Borel Middle 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

School Name	Borel Middle School
Street	425 Barneson Avenue
City, State, Zip	San Mateo, CA 94402
Phone Number	(650) 312-7670
Principal	Jessica Notte
Email Address	jnotte@smfcsd.net
School Website	https://borel.smfcsd.net/
Grade Span	6-8
County-District-School (CDS) Code	41690396044853

2025-26 District Contact Information

District Name	San Mateo-Foster City School District
Phone Number	(650) 312-7700
Superintendent	Diego R. Ochoa
Email Address	diegoochoa@smfcsd.net
District Website	www.smfcsd.net

2025-26 School Description and Mission Statement

At Borel Middle School, students come first. We center student voice, needs, and ideas to build a strong, inclusive school community that extends beyond our classrooms. Our diverse population brings rich perspectives that shape a safe, caring, and connected learning environment. Each year, we intentionally strengthen relationships among students, staff, and families to foster trust and belonging. With over 25 languages spoken and many bilingual students, staff, and families, multilingualism is a valued asset. We offer five special education program models and prioritize inclusive opportunities throughout the school day and beyond.

We celebrate students who exemplify our Bobcat PRIDE values—Positive, Reflective, Inclusive, Determined, and Empathetic—

2025-26 School Description and Mission Statement

which were developed collaboratively by students and staff. Community service and collective care are central to our culture, reinforcing responsibility to one another, our school, and our city.

Borel Middle School's vision is to motivate all students to collaborate, lead, reflect, and learn in a rigorous and engaging environment. Our instructional practices emphasize engagement, deep understanding, and continuous growth. A strong culture of teacher leadership drives ongoing professional learning grounded in data, research, and collaboration.

Student wellness and family partnership are foundational. Our Wellness Team—comprised of school-based staff, district personnel, and community partners—supports students before, during, and after the school day. The addition of a School Community Worker has strengthened connections between families and city resources. Families are actively engaged through PTA, Site Council, and ELAC, as well as through signature community events such as our Cultural Fair, Borel Musical, and music performances, where we celebrate student talents and our shared diversity.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	276
Grade 7	314
Grade 8	313
Total Enrollment	903

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Asian	11.8
Black or African American	0.2
Filipino	2.8
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	1.9
Two or More Races	8.1
White	19
English Learners	26.6
Homeless	6
Socioeconomically Disadvantaged	47.7
Students with Disabilities	13.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44	94.63	471.9	89.04	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.3	1.01	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.2	1.75	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	1.78	18.7	3.53	11953.1	4.28
Unknown/Incomplete/NA	1.6	3.57	24.8	4.68	15831.9	5.67
Total Teaching Positions	46.5	100	530	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39	78.25	429.3	85.43	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	1.19	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	8.03	23.3	4.64	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	4.01	12.2	2.43	11746.9	4.23
Unknown/Incomplete/NA	4.8	9.69	31.6	6.3	14303.8	5.15
Total Teaching Positions	49.8	100	502.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.6	83.71	443.4	86.1	230039.4	100
Intern Credential Holders Properly Assigned	1	2.06	8	1.55	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	0.68	16.7	3.25	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.8	7.9	28.9	5.62	12112.8	4.34
Unknown/Incomplete/NA	2.7	5.63	17.8	3.47	13705.8	4.91
Total Teaching Positions	48.5	100	515	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	4	0.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	4	0.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.9	2.8
Local Assignment Options	0.00	1	1
Total Out-of-Field Teachers	0.80	2	3.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.4	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. Pursuant to the settlement of Williams vs. the State of California, all students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption.

SMFCSD also implemented a supplemental phonemic awareness program, Heggerty in our TK-2 classrooms and Preventing Academic Failure (PAF) for reading in K-2. Additionally, Teachers' Curriculum Institute, Social Studies Alive! for Elementary Social Studies was approved by the School Board as an instructional materials resources as we plan for elementary instructional materials adoption to be piloted and adopted in 2027-28. Our Montessori schools (North Shoreview & Parkside) implement Units of Study for ELA and Montessori Core Curriculum materials per a Waiver approved by the school Board (2021).

