Westborough 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	Westborough Middle School
Street	398 B Street, South San Francisco, CA 94080-4423
City, State, Zip	South San Francisco, CA 94080-5115
Phone Number	650.877.8848
Principal	Loraine Rossi de Campos
Email Address	lrossidecampos@ssfusd.org
School Website	https://westborough.ssfusd.org/
Grade Span	6-8
County-District-School (CDS) Code	41690706067128

2025-26 District Contact Information

District Name	South San Francisco Unified School District
Phone Number	650.877.8700
Superintendent	Shawnterra Moore, Ed.D.
Email Address	smoore@ssfusd.org
District Website	www.ssfusd.org

2025-26 School Description and Mission Statement

Welcome to Westborough, home of the blue and gold Wildcats.

At Westborough Middle School, our mission is to foster a learning environment where every student can thrive, grow, and make an impact. We are committed to providing a healthy, safe, and positive space that promotes academic excellence, social well-being, and personal growth, empowering students to navigate the complexities of life and become engaged, productive members of society. Our dedicated staff strives to create collaborative, learner-centered experiences based on student data, laying the foundation for critical thinking and lifelong learning.

2025-26 School Description and Mission Statement

Middle school is a unique and exciting phase, and we are committed to guiding our students through this period with a supportive, engaging, and challenging educational experience. Our highly qualified staff—both experienced and new—are devoted to nurturing a safe, stimulating environment where all students can learn, thrive, and succeed. Our goal is to prepare students for high school and beyond, ensuring they develop the skills and mindset of life-long learners who can navigate future challenges with confidence.

We provide a rich, standards-based academic program, offering students a blend of core subjects and electives, approved by our District and Board. Students participate in bi-weekly Advisory sessions alongside their classes in language arts, math, science, social studies, PE, and electives. Our modified block schedule allows for 47-minute classes on Mondays, Tuesdays, and Fridays, while Wednesdays and Thursdays feature extended 80-minute sessions to deepen learning. Elective options, such as band, choir, technology, leadership, art, and more, round out each student's educational experience, offering opportunities to explore new passions and develop skills in diverse areas.

Westborough is also dedicated to supporting all learners, including those with mild to moderate special education needs, through tailored academic support programs that ensure full access to our rigorous curriculum. Our specialized programs for moderate to severe needs further demonstrate our commitment to providing support for the diverse range of learners on our campus.

To ensure students can fully engage in and navigate their academic journey, our after-school Academic Center operates three days a week, offering both general and math-specific support. Peer tutors are available, creating an environment where students can learn collaboratively and get the help they need to thrive academically.

Our two academic counselors work to guide students, providing academic assistance and monitoring progress to foster success. They are also essential in supporting the emotional well-being of our students, connecting them with necessary resources within our school and the greater community. Our Wellness Counselor, School Psychologist, and Behaviorist further enhance the mental and emotional support offered at Westborough, ensuring that students can learn and grow in a caring, supportive environment.

Beyond academics, Westborough offers a wide variety of clubs and activities, giving students the chance to explore their interests and make a meaningful impact on their school community. From Anime Club to Gardening Club, Science Trivia Club, and Wrestling Club, there is a space for every student to connect and thrive. New clubs are often added based on student interest and staff availability, ensuring that our extracurricular offerings evolve alongside our students' passions.

During lunch, students can participate in intramurals. Once a year, students can choose from mini-courses or field trips, offering further opportunities for hands-on learning and social development. Monthly grade-level and whole-school activities keep our school community vibrant and engaged.

At Westborough, we are dedicated to nurturing the whole child and providing a welcoming, culturally relevant, and dynamic educational experience. We are proud to be a true community school where every student is supported and given the opportunity to learn, thrive, and succeed. Together, we will guide your child toward a bright future. Feel free to contact the Westborough Middle School Office to arrange a visit.

We look forward to partnering with you on this journey!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	159
Grade 7	184
Grade 8	155
Total Enrollment	498

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.6
Asian	27.1
Black or African American	1
Filipino	32.9
Hispanic or Latino	21.7
Native Hawaiian or Pacific Islander	2
Two or More Races	9.2
White	5.4
English Learners	9.4
Homeless	1.8
Socioeconomically Disadvantaged	28.3
Students with Disabilities	15.1

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)	24.8	86.14	364.5	83.29	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.67	20.1	4.61	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.3	0.77	11953.1	4.28
Unknown/Incomplete/NA	2.9	10.15	41.4	9.47	15831.9	5.67
Total Teaching Positions	28.8	100	437.6	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)	20.5	73.31	366.3	86.19	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10.3	2.44	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.4	26.69	43.2	10.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.5	1.06	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.5	0.12	14303.8	5.15
Total Teaching Positions	27.9	100	425.1	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)	16.3	54.6	343.1	76.78	230039.4	100
Intern Credential Holders Properly Assigned	0.5	1.97	9.9	2.22	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.7	35.83	73	16.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	0.47	12112.8	4.34
Unknown/Incomplete/NA	2.2	7.53	18.6	4.18	13705.8	4.91
Total Teaching Positions	30	100	446.9	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	1.00	7.4	10.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	7.4	10.7

