Burlingame High School

School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Burlingame High School	**District Name**	San Mateo Union High School District
Street	1 Mangini Way	**Phone Number**	(650) 558-2201
City, State, Zip	Burlingame, CA 94010	**Web Site**	www.smuhsd.org
Phone Number	650-558-2800	**Superintendent**	Scott Laurence
Principal	Chris Holleran	**E-mail Address**	slaurence@smuhsd.org
E-mail Address	bdaniels@smuhsd.org	**CDS Code**	41-304720

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

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. We are currently ranked in the top one percent of all high schools nationally by Newsweek magazine based on the number of students taking advantage of our Advanced Placement courses. We are a Jefferson Award school, a national recognition for our outstanding community service program. Ninety-three percent of our graduates in 2009 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. We are in the final phase of a major facility modernization project that has provided us with a new and expanded library building, a new math/science/music building, a fully renovated main classroom and student services building, gyms, cafeteria, and will provide a new arts/design studio building and renovated theatre.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

BHS has a highly involved and supportive Parents Group, in addition to the Athletic Boosters, Music Boosters, Spirit Boosters, Drama Boosters, and Latino Parents Group. All of these groups provide substantial volunteer and financial support. Our Parents Group raises money through an annual community event, Taste of the Town, and donates to our Excellence Fund. Our parents were commended in our school accreditation process for their 'substantial and unwavering support by a visiting committee to our school. Parents are also involved with our School Advisory Council. Our ELD parents meet with school staff at least once per semester in the English Learner Advisory Committee. The school contact for parent involvement opportunities is assistant principal Julie Thompson at 650 558 2802.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	354
Grade 10	348
Grade 11	314
Grade 12	344
Total Enrollment	1,360

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.8	**White**	54.6
American Indian or Alaska Native	0.1	**Two or More Races**	7.6
Asian	11.8	**Socioeconomically Disadvantaged**	10.6
Filipino	3.2	**English Learners**	18
Hispanic or Latino	21.1	**Students with Disabilities**	7.1
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	26.5	12	31	9	26	1	24	15	24.4	14	27	10
Mathematics	30.6	0	27	11	29.3	3	21	15	25.8	9	22	14
Science	29	2	22	7	30.6	2	14	18	31.6	0	13	16
Social Science	29.1	2	22	7	29.4	4	15	17	29.5	5	12	14

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our students' safety is our number one priority. We have two assistant principals, a dean of students, four counselors, a school safety advocate (SSA), a school resource officer (SRO), and two 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 through a school resource officer. We hold safety drills during the year, including "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' as well as a new peer support program.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	13.12	22.11	13.75	15.63	13.94	11.47
Expulsions	0.75	0.15	0.44	0.82	0.78	0.68

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent 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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

Year and month in which data were collected: August 2011

A seven-year facility modernization project will be largely completed in 2011. In Fall of 2004, we opened a brand-new library building and math, science, and music classroom building. These state-of-the-art facilities feature exteriors consistent with the beautiful, historic look of our main classroom building. The main building is modernized with enlarged classrooms and updated interiors. A districtwide bond measure, Measure D, provided most of the funding for this project. Thanks to a second bond measure, Measure M, passed in 2006, we will be able to build a Technology Arts Building and renovate the gym, theater and cafeteria. We take pride in maintaining and improving our beautiful campus and facilities under the direction of our Plant Manager and maintenance crew. [School Facility Conditions Evaluation completed 03/03/2010.]

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Defects noted for BHS are repairs that will be completed as part of Bond Measure M.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Defects that have been noted are improvements that will be completed as part of Bond Measure M.
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	62	69	66.1	446.3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

** "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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.16	0.84
High-Poverty Schools in District	98.33	1.67
Low-Poverty Schools in District	99.52	0.48

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	279
Counselor (Social/Behavioral or Career Development)	0.8	---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0.5	---
Social Worker	--	---
Nurse	--	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	0.5	---
Other	1.2	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2011

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	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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$9062	N/A	$9062	$84,264
District	---	---	$8895	$84,416
Percent Difference: School Site and District	---	---	+2%	-.01%
State	---	---	$5,455	$70,570
Percent Difference: School Site and State	---	---	+40%	+16%

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides 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 related to the school's federal Program Improvement (PI) status.