Year and month in which the data were collected	January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The following textbooks and materials were adopted as indicated below: Transitional Kindergarten, Three Cheers for Pre-K, SAVVAS Learning Co. LLC, 2011, (SMFC Board Adopted 2025) English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017 Grades 6-8, ELA , SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024) Grades 6-8 ELD, iLit SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024)	0
Mathematics	The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK	0

	Grades K-5 Zearn Mathematics, Ureka Math, 2016 (SMFC Board Adopted in 2020) Grades 6-8 Math Nation, Illustrative Math, 2013 (SMFC Board Adopted in 2020)	
Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, OpenSciEd and Carolina Biological Supply Kendall Hunt (2021) (SMFC Board Adopted in 2022)	0
History-Social Science	The following textbooks and materials were adopted as indicated below: Grades K-5, TCI-Teacher's Curriculum Institute (2016) (SMFC Board Adopted for interim materials, 2025) Grade 6-8 TCI-Teacher's Curriculum Institute, (2019) (SMFC Board Adopted, 2019)	0
Foreign Language	The following textbooks and materials were adopted by the District in 2003 for Grades 6-8: Spanish, Glencoe/McGraw Hill, Como Te Va French, Glencoe/McGraw Hill, Bon Voyage	0
Health	The following textbooks and materials were adopted by the District as indicated below: Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015) Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016) Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)	0
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

The San Mateo-Foster City School District makes every effort to ensure that all schools provide clean, safe, and functional environments. The District's Maintenance staff ensures that necessary repairs to keep schools in good working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service, with emergency repairs given the highest priority. In addition to responding to emergency repairs promptly, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools are staffed with at least one day and one night custodian to provide a clean and hazard-free environment, based on enrollment. All of our comprehensive Middle Schools and Foster City Elementary now have two day custodians and multiple night custodians, based on their enrollment. Some of the larger schools, particularly the middle schools, are staffed with one day custodian and two or three night custodians. Principals, Assistant Principals, and the District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during January 2026 to determine the repair status of school facilities.

School Facility Conditions and Planned Improvements

Recent efforts to address non-routine needs include the passage of Measure X (2015 $142M) and Measure T (2020 $409M). Under Measure X, Abbott and Borel Middle Schools have new classrooms and new gyms/locker rooms. Bayside Academy has a new gym and locker rooms, and a new school, Beach Park Elementary, opened in Foster City. Measure X Phase II was completed last year with new multipurpose buildings at George Hall & Sunnybrae Elementary Schools, and science and drama buildings at Bowditch MS. The final project of Measure X is the swapping of the Fiesta Gardens and College Park campuses and the expansion of Fiesta Gardens to 8th grade with 7 new classrooms, a gym, and satellite administration space, which began construction in Spring 2025.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students, as well as infrastructure improvements such as plumbing and electrical systems. Voters approved a bond measure, Measure T in 2020 to implement the Immediate Priorities identified in the 2020 Facilities Master Plan. Priority projects included new Multi-Purpose Rooms at four elementary schools, HVAC addition or replacement at 18 schools, replacement of grass with synthetic turf at all schools, paving maintenance, restroom modernization, and new drinking fountains with water bottle fillers district-wide. Last fall, 18 new classrooms opened at Bowditch MS, replacing outdated windowless rooms.

In Spring 2025, the District began updating the 2020 Facilities Master Plan. Even though progress has been made to facilities with two prior bonds, many classrooms have not been modernized in over 20 years. The 2026 Facilities Master Plan reflects over one billion dollars of need across the District and will go to the Board for review in January 2026. The Board is reviewing the possibility of pursuing another Bond in 2026.

Year and month of the most recent FIT report	November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Recycle bin enclosure.
Interior: Interior Surfaces	X			New Flooring Summer 2025; New CTE room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			AV work in both gyms, EV chargers, new fliers at rear of site, 2 new cameras
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom Modernization begin in 2025
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		New paving summer of 2025

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
English Language Arts/Literacy (grades 3-8 and 11)	50	48	55	52	47	48
Mathematics (grades 3-8 and 11)	38	38	50	49	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	913	882	96.60	3.40	47.84
Female	451	437	96.90	3.10	52.52
Male	462	445	96.32	3.68	43.24
American Indian or Alaska Native	0	0	0	0	0
Asian	106	105	99.06	0.94	82.86
Black or African American	--	--	--	--	--
Filipino	26	25	96.15	3.85	68.00
Hispanic or Latino	491	471	95.93	4.07	24.26
Native Hawaiian or Pacific Islander	20	20	100.00	0.00	25.00
Two or More Races	95	89	93.68	6.32	62.92
White	173	170	98.27	1.73	83.43
English Learners	241	222	92.12	7.88	6.79
Foster Youth	0	0	0	0	0
Homeless	53	53	100.00	0.00	19.23
Military	27	26	96.30	3.70	26.92
Socioeconomically Disadvantaged	452	435	96.24	3.76	26.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	116	94.31	5.69	13.91