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	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	12	24	43.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.2	8.3	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

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 the data were collected	August 2023

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	McGraw Hill Study Sync/2017	0%
Mathematics	Pearson Digits/2015	0%
Science	Green Ninja (Imagine Learning 2022)	0%
History-Social Science	McGraw Hill Impact California Social Studies Grades 6 - 8/2019	0%
Health	Glencoe/McGraw-Hill-Teen Health / Gr 6-8 / 1999-2000	0%

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

School Facility Conditions and Planned Improvements

Westborough Middle School was built in 1968. The school has 31 teaching stations, MUR, Library, Locker Rooms, and Administration Offices, providing education for grades 6-8. The District makes great efforts to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facility's work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status
Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair

The Overall Rating: 96.91%

Year and month of the most recent FIT report	September 2025

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Exemplary
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Exemplary
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	56	59	49	49	47	48
Mathematics (grades 3-8 and 11)	49	47	38	39	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	499	495	99.20	0.80	59.39
Female	249	247	99.20	0.80	66.80
Male	250	248	99.20	0.80	52.02
American Indian or Alaska Native	--	--	--	--	--
Asian	135	135	100.00	0.00	74.81
Black or African American	--	--	--	--	--
Filipino	168	167	99.40	0.60	64.07
Hispanic or Latino	110	108	98.18	1.82	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	60.47
White	26	26	100.00	0.00	53.85
English Learners	37	36	97.30	2.70	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	145	99.32	0.68	44.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	70	98.59	1.41	11.43

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	499	495	99.20	0.80	46.87
Female	249	247	99.20	0.80	48.99
Male	250	248	99.20	0.80	44.76
American Indian or Alaska Native	--	--	--	--	--
Asian	135	135	100.00	0.00	71.11
Black or African American	--	--	--	--	--
Filipino	168	167	99.40	0.60	44.31
Hispanic or Latino	110	108	98.18	1.82	26.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	51.16
White	26	26	100.00	0.00	34.62
English Learners	37	36	97.30	2.70	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	145	99.32	0.68	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	70	98.59	1.41	5.71

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)	39.41	52.9	33.08	34.45	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	156	155	99.36	0.64	52.90
Female	74	73	98.65	1.35	53.42
Male	82	82	100.00	0.00	52.44
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	59	59	100.00	0.00	57.63
Hispanic or Latino	40	39	97.50	2.50	25.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	64.29
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	47.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	18.52

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	97.2%	99.4%	96.1%	99.4%	99.4%

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

The School Accountability Report Card (SARC) provides information regarding the State's priority for Parental Involvement "Purposeful Partnerships" (Priority 3), focusing on how the school district seeks parent input in decision-making at both the district and school levels.

At Westborough, we offer several opportunities for parents to get involved and make a meaningful impact on our school community.

Our school is supported by an active PTSA (Parent Teacher Student Association), which meets on the second Wednesday of every month at 6:30 PM. Parents are welcome to join at any time. The PTSA contributes to the school financially, organizes volunteer activities, and sponsors community events. Additionally, we incorporate a parent education series into our PTSA meetings, using surveys and focus groups to tailor the topics to the needs and interests of our parents, ensuring the information is relevant and timely.

Parental involvement in fundraising plays a key role in supporting various programs, including the Music Program, the Associated Student Body (ASB), and the Leadership Program.

Parents are also encouraged to participate in our School Site Council/ELAC (English Learner Advisory Committee), which meets on the third Wednesday of each month from 3:30 to 4:30 PM. More details can be found on the WMS website calendar.

Additionally, parents can volunteer in several ways throughout the year:
Presenting about their careers during our "Career Cafe" sessions.
Chaperoning field trips
Assisting with event supervision.

Parents are invited to attend our annual fall Parent Conference Week, where they can review their child's first-quarter progress with teachers. During "Back-to-School Night" in August/September, parents can learn about our programs and meet their child's teachers. Other events like band concerts, art exhibits, the science fair, and the EL re-designation ceremony also provide great opportunities for parental involvement.

Parents are also welcome to participate in events such as our Mini-Course Day, Color Run, Band Program trips, and other family-friendly activities throughout the year. We value and welcome parental involvement at Westborough!

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	507	503	47	9.3
Female	252	250	27	10.8
Male	255	253	20	7.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	136	136	2	1.5
Black or African American	--	--	--	--
Filipino	166	165	12	7.3
Hispanic or Latino	116	113	21	18.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	45	3	6.7
White	27	27	3	11.1
English Learners	50	48	9	18.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	153	152	31	20.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	76	23	30.3

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
8.76	11.2	7.89	3.94	3.3	2.64	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	7.89	0.00
Female	5.56	0.00
Male	10.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.68	0.00
Black or African American	0.00	0.00
Filipino	3.61	0.00
Hispanic or Latino	15.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.11	0.00
White	7.41	0.00
English Learners	14.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	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 School Safety Plan provides a clear and comprehensive overview of Westborough's safe school programs and emergency procedures. It details the specific actions and contacts for handling all major emergencies. The plan identifies the school's emergency response team members, outlines their roles and responsibilities, and clarifies their communication channels with the district's emergency team. It also includes emergency policies, procedures, and the location and inventory of first aid and emergency supplies, along with important community contact information. This plan is updated and reviewed with staff annually.

