

Burlingame High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Burlingame High School
Street	1 Mangini Way
City, State, Zip	Burlingame, CA 94010
Phone Number	650-558-2800
Principal	Paul Belzer
E-mail Address	pbelzer@smuhd.org
CDS Code	4130472

District Contact Information	
District Name	San Mateo Union High School District
Phone Number	(650) 558-2201
Superintendent	Kevin Skelly
E-mail Address	kskelly@smuhsd.org
Web Site	www.smuhsd.org

School Description and Mission Statement (School Year 2016-17)

Burlingame High School (BHS) is dedicated to the preparation of academically and socially responsible students. 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 is 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. Ninety-seven percent of our graduates in 2016 went to college. 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 academic building project that will house a culinary arts program, CAD program, and special education classes.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	358
Grade 10	338
Grade 11	317
Grade 12	326
Total Enrollment	1,339

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	16
Filipino	3.4
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	1
White	52.4
Two or More Races	7.6
Socioeconomically Disadvantaged	6.8
English Learners	5
Students with Disabilities	7.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	67	75	81	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	2	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.6	5.5
All Schools in District	94.6	5.4
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.6	5.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 09/2016

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meet State and Local Standards	Yes	0
Mathematics	Current and Meet State and 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
Science Laboratory Equipment (grades 9-12)	Current and Meet State and Local Standards	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The San Mateo Union High School District passed three school modernization bonds from 2002-2010 which allowed the District to modernize facilities cross 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.

Thanks to a second bond measure, Measure M, passed in 2006, 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 been renovated during 2014-15 school year. BHS takes pride in maintaining and improving our beautiful campus and facilities under the direction of our facilities manager and maintenance crew. [School Facility Conditions Evaluation completed 01/07/2015]

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 01/15/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/15/2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	85	86	75	79	44	48
Mathematics	63	68	54	57	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	314	300	95.5	86.2
Male	11	144	139	96.5	84.1
Female	11	170	161	94.7	88.0
Asian	11	43	43	100.0	95.3
Hispanic or Latino	11	57	53	93.0	76.0
White	11	175	166	94.9	87.9
Two or More Races	11	26	25	96.2	96.0
Socioeconomically Disadvantaged	11	13	11	84.6	63.6
Students with Disabilities	11	19	14	73.7	33.3

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	314	292	93.0	67.7
Male	11	144	135	93.8	69.6
Female	11	170	157	92.3	66.0
Asian	11	43	43	100.0	95.3
Hispanic or Latino	11	57	50	87.7	51.0
White	11	175	163	93.1	64.4
Two or More Races	11	26	25	96.2	80.0
Socioeconomically Disadvantaged	11	13	10	76.9	50.0
Students with Disabilities	11	19	13	68.4	7.7

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	81	82	80	66	62	63	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	343	324	94.5	80.3
Male	178	166	93.3	83.1
Female	165	158	95.8	77.2
Asian	51	50	98.0	86.0
Hispanic or Latino	71	66	93.0	65.2
White	185	174	94.1	82.8
Two or More Races	27	26	96.3	92.3
Socioeconomically Disadvantaged	15	14	93.3	42.9
English Learners	14	12	85.7	25.0
Students with Disabilities	30	26	86.7	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

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, exploring construction technology, engineering technology, and multimedia graphic design. The College and Career Center also offers a career exploration, job shadowing, and internship program called EXPLORE.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	552
% of pupils completing a CTE program and earning a high school diploma	75.32
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	35.71

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.25
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	56.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.5	33.6	37.7

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

BHS has a highly involved and supportive Parents Group, in addition to the Athletic Boosters, Music Boosters, Spirit Boosters, Drama Boosters, ELAC, and Latino Parents Group. 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 an annual community event, Toast of the Town, and donates to our 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. Our English Learner parents 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). In addition, 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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.70	4.10	6.90	3.60	3.40	6.60	11.40	11.50	10.70
Graduation Rate	95.03	94.38	91.18	94.39	94.71	91.64	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	88	90	86
Black or African American	100	64	78
American Indian or Alaska Native	0	0	78
Asian	90	97	93
Filipino	88	93	93
Hispanic or Latino	76	83	83
Native Hawaiian/Pacific Islander	100	91	85
White	90	93	91
Two or More Races	93	90	89
Socioeconomically Disadvantaged	56	69	66
English Learners	64	68	54
Students with Disabilities	79	89	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.6	2.3	2.3	4.8	3.3	3.2	4.4	3.8	3.7
Expulsions	0.1	0.1	0.0	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our students' safety is our number one priority. We have two assistant principals, a dean of students, four counselors, three Wellness Counselors, a school resource officer (SRO), 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 with a school resource officer.

Each Fall, all certificated and classified staff are trained on school emergency procedures (Big 5) in preparation for possible emergency response. Emergency training was held August 16, 2016 with additional small group training conducted in September. We hold safety and/or evacuation drills each month during the year, including evacuation and "lock down" drills, to practice securing the campus. We have a closed campus, and students may not leave until their school day is over. We also have a "Mutual Respect and Tolerance" policy. The safety plan is updated annually and reviewed by the School Advisory Council (SAC) and the School Board.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	28	17	17	25	16	19	20	26.2	9	20	20
Mathematics	27	11	18	22	27	13	17	21	23.4	7	29	11
Science	29	2	18	17	31	4	12	22	25.3	3	25	11
Social Science	25	12	15	19	26	11	15	20	27.8	6	19	14

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	365
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0.5	N/A
Other	1.2	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,926	\$3,941	\$10,985	\$98,566
District	N/A	N/A	\$11,966	\$94,158
Percent Difference: School Site and District	N/A	N/A	-8.2	4.7
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	93.5	26.7

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

Types of Services Funded (Fiscal Year 2015-16)

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 \$400,000 for school programs in 2015-2016 including classroom technology, increased library services, tutoring, service learning, internship and career exploration program, and supplemental materials. 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,081	\$46,184
Mid-Range Teacher Salary	\$92,079	\$75,179
Highest Teacher Salary	\$108,452	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$142,992	\$137,939
Superintendent Salary	\$242,550	\$217,637
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	7	N/A
Science	8	N/A
Social Science	13	N/A
All courses	39	23

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Our primary efforts in staff development have centered on the use of teacher teams based on common subjects/grade levels, the implementation of the California State Common Core Standards (CCSS), and the formation of PLCs (professional learning communities) to maximize student achievement. These 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. This work occurs on release days, weekly late starts, conferences, and common prep time. The administration provides training in CCSS implementation, data acquisition and analysis, working in teams, EL teaching techniques, and designing support opportunities. Professional development and collaboration occurs during weekly late start schedules, four full day professional development days, 4 minimum days, common preps, and summer work. The school has a district funded part-time professional development coordinator and a part-time instructional technology coordinator 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.