

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Burlingame High School
Street	1 Mangini Way
City, State, Zip	Burlingame, CA 94010
Phone Number	650.588.2800
Principal	Paul Belzer
E-mail Address	pbelzer@smuhsd.org
School Website	https://www.smuhsd.org/burlingamehigh
CDS Code	41 69047 4130472

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	San Mateo Union High School District
Street	650 North Delaware Street
City, State, Zip	San Mateo, CA 94401-1732
Phone Number	(650) 558-2201
Superintendent	Kevin Skelly
Web Site	www.smuhsd.org
E-mail Address	kskelly@smuhsd.org

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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).

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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.

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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

This section should be kept to 1-2 paragraphs.

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 (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	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

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
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	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	78	75	73	541
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments '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.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

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

This section should be kept to 1-2 paragraphs.

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

Core Curriculum Area	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/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 schools only)	Current and Meet State and Local Standards	Yes	0

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

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	♦	♦	15,385.63	\$110,144
Percent Difference: School Site and District	♦	♦	-8.3	2.7
State	♦	♦	\$7,750	\$90,287
Percent Difference: School Site and State	♦	♦	58.5	22.4

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

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

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

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

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

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.

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.