

Borel Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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/
County-District-School (CDS) Code	41690396044853

2021-22 District Contact Information

District Name	San Mateo-Foster City School District
Phone Number	(650) 312-7700
Superintendent	Diego Ochoa
Email Address	tsandoval@smfc.k12.ca.us
District Website Address	www.smfcsd.net

2021-22 School Overview

At Borel Middle School, we take great pride in building an inclusive community where everyone can be successful and be their authentic self. We have a talented, capable staff; a rigorous curriculum, and a safe environment. It is the mission of the Borel Middle School staff to hold itself accountable to high levels of achievement for all students as determined by state and national standards.

We stress high academic standards using district adopted curriculum and embedding our district's EL Signature Strategies into our daily practice. It is important that we consistently utilize multi-tiered systems of support to meet the needs of all students during the day and provide opportunities for after school help and enrichment.

Our diverse student body is one of our biggest assets. We work together to continually build community with our students, staff, families, and community partners. We utilize school wide PBIS expectations of respectful, responsible and safe to continually teach expected behaviors that allow for a positive and safe experience. Restorative Practices are implemented proactively to build community and, when necessary, to repair harm and restore peace. Each Wednesday, we implement the district adopted Second Step curriculum to teach and practice valuable life skills.

About this School

2020-21 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	307
Grade 7	361
Grade 8	334
Total Enrollment	1,002

2020-21 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Asian	12
Black or African American	0.8
Filipino	3.2
Hispanic or Latino	45.5
Native Hawaiian or Pacific Islander	1.3
Two or More Races	9.7
White	26.8
English Learners	18.3
Foster Youth	0.4
Homeless	3
Socioeconomically Disadvantaged	36
Students with Disabilities	9.5

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 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)	38.8	79.5	469.6	88.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	2.3	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	7.8	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.0	14.3	25.5	4.8	12115.8	4.4
Unknown	3.0	6.1	27.5	5.2	18854.3	6.9
Total Teaching Positions	48.8	100.0	532.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	2.0
Local Assignment Options	5.0
Total Out-of-Field Teachers	7.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.0

2021-22 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.

In addition, SMFCSD implemented a supplemental phonemic awareness program, Heggerty in our TK-2 classrooms.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The following textbooks and materials were adopted as indicated below: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011 English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017 TK-2, Heggerty Phonemic Awareness Supplemental (2021-22) Grades 6-8, SpringBoard, The College Board, California Edition, 2017 and Grades 6-8 CommonLit, 2014-2021	Yes	0
Mathematics	The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK 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)	Yes	0
Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, CPO Science, Focus on Earth, Life and Physical Science (2007) (SMFC Board Adopted in 2008)	Yes	0
History-Social Science	The following textbooks and materials were adopted in May 2007: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 Glencoe/McGraw Hill - Discovering Our Past (2006)	Yes	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	Yes	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)	Yes	0

School Facility Conditions and Planned Improvements

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and 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; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodian to provide a clean and hazard-free environment. 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 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, which are available at the District Office and have been expanded this year to address the additional cleaning standards needed to prevent the spread of COVID-19. 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 the month of December 2021 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond to provide the facilities needed for increased and increasing enrollments in the District. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020) and new gyms/locker rooms (completed Summer 2021) and Bayside Academy has a new gym and locker rooms which were completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City which was completed in Spring 2021. Measure X Phase II work began last summer with architectural design work well underway for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. Community input for program planning is ongoing for the North Central School.

