during weekly after school schedules, 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.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	