

Burlingame High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Burlingame High School
Street	1 Mangini Way
City, State, Zip	Burlingame, CA 94010
Phone Number	650.588.2800
Principal	Paul Belzer
Email Address	pbelzer@smuhsd.org
Website	www.smuhsd.org/burlingamehigh
County-District-School (CDS) Code	41 69047 4130472

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	San Mateo Union High School District
Phone Number	(650) 558-2201
Superintendent	Kevin Skelly
Email Address	kskelly@smuhsd.org
Website	www.smuhsd.org

School Description and Mission Statement (School Year 2020-2021)

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 2019 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 1	1
Grade 9	379
Grade 10	398
Grade 11	363
Grade 12	387
Total Enrollment	1,528

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	19.8
Filipino	3.7
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.3
White	0.7
Two or More Races	4.2
Socioeconomically Disadvantaged	11.8
English Learners	2.4
Students with Disabilities	13.4
Homeless	0.2

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	78	75	73	541
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 09/2020

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

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/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

Note: Cells with N/A values do not require data.

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 2020]

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/1/2020

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	79	N/A	70	N/A	50	N/A
Mathematics (grades 3-8 and 11)	59	N/A	50	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	9	N/A	30	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	622
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.8

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	94.3
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	81.16

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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).

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	2.2	2.9	2.8	5.3	3.4	4	9.1	9.6	9
Graduation Rate	95.9	95.3	96.6	90	91.1	92.8	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	2.8	3.7	3.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4379	2.3108	
Expulsions	0.0654	0.0756	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 counselors, three Wellness Counselors, and two 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 a School Resource Officer that is present on campus throughout the week. 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 January 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 a "Mutual Respect and Tolerance" policy, and hold annual Commit 2 Connect (Code of Conduct) meetings with all students to review 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 2021) 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 2021.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	26	13	22	21	25	14	30	16	25	20	23	18
Mathematics	27	12	24	16	26	12	26	16	28	12	22	19
Science	31	3	18	20	31	3	19	19	33	2	21	21
Social Science	30	3	23	18	30	4	23	16	31	4	16	23

*Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	372.7

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19,931.98	5,770.19	14,161.79	113,113.47
District	N/A	N/A	15,385.63	\$110,144
Percent Difference - School Site and District	N/A	N/A	-8.3	2.7
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	58.5	22.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

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 for school programs in 2019-2020 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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$67,054	\$52,670
Mid-Range Teacher Salary	\$108,166	\$89,660
Highest Teacher Salary	\$127,400	\$112,761
Average Principal Salary (Elementary)		

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$193,326	\$158,074
Superintendent Salary	\$310,000	\$250,285
Percent of Budget for Teacher Salaries	29.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	12	N/A
Social Science	13	N/A
All courses	42	41

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Our primary efforts in professional development have centered on the use of professional learning communities (PLCs) based on common subjects/grade levels, the implementation of the California Standards (sometimes referred to as the Common Core State Standards or the College and Career Readiness anchor standards), Next Generation Science Standards (NGSS), and the continued development of course-alike curriculum maps that vertically and horizontally align content and skills in order to maximize student achievement. PLC teams have worked to increase curricular coherence, select instructional materials, design formative common assessments, analyze the results of those assessments, align grading practices and design and implement support systems for students not achieving at proficient levels. Recent professional learning has centered on developing skills in culturally responsive teaching practices as well as anti-racist pedagogy, supporting students in becoming upstanders, and interrupting discriminatory acts or hate speech when heard or experienced in learning spaces. The administration provides training in CCSS implementation, curriculum mapping, data acquisition and analysis, working in teams, EL teaching techniques, culturally responsive teaching practices, and designing support opportunities. Professional development and collaboration occurs during weekly late start 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.