

# Burlingame High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Burlingame High School
<b>Street</b>	650 N. Delaware St. San Mateo, CA. 94410
<b>City, State, Zip</b>	Burlingame, CA 94010
<b>Phone Number</b>	650.588.2800
<b>Principal</b>	Dr. Jen Fong
<b>Email Address</b>	jenfong@smuhsd.org
<b>School Website</b>	<a href="https://www.smuhsd.org/burlingamehigh">https://www.smuhsd.org/burlingamehigh</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	41 69047 4130472

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Burlingame High School (BHS) is celebrating 101 years of serving students with academic excellence and strong community relations. BHS is one of six comprehensive high schools in the San Mateo Union High School District, which is open enrollment. Approximately 1500 students come to us from the entire district boundary area, having attended thirteen different feeder schools, both public and private. Students are served by 83 credentialed personnel. BHS offers a broad curriculum to support students as they explore academic, personal and career goals. In addition to college preparatory classes, BHS offers over 18 open access advanced placement courses, two honors courses, three two year CTE pathways and visual and performing arts as well as other elective offerings. Special programs include AVID, Leadership and Service Commission while academic support offerings such as guided studies are also in place. BHS utilizes a Multi-Tiered System of Supports (MTSS)

## 2025-26 School Description and Mission Statement

consisting of a three-level approach in supporting students academically, behaviorally, emotionally, and socially.

### BHS Vision Statement

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

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

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	385
Grade 10	394
Grade 11	392
Grade 12	361
Total Enrollment	1,583

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Non-Binary	0.1
Asian	23.9
Black or African American	0.5
Filipino	3
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	0.6
Two or More Races	11.3
White	40.7
English Learners	2.7
Homeless	0.1
Socioeconomically Disadvantaged	13.9
Students with Disabilities	13.4

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	52.8	72.14	387.4	79.14	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1.3	1.89	4.8	1	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.9	1.23	13.3	2.72	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.2	1.06	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	18.1	24.73	78.6	16.07	15831.9	5.67
<b>Total Teaching Positions</b>	73.2	100	489.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	58.2	80.97	382.9	80.38	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.43	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.28	12.4	2.61	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	1.4	5.8	1.23	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	12.4	17.32	73	15.34	14303.8	5.15
<b>Total Teaching Positions</b>	71.9	100	476.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	60.6	78.6	382.3	79.45	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.8	1.1	5.9	1.24	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.3	2.98	15	3.12	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	0.26	3	0.62	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	13.1	17.02	74.8	15.56	13705.8	4.91
<b>Total Teaching Positions</b>	77.1	100	481.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0.2	0.7
<b>Misassignments</b>	0.90	0	1.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.90	0.2	2.3

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.3	0
<b>Local Assignment Options</b>	0.00	0.6	0.2
<b>Total Out-of-Field Teachers</b>	0.00	1	0.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6	0.9	1.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.4	1.7

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected: 09/2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Current and Meet State and Local Standards	0
<b>Mathematics</b>	Current and Meets Local Standards	0
<b>Science</b>	Current and Meet State and Local Standards	0
<b>History-Social Science</b>	Current and Meet State and Local Standards	0
<b>Foreign Language</b>	Current and Meet State and Local Standards	0
<b>Health</b>	Current and Meet State and Local Standards	0
<b>Visual and Performing Arts</b>	Current and Meet State and Local Standards	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Current and Meet State and Local Standards	0

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

## School Facility Conditions and Planned Improvements

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

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

A second bond measure, Measure M, passed in 2006, and Burlingame High School added a Technology Arts Building and renovated the gym, theater and cafeteria. The F Building was demolished in December 2013. In its place, a new, state-of-the-

## School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

January 15, 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
<b>Interior:</b> Interior Surfaces			X	construction to remodel A, C, D, F classrooms during summer 2026
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			N/A
<b>Electrical</b>	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	87	82	71	74	47	48
<b>Mathematics</b> (grades 3-8 and 11)	61	65	47	51	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	396	332	83.84	16.16	81.63
Female	191	161	84.29	15.71	88.82
Male	205	171	83.41	16.59	74.85
American Indian or Alaska Native	0	0	0	0	0
Asian	97	83	85.57	14.43	90.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	59	86.76	13.24	52.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	46	90.20	9.80	89.13
White	169	134	79.29	20.71	85.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	48	81.36	18.64	64.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	29	76.32	23.68	37.93

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	396	321	81.06	18.94	64.80
<b>Female</b>	191	156	81.68	18.32	66.03
<b>Male</b>	205	165	80.49	19.51	63.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	97	78	80.41	19.59	79.49
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	68	57	83.82	16.18	24.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	51	44	86.27	13.73	79.55
<b>White</b>	169	132	78.11	21.89	69.70
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	59	46	77.97	22.03	43.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	26	68.42	31.58	15.38

## CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	68.3	61.03	49.35	48.61	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	363	195	53.72	46.28	61.03
<b>Female</b>	189	108	57.14	42.86	57.41
<b>Male</b>	174	87	50.00	50.00	65.52
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	83	51	61.45	38.55	66.67
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	17	11	64.71	35.29	72.73
<b>Hispanic or Latino</b>	79	40	50.63	49.37	37.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	20	52.63	47.37	80.00
<b>White</b>	145	72	49.66	50.34	63.89
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	11	5	45.45	54.55	--
<b>Socioeconomically Disadvantaged</b>	49	31	63.27	36.73	58.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	24	61.54	38.46	16.67

## 2024-25 Career Technical Education Programs

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

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

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	695
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	95.64
Graduates Who Completed All Courses Required for UC/CSU Admission	85.11

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98.40%	97.87%	97.34%	97.61%	97.87%

## 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.

## 2025-26 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

## 2025-26 Opportunities for Parental Involvement

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.1	0.5	2.7	6.7	5.3	4.6	8.2	8.9	8
Graduation Rate	96.8	97.5	95.7	91.5	92.5	93.5	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	371	355	96
Female	194	186	95.9
Male	177	169	95.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	84	83	98.8
Black or African American	0	0	0.00
Filipino	16	14	87.5
Hispanic or Latino	82	77	93.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	39	38	97.4
White	149	142	95.3
English Learners	20	17	85.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	71	67	94.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	46	38	82.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1621	1609	144	8.9
Female	777	771	77	10.0
Male	843	837	66	7.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	383	382	18	4.7
Black or African American	--	--	--	--
Filipino	48	48	1	2.1
Hispanic or Latino	333	329	57	17.3
Native Hawaiian or Pacific Islander	11	11	6	54.5
Two or More Races	184	183	16	8.7
White	654	648	46	7.1
English Learners	50	48	18	37.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	277	272	58	21.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	230	229	44	19.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.58	1.46	1.23	3.52	3.35	2.96	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.06	0	0.06	0.02	0.05	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.06
Female	1.03	0.13
Male	1.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.10	0.00
Native Hawaiian or Pacific Islander	18.18	0.00
Two or More Races	0.54	0.00
White	1.53	0.15
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.89	0.36
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.48	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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

All certificated and classified staff are trained on school emergency procedures (Big 5) in preparation for possible emergency response each fall. Staff training on the Big 5 emergency protocols was held in October 2024, with additional small group required trainings for both students and classified staff. We hold safety and/or evacuation drills during the year, including evacuation and drop, cover, and hold on drills, to practice securing the campus when a potential threat or emergency arises. We have a closed campus, and students may not leave until their school day is over. We use a restorative practices policy when dealing with student incidences. These policies have been shared and taught to families and students in an effort to mitigate instances on campus. The Administrative Team has reviewed BHS Expectations with students through BTV. Lastly, the safety plan is updated annually (most recently in November 2024) and includes goals around emergency preparedness and creating a safe and supportive school climate and culture. The School Advisory Council (SAC) approved the updated safety plan and goals in the 2024-2025 school year.

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	22	24
Mathematics	32	12	23	21
Science	32	4	20	19
Social Science	28	9	16	22

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	31	18
Mathematics	29	14	28	16
Science	37	3	21	19
Social Science	29	9	17	21

## 2024-25 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	385

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.9

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	16,162.65	3,848.02	12,314.62	118,191.26
District	N/A	N/A	19,167.22	\$133,238
Percent Difference - School Site and District	N/A	N/A	-43.5	-12.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2024-25 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 2023-2024 for school programs including classroom technology, increased library services, tutoring, class sections, service learning, internship and career exploration program, and supplemental materials. Our Parent Group also provides funds for students and families that are in need of financial assistance. Lastly, our Alumni Association, Athletic Boosters, Music Boosters, and Drama Boosters all provide additional financial support. The community has made generous contributions to athletic facilities on campus.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$79,574	\$67,238
Mid-Range Teacher Salary	\$128,361	\$106,841
Highest Teacher Salary	\$151,187	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$237,089	\$193,950
Superintendent Salary	\$307,000	\$314,304
Percent of Budget for Teacher Salaries	27.52%	29.51%
Percent of Budget for Administrative Salaries	5.08%	4.87%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	49.1
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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	8
Fine and Performing Arts	1
Foreign Language	5
Mathematics	11
Science	14
Social Science	17
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	56

## 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 its system to uproot oppressive practices and policies that are harmful to students and their learning. Throughout the 2024-2025 school year, SMUHSD provided MTSS/Instructional Framework training series for all District employees. A component of professional learning includes the development of an implementation and monitoring plan to ensure that all future professional learning is in alignment with the district's Instructional Framework.

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

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	