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
All Students	913	891	97.59	2.41	37.71
Female	451	442	98.00	2.00	37.56
Male	462	449	97.19	2.81	37.86
American Indian or Alaska Native	0	0	0	0	0
Asian	106	105	99.06	0.94	76.19
Black or African American	--	--	--	--	--
Filipino	26	25	96.15	3.85	52.00
Hispanic or Latino	491	476	96.95	3.05	15.55
Native Hawaiian or Pacific Islander	20	20	100.00	0.00	15.00
Two or More Races	95	94	98.95	1.05	46.81
White	173	169	97.69	2.31	71.60
English Learners	241	231	95.85	4.15	4.76
Foster Youth	0	0	0	0	0
Homeless	53	50	94.34	5.66	20.00
Military	27	26	96.30	3.70	19.23
Socioeconomically Disadvantaged	452	438	96.90	3.10	17.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	115	93.50	6.50	7.83

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
Science (grades 5, 8 and high school)	45.95	40.2	45.29	42.19	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
All Students	315	307	97.46	2.54	40.20
Female	157	155	98.73	1.27	44.81
Male	158	152	96.20	3.80	35.53
American Indian or Alaska Native	0	0	0	0	0
Asian	44	43	97.73	2.27	72.09
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	155	150	96.77	3.23	18.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	52.63
White	65	64	98.46	1.54	64.06
English Learners	55	53	96.36	3.64	0.00
Foster Youth	0	0	0	0	0
Homeless	18	16	88.89	11.11	31.25
Military	13	13	100.00	0.00	7.69
Socioeconomically Disadvantaged	141	138	97.87	2.13	22.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	30	85.71	14.29	17.24

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 7	95	94	95	93	96

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

Parent Involvement Contact:
Name - Karina Wilhelms, PTA President
Email - leaders@borelbobcats.org
School Phone - 650-312-7670

Borel Middle School benefits from a highly engaged and supportive parent community that plays an active role in school life and student success.

Parent Teacher Association (PTA)
Our Parent Teacher Association (PTA) leads community-building efforts and fundraising throughout the year. Signature events include the Welcome BBQ and our large Cultural Fair, which bring families together and celebrate our diverse community. PTA funds directly support student wellness and academic achievement. The PTA Board meets monthly and hosts inclusive PTA meetings open to all families. These meetings often include parent education sessions on topics such as vaping, social media use, and Restorative Practices.

English Language Advisory Committee (ELAC)
Our English Language Advisory Committee (ELAC) is a thriving and well-attended forum for multilingual families. A collaborative planning team of parents and teachers organizes monthly ELAC meetings focused on listening to family needs and sharing resources to support student success. Attendance regularly reaches approximately 100 participants at our monthly dinner meetings, reflecting strong family engagement.

School Site Council (SSC)
The School Site Council is composed of a diverse group of stakeholders, including certificated staff, classified staff, parents, students, and the principal. The council meets monthly to collaborate and provide input on the School Plan for Student Achievement (SPSA). Members review data related to safety, student achievement, and student wellness to inform school goals and actions.

Programs and Activities
Parents are actively involved in our Music, Drama, and Sports programs. We value the partnership of families and staff who volunteer to coach students across Borel's three sports seasons and support performances and productions throughout the year.

Community Service and School Events
Community service is a core value at Borel. Parents partner with students and staff in service efforts such as campus clean-up events and in planning meaningful school milestones, including Head Start activities and promotion celebrations that welcome and honor students.

Ongoing Family Voice and Access
Throughout the year, families are invited to provide feedback through surveys offered both digitally and in hard-copy formats. We utilize on-demand translation services and bilingual staff to ensure families can participate fully and share their perspectives.

Family Members as Staff
Several parents are also members of our school staff, serving as teachers, mental health providers, and paraprofessionals, further strengthening the connection between home and school.