Each year, we conduct various drills—earthquake, fire, and review lockdown procedures—with both staff and students. As part of San Mateo County, we strictly adhere to the Big 5 protocols to ensure everyone's safety.

The Westborough School Safety Committee and School Site Council (SSC) review and update the safety plan annually. Additionally, the plan undergoes review by the SSFUSD Director of Student Services and members of the SSFPD to ensure all safety measures remain up-to-date and effective.

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	6	9	0
Mathematics	21	9	6	1
Science	18	11	5	2
Social Science	19	8	7	2

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	23	8	7	3
Mathematics	24	9	12	3
Science	18	10	6	2
Social Science	17	9	10	

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	23	11	5	4
Mathematics	23	13	8	4
Science	19	8	10	
Social Science	18	9	10	

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	173

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	$20,277.00	$1,926.00	$10,724.00	$93,469.37
District	N/A	N/A	$7,627.00	$99,877.48
Percent Difference - School Site and District	N/A	N/A	33.8	-6.6
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-3.9	-6.8

Fiscal Year 2024-25 Types of Services Funded

Below is a list of funding sources for the 2025 - 2026 school year: General site allocations, Federal funds (Title II, III, IV), At-Promise funds, EL Support funds, Co-Curricular funds, library funds, (Local Control Funding Formula (LCFF), Prop 28, Expanded Learning Opportunity Grant and custodial supply funds are all key sources of funding for our school. We use At-Promise funding to operate an Academic Center after school, two to three days a week, providing extra academic support.

Our robust music, art, and technology programs are made possible through this funding, which also supports teacher leadership positions, professional development for educators, staff leadership positions, additional teacher collaboration meetings, and additional supervision for student activities, including substitute teachers.

Funding enables various school programs and activities, such as intramurals, Response to Intervention (RtI) meetings, the Positive Behavior Support Program (PBIS), assemblies, field trips, and other schoolwide events. Additionally, our restorative programs for students and ongoing staff development are sustained through site-allocated funds.

These allocations also cover school-wide supplies and materials. For more details on resource allocation, please refer to the SPSA.

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	$65,912	$62,145
Mid-Range Teacher Salary	$95,687	$97,088
Highest Teacher Salary	$121,573	$120,436
Average Principal Salary (Elementary)	$159,480	$151,343
Average Principal Salary (Middle)	$165,850	$159,514
Average Principal Salary (High)	$250,077	$177,261
Superintendent Salary	$313,950	$294,805
Percent of Budget for Teacher Salaries	28.37%	29.95%
Percent of Budget for Administrative Salaries	5.33%	5.4%

Professional Development

This section outlines how we have used staff development opportunities over the past three years. Note: Collaboration time is built into the workday on Wednesdays.

2022-2023 Initiatives: The focus was on relationship-based practices, Restorative Practices (such as Community Circles), and refining our Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) programs.

2023-2024 Initiatives: The staff is receiving training in Universal Design for Learning (UDL) and continuing Professional Learning Community (PLC) work, alongside ongoing refinement of our RTI programs. Relationship-based practices and Restorative Practices remain a key focus this year.

2024-2025 Initiatives: This year, the entire staff is deepening their understanding of UDL principles. Teacher leaders are guiding the lesson planning, implementation, and reflection process, ensuring that UDL strategies are embedded in our instructional practices.

2025-2026 Initiatives: This year, the entire staff is invested in deepening their practice of exceptional implementation of curriculum and instruction, with emphasis on supporting our most vulnerable student groups through academic discourse and UDL, as well as the math curriculum implementation. We are also working to foster a safe and inclusive school environment where students name trusted adults and various opportunities where they have interacted with one another in a meaningful way. This includes finding ways to increase student voice and choice within our programming.

We have cultivated a culture of data-driven Professional Learning Communities (PLCs) that use a Collaborative Inquiry Cycle (CIC) to investigate instructional challenges and identify effective strategies. UDL principles are consistently integrated into our teaching, with dedicated collaboration days throughout the year to support these initiatives.

To address student needs, professional development time is used to analyze performance data and support struggling students through our RTI process. Half of the early-release Wednesdays are focused on monitoring student progress. Additionally, optional workshops on tools like Infinite Campus (IC) and other educational technology applications are available after school for teachers.

The implementation of a shared vision and common practices is supported through various meetings, such as whole staff meetings, Leadership Team meetings, and department or grade-level sessions led by department chairs and lead teachers. Common protocols, assessments, and lesson sharing help reinforce these practices across the school.

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

Professional Development

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