Burlingame Intermediate School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

•   For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
•   For more information about the LCFF or 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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Burlingame Intermediate School
Street	1715 Quesada Way
City, State, Zip	Burlingame, CA 94010
Phone Number	(650) 259-3830
Principal	Pam Scott
Email Address	pscott@burlingameschools.org
Website	http://bi-bsd-ca.schoolloop.com/
County-District-School (CDS) Code	41-68882-6043525

Entity	Contact Information
District Name	Burlingame Elementary School District
Phone Number	(650) 259-3800
Superintendent	Maggie MacIsaac
Email Address	mmacisaac@burlingameschools.org
Website	www.burlingameschools.org

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Burlingame Intermediate School (BIS) serves approximately 1100 students in Burlingame, a small suburban community on the San Francisco Peninsula. As the only middle school in our small district, BIS serves the entire population of sixth, seventh and eighth graders in the community. Currently there are over 25 languages spoken in the homes of our students.

At BIS, it is our mission to educate our students and to ensure academic growth, achievement and challenge for all. To achieve this, our staff holds high expectations for our students and themselves. Collaboration and open communication with all constituents is at the heart of who we are as a school. We value the rich learning environment we offer, where our curriculum challenges students through instruction that meets the needs of our diverse student body. Our students take an active role in their education, and all adults on campus expect them to be respectful, to persevere, and to appreciate their learning opportunities. Our parents are proud to be active participants in the education process and are a welcome part of the school culture and community. At the end of the day, we are proud to be a school that provides a strong foundation to prepare our students to meet the rigorous demand of high school and beyond.

BIS teachers participate in both collaborative and community teams to share best practices amongst staff. Teachers have an active voice and the opportunity to influence the direction of the entire district through participation in a myriad of tremendously influential school, district and community committees. Principal's Cabinet, School Site Council, and grade-level Team Leads are instrumental in determining the direction of the school and its academic program.

BIS uses block scheduling on Tuesdays and Wednesdays to enable students to go deeper over extensive time blocks. On Tuesdays, students participate in Community Time, a block of time set aside for students to make connections with their peers and their teachers. On Wednesdays, students are provided with the opportunity for re-teaching and extension activities as part of Trojan Time. All sixth graders are scheduled under an A/B schedule, which allows them to explore both PE and a Connections class focused on Social Emotional Learning.

Students chose from a variety of elective courses where they practice 21st century learning skills, get the opportunity to learn about a range of topics such as business skills, visual art, music, world languages, robotics, and design thinking. Students apply skills learned in their elective classes such as curating art shows and creating an art gallery. Students have the chance to participate further in project-based learning through Genius Olympiad, which extends students' thinking about technology, science, and mathematics.

We have active community membership in our PTA, our school site council, our Green Team, and our REACH program to help support our vision of all students learning at high levels. We have many family events and information nights, such as World Language Nights, Family Math Night, Arts education, and Ability Awareness events. Community members also participate in and help mentor our Genius Olympiad projects and weekly SPARK Talks.

BIS is extremely proud of the way that our staff, students and parents work collaboratively to provide an inclusive and challenging school environment where every child has the opportunity for a bright future.

Pamela Scott, PRINCIPAL

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	356
Grade 7	369
Grade 8	356
Total Enrollment	1,081