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 especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade. The first round of projects of Measure T include new Multi Purpose Rooms at four elementary schools, HVAC addition or replacement at 15 schools, grass replaced with synthetic turf at 12 schools and new drinking fountains with water bottle fillers District Wide.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Compressor replacements at specific HVAC Units

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces			X	New Resilient flooring in 17,28,30,32,33. New carpet in music room. Carpet needs replacing throughout. Added air purifiers to all classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			New Bottle filler stations/water fountains installed. New auto flush sensors installed in restrooms.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			New Borel gym floor and music room floor and roof damage. 10/2021
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1006	930	92.45	7.55	60.46
Female	497	464	93.36	6.64	64.35
Male	509	466	91.55	8.45	56.59
American Indian or Alaska Native	0	0	0	0	0
Asian	118	117	99.15	0.85	88.89
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	70.59
Hispanic or Latino	462	413	89.39	10.61	35.78
Native Hawaiian or Pacific Islander	13	13	100	0	30.77
Two or More Races	119	113	94.96	5.04	74.34
White	268	252	94.03	5.97	82.07
English Learners	173	149	86.13	13.87	8.22
Foster Youth	--	--	--	--	--
Homeless	66	56	84.85	15.15	10.71
Military	15	13	86.67	13.33	46.15
Socioeconomically Disadvantaged	154	132	85.71	14.29	20.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	76	79.17	20.83	13.33

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1006	914	90.85	9.15	44.49
Female	497	457	91.95	8.05	44.81
Male	509	457	89.78	10.22	44.18
American Indian or Alaska Native	0	0	0	0	0
Asian	118	117	99.15	0.85	81.20
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	44.44
Hispanic or Latino	462	398	86.15	13.85	20.10
Native Hawaiian or Pacific Islander	13	11	84.62	15.38	18.18
Two or More Races	119	111	93.28	6.72	62.16
White	268	254	94.78	5.22	59.68
English Learners	173	138	79.77	20.23	4.41
Foster Youth	--	--	--	--	--
Homeless	66	56	84.85	15.15	3.57
Military	15	14	93.33	6.67	7.14
Socioeconomically Disadvantaged	154	127	82.47	17.53	13.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	74	77.08	22.92	10.96

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	0.00	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	335	NT	NT	NT	NT
Female	152	NT	NT	NT	NT
Male	183	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	41	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	144	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	39	NT	NT	NT	NT
White	95	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	49	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parent Involvement Contact:
Name - Anna Kwok
Email - annak820@gmail.com
School Phone - 650-312-7670

Borel Middle School has a very active PTA, Site Council and ELAC. Parent leaders collaborate with Borel staff to host informational nights and share resources to help students and their families thrive. Our students and staff receive a tremendous amount of support from PTA. Borel's PTA funds provide supplemental materials for each department, enrichment events, and opportunities, supplemental counseling, as well as administrative services. Through these and countless other services for the school, our PTA enables the Borel staff to more effectively provide a quality educational experience for our students.

The School Site Council, a diverse group of stakeholders (certificated staff, classified staff, parents, students, and principal) meet virtually to collaborate and provide input on the School Plan for Student Achievement. The School Site Council reviews student achievement and wellness data to inform the goals articulated in the SPSA. Additionally, the School Site Council will have an opportunity to provide vital feedback on the school's proposed re-opening plan for the 2022- 2023 school year.

Similarly, the English Language Advisory Committee (ELAC) meets regularly to provide families of English Learners with an opportunity to clarify school communications, ask questions, receive vital programming information, provide feedback, and to build community.

In addition, we are fortunate to have parent volunteers assist us in many ways. We have volunteers at lunchtime, helping to deliver services for students and even help staff learn Spanish so as to better connect with our families.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1024	1015	66	6.5
Female	507	502	26	5.2
Male	517	513	40	7.8
American Indian or Alaska Native	0	0	0	0.0
Asian	121	120	1	0.8
Black or African American	8	8	4	50.0
Filipino	32	32	0	0.0
Hispanic or Latino	470	465	47	10.1
Native Hawaiian or Pacific Islander	13	13	1	7.7
Two or More Races	101	100	5	5.0
White	272	270	7	2.6
English Learners	191	189	26	13.8
Foster Youth	5	5	2	40.0
Homeless	34	33	3	9.1
Socioeconomically Disadvantaged	383	379	46	12.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	98	17	17.3

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.36	0.00	1.64	0.01	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.09	1.15	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 life-long learning) communicate the expectations for behavior to students, parents, teachers and administrators and are updated and reviewed yearly. The rules were developed to be consistent with 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. Annually, the District utilizes the services of School Innovations & Achievement to review each school's Safety Plan to determine if all required components are included and to offer feedback and suggestions.