We spend the majority of our funds on teacher salaries and benefits, classroom aides, tutoring, instructional technology, and textbooks, all of which directly relate to classroom instruction.
Our Parents Group raised over $250,000 for school programs in 2008-09. Our Alumni Association, Athletic Boosters, Music Boosters, and Drama Boosters all provide needed financial support. The community has made generous contributions to athletic facilities on campus. We receive grants from the Burlingame Rotary, Peninsula Community Foundation, Wells Fargo Bank, Target, and PG&E.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,664	$42,954
Mid-Range Teacher Salary	$81,727	$69,905
Highest Teacher Salary	$96,261	$89,464
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	$121,722
Average Principal Salary (High)	$135,000	$128,348
Superintendent Salary	$205,000	$205,119
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	72	71	75	60	62	64	49	52	54
Mathematics	36	37	50	33	35	41	46	48	50
Science	65	68	69	54	57	60	50	54	57
History-Social Science	69	71	72	58	60	64	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64	41	60	64
All Student at the School	75	50	69	72
Male	70	51	70	74
Female	81	49	67	71
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	75	61	65	73
Filipino	74	55	0	82
Hispanic or Latino	59	31	56	58
Native Hawaiian/Pacific Islander	0	0	0	0
White	82	55	76	77
Two or More Races	78	53	64	75
Socioeconomically Disadvantaged	36	20	37	35
English Learners	15	23	16	10
Students with Disabilities	25	29	25	44
Students Receiving Migrant Education Services				

* 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	80	83	78	71	73	73	52	54	59
Mathematics	79	79	78	71	72	73	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	27	23	51	27	36	37
All Students at the School	22	21	57	22	33	45
Male	22	23	55	21	31	48
Female	22	19	59	22	35	43
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	22	17	61	6	23	70
Filipino	0	0	0	0	0	0
Hispanic or Latino	36	33	31	45	28	27
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	15	17	68	15	37	49
Two or More Races	14	25	61	18	36	46
Socioeconomically Disadvantaged	50	32	18	58	26	16
English Learners	80	15	5	60	28	12
Students with Disabilities	65	25	10	65	20	15
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.8	30.2	43.1

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	5	4	4

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	9	-3	28
Black or African American			
American Indian or Alaska Native			
Asian	-21	31	-6
Filipino			
Hispanic or Latino	27	3	26
Native Hawaiian/Pacific Islander			
White	13	-6	37
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners		26	20
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	963	861	6,019	814	4,683,676	778
Black or African American	7		90	700	317,856	696
American Indian or Alaska Native	0		6		33,774	733
Asian	117	889	1,310	900	398,869	898
Filipino	32	872	318	842	123,245	859
Hispanic or Latino	197	776	1,742	707	2,406,749	729
Native Hawaiian/Pacific Islander	6		161	719	26,953	764
White	526	890	1,844	856	1,258,831	845
Two or More Races	74	870	533	842	76,766	836
Socioeconomically Disadvantaged	83	707	1,299	686	2,731,843	726
English Learners	201	795	1,415	695	1,521,844	707
Students with Disabilities	51	640	504	537	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	---	3
Percent of Schools Currently in Program Improvement	---	42.9

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (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 webpage at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1	2.3	1.2	1.5	3.1	2.2	4.9	5.7	4.6
Graduation Rate	94.5	93.92	93.85	94.5	92.30	90.03	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements
This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	99%	91.50%	N/D
Black or African American	100%	88.20%	N/D
American Indian or Alaska Native	100%	n/a	N/D
Asian	100%	94%	N/D
Filipino	100%	100%	N/D
Hispanic or Latino	96.90%	82.60%	N/D
Native Hawaiian/Pacific Islander	100%	91.30%	N/D
White	99.50%	96%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	81.30%	81.10%	N/D
English Learners	90.60%	81.60%	N/D
Students with Disabilities	89.30%	89.80%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)
This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

---

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 architectural design, exploring construction technology, engineering technology, and multimedia graphic design.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	312
% of pupils completing a CTE program and earning a high school diploma	43%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	40%

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	82.8
Graduates Who Completed All Courses Required for UC/CSU Admission	64.9

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	8	---
Fine and Performing Arts	1	---
Foreign Language	1	---
Mathematics	5	---
Science	5	---
Social Science	10	---
All courses	30	10.9

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. 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.)?

Our primary efforts in staff development have centered on the use of teacher teams based on common subjects. These teams have worked to increase curricular coherence, select instructional materials, design formative common assessments, analyze the results of those assessments, and design and implement support systems for students not achieving at proficient levels. This work occurs on release days, weekly late starts, and conferences. The administration provides training in data acquisition and analysis, working in teams, and designing support opportunities.