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	22.2
Filipino	3.1
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0.3
White	47.4
Two or More Races	6.8
Socioeconomically Disadvantaged	12
English Learners	11
Students with Disabilities	5.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential		54	65	189
Without Full Credential		0	1	1
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall	Yes	0
Mathematics	Swun Math	Yes	0
Science	Amplify	Yes	0
History-Social Science	World History, Ancient Civilizations Social Studies 2005 2006 History Alive! - Teachers' Curriculum Institute Social Studies 2005 2006 United States History, Independence to 1914 Social Studies 2005 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Since 2007 the Burlingame School District, supported with bond measure money from the community, matching funds from the state, developer's fees, deferred maintenance, Prop 39, and general funds has spent over $35 million on new construction and remodeling. The school now enjoys new roofs, a turf field, a new 12 classroom building, new media center and science classrooms, new flooring in all spaces, remodeled restrooms, fire alarms, 185 new windows, a new driveway, new fencing, and a student garden. Four custodians work on varying shifts with two district gardeners and three district maintenance employees to maintain our seven-acre facility. Burlingame Intermediate School is clean and well maintained with an overall score of 88.51%-FAIR. Additional work using Measure M bond funds will be done at BIS during the summer of 2020 and 2021. This work includes finger wing modernization, including the spaces in between the wings, and auditorium restroom modernization.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Interior hallways, classroom sinks, classroom walls, classroom door jambs and doors need replacing, door hardware in old gym, locker rooms needs replacement and restrooms have peeling paint and odor, and will be repaired or replaced through the Bond in the summer of 2020 and 2021. Rubber flooring needs replacement in the new gym.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Data cabling is exposed. Issue with electrical panel in auditorium. This will be repaired during the summer of 2020.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Classroom sinks, some restrooms are in need of repair or replacement. This will be taken care of in the summer of 2020 and 2021 using Bond funds.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Some doors and hallway windows are in need of replacement. This is scheduled for repair or replacement in the summer of 2020 and 2021 using Bond funds.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	78	78	79	50	50
Mathematics (grades 3-8 and 11)	74	74	76	78	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1086	1073	98.80	1.20	78.47
Male	560	550	98.21	1.79	74.18
Female	526	523	99.43	0.57	82.98
Black or African American	12	11	91.67	8.33	54.55
American Indian or Alaska Native	--	--	--	--	--
Asian	239	238	99.58	0.42	88.66
Filipino	31	31	100.00	0.00	67.74
Hispanic or Latino	202	198	98.02	1.98	53.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	508	502	98.82	1.18	83.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	79	78	98.73	1.27	88.46
Socioeconomically Disadvantaged	144	141	97.92	2.08	52.48
English Learners	220	217	98.64	1.36	50.23
Students with Disabilities	84	81	96.43	3.57	28.40
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1086	1070	98.53	1.47	74.39
Male	560	550	98.21	1.79	74.55
Female	526	520	98.86	1.14	74.23
Black or African American	12	10	83.33	16.67	30.00
American Indian or Alaska Native	--	--	--	--	--
Asian	239	237	99.16	0.84	89.87
Filipino	31	31	100.00	0.00	61.29
Hispanic or Latino	202	197	97.52	2.48	45.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	508	501	98.62	1.38	78.04
Two or More Races	79	79	100.00	0.00	88.61
Socioeconomically Disadvantaged	144	141	97.92	2.08	44.68
English Learners	220	216	98.18	1.82	48.61
Students with Disabilities	84	81	96.43	3.57	19.75
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	16.9	26.5	43.1

Note: 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.

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Burlingame Intermediate School affords parents many avenues to be active participants in the school, from School Site Council and PTA participation to numerous district committees. The community also supports an educational foundation, the Burlingame Community for Education (BCE), which raises money to support children and programs in the district.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.7	3.2	1.4	0.6	1.2	0.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Student safety is one of our highest priorities at Burlingame Intermediate School, since students learn best when they are in a safe and orderly environment. Our School Safety Plan is a working document with updates made yearly. Each classroom is equipped with an emergency backpack that includes an evacuation map, important student information and a first aid reference guide to assist teachers with emergency procedures. Emergency drills are conducted monthly in conjunction with the Burlingame Fire Department.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	7	22		26	5	21	1	26	7	21	
Mathematics	27	5	17	2	27	5	17	3	26	6	16	4
Science	28	1	22	1	30	2	21	1	28	2	22	2
Social Science	26	2	22		27	2	21	1	27	4	21	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1081.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,325	$3,275	$7,050	$75,249
District	N/A	N/A	$7,319	$78,513.00
Percent Difference - School Site and District	N/A	N/A	-3.7	-12.6
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	0.0	-11.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,595	$49,378
Mid-Range Teacher Salary	$82,616	$77,190
Highest Teacher Salary	$100,000	$96,607
Average Principal Salary (Elementary)	$141,858	$122,074
Average Principal Salary (Middle)	$157,470	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$279,702	$189,346
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

We believe that ongoing professional development is the hallmark of our educational system in Burlingame. Teachers and administrators review student achievement data and choose topics relating to the most pressing issues from the previous year. Our teachers attend conferences outside the district and workshops within the district. Faculty meetings include professional development activities and the staff collaborate on a regular basis.