We are deeply grateful for the partnership and support of our families and continue to seek new and inclusive ways to engage parents in our school community.

2025-26 Opportunities for Parental Involvement

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	933	925	176	19.0
Female	459	455	85	18.7
Male	474	470	91	19.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	109	108	4	3.7
Black or African American	--	--	--	--
Filipino	26	25	4	16.0
Hispanic or Latino	507	503	120	23.9
Native Hawaiian or Pacific Islander	21	21	17	81.0
Two or More Races	75	75	11	14.7
White	174	172	15	8.7
English Learners	255	253	72	28.5
Foster Youth	--	--	--	--
Homeless	56	56	18	32.1
Socioeconomically Disadvantaged	476	473	124	26.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	133	45	33.8

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
4.6	4.48	4.18	1.81	1.89	1.91	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	0	0	0	0	0	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	4.18	0.00
Female	3.49	0.00
Male	4.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.92	0.00
Black or African American	0.00	0.00
Filipino	11.54	0.00
Hispanic or Latino	5.33	0.00
Native Hawaiian or Pacific Islander	4.76	0.00
Two or More Races	4.00	0.00
White	0.57	0.00
English Learners	8.63	0.00
Foster Youth	0.00	0.00
Homeless	5.36	0.00
Socioeconomically Disadvantaged	5.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.76	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

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued, and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety, and lifelong learning) communicate the expectations for behavior to students, parents, teachers, and administrators and are updated and reviewed annually. The principals were developed to be consistent with the State Education Code, policies of the San Mateo-Foster City School District Board of Trustees, and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Each year, the District reviews all sites' Safety Plans to determine if all required components are included and to offer feedback and suggestions. Additionally, the CCSPs are reviewed and approved locally by the School Site Council prior to the SMFC Board of Trustees' annual approval by March 1st annually.

California Education Code Section 32280 requires school fire evacuation as well as one practice lockdown drill. The District organizes two District-wide drills each year, using different scenarios to ensure the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover, and Hold On, Lockdown/Barricade, and Evacuation) are in place, reviewed, and practiced at each district location. Some practice drills will involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff. We also continue to build and expand our relationship with our first responders of the SM-FC Consolidated Police and Fire. Multiple opportunities for CPR, First Aid, and AED Training are provided annually for all district staff.

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	22	9	22	0
Mathematics	23	12	15	0
Science	27	0	23	0
Social Science	28	0	22	0

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	21	13	21	
Mathematics	23	6	21	1
Science	26	1	23	
Social Science	24	5	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	19	20	21	
Mathematics	23	6	21	
Science	24	3	23	
Social Science	22	9	20	

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	311.33

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)	3
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	11561	4399	7162	98966
District	N/A	N/A	12226	$98,638
Percent Difference - School Site and District	N/A	N/A	-52.2	0.3
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-43.5	-2.7

Fiscal Year 2024-25 Types of Services Funded

Types of Services Funded (Fiscal Year 2017-2024)
The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists). In the 2023-2024 The District has added more positions to support students an families, including: mental health clinicians, more counselors and Community Service Specialists.

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	$62,480	$61,597
Mid-Range Teacher Salary	$96,584	$98,902
Highest Teacher Salary	$122,824	$126,340
Average Principal Salary (Elementary)	$185,280	$158,383
Average Principal Salary (Middle)	$189,843	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$300,245	$288,332
Percent of Budget for Teacher Salaries	30.64%	31.29%
Percent of Budget for Administrative Salaries	6.03%	5.38%

Professional Development

Professional Development –2023-24, 2024-25, 2025-26

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through optional days in the summer, three embedded professional development days during the school year, and other scheduled release times. Our primary focus for professional development is aligned to our District's Five Year Strategic Plan. The Strategic Plan was developed in collaboration with a variety of stakeholder groups, using current student academic, equity and wellness data to inform our professional learning needs.

Professional Development is differentiated by grade level spans and job roles in the areas of academics, student wellness and equity strategies. Throughout this school year, staff engage in a continuous content thread that is intended to give depth to professional development and not keep "adding new". Professional learning opportunities integrate content development and research-based instructional and assessment practices to meet the needs of all learners, specifically Multilingual Learners, Students with Disabilities and students from economically struggling families (SED).

In addition, beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3