California Education Code Section 32280 requires school fire evacuation drills, as well as one law enforcement lockdown drill, and the District organizes two District-wide drills each year, using different scenarios that test the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover and Hold On, Lockdown/Barricade and Evacuation). These drills 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	28	4	21	
Mathematics	26	3	24	
Science	29		24	
Social Science	31		21	2

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	27	4	20	1
Mathematics	28		25	
Science	30		20	3
Social Science	30		23	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	26	7	36	
Mathematics	28	1	23	1
Science	29		24	
Social Science	29		24	

2020-21 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	334

2020-21 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.

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)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7,824	2,434	5,391	84,400
District	N/A	N/A	8,493	\$87,838
Percent Difference - School Site and District	N/A	N/A	-44.7	-4.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-44.1	-1.7

2020-21 Types of Services Funded

Types of Services Funded

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).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$58,028	\$52,060
Mid-Range Teacher Salary	\$85,814	\$84,043
Highest Teacher Salary	\$109,128	\$107,043
Average Principal Salary (Elementary)	\$155,618	\$133,582
Average Principal Salary (Middle)	\$157,095	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$218,112	\$240,628
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Professional Development – 2019-2022

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through three professional development days, and other scheduled release times during the school year and during the summer. Our primary focus for professional development is aligning instruction to meet the California State Standards and the implementation of our adopted instructional materials and district assessment cycles. Professional learning opportunities integrate content development and research-based instructional and assessment practices to meet the needs of all learners, especially English Learners, Students with Disabilities and students from economically struggling families (SED). Professional Development in SMFCSD is grounded in the California State Standards and the research from the California State Adopted Content Frameworks. Elementary teachers have the opportunity for training in language and literacy, science and mathematics. Middle School teachers receive subject specific professional development on the California Standards and strategies to support conceptual understanding and improve student learning.

Teachers engage in a variety of Professional Development structures including site or department specific PD, teacher learning communities within and across sites, and in departments or grade levels - both in large and small groups. Following current Health & Safety guidelines, many trainings were held virtually, and we found an increase in participation as well as more cross-site collaboration. 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

San Mateo-Foster City School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Mateo-Foster City School District
Phone Number	(650) 312-7700
Superintendent	Diego Ochoa
Email Address	tsandoval@smfc.k12.ca.us
District Website Address	www.smfcisd.net

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7114	6676	93.84	6.16	58.54
Female	3365	3175	94.35	5.65	62.71
Male	3749	3501	93.38	6.62	54.76
American Indian or Alaska Native	--	--	--	--	--
Asian	1699	1661	97.76	2.24	84.22
Black or African American	65	55	84.62	15.38	44.44
Filipino	178	166	93.26	6.74	63.25
Hispanic or Latino	2710	2468	91.07	8.93	28.28
Native Hawaiian or Pacific Islander	139	123	88.49	11.51	34.43
Two or More Races	785	743	94.65	5.35	73.82
White	1536	1458	94.92	5.08	74.47
English Learners	1562	1409	90.20	9.80	11.07
Foster Youth	12	7	58.33	41.67	--
Homeless	462	402	87.01	12.99	14.21
Military	78	72	92.31	7.69	40.85
Socioeconomically Disadvantaged	915	816	89.18	10.82	14.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	752	638	84.84	15.16	16.61

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7114	6640	93.34	6.66	49.05
Female	3365	3164	94.03	5.97	47.97
Male	3749	3476	92.72	7.28	50.03
American Indian or Alaska Native	--	--	--	--	--
Asian	1699	1672	98.41	1.59	84.63
Black or African American	65	55	84.62	15.38	29.63
Filipino	178	168	94.38	5.62	45.24
Hispanic or Latino	2710	2422	89.37	10.63	16.04
Native Hawaiian or Pacific Islander	139	122	87.77	12.23	16.39
Two or More Races	785	743	94.65	5.35	63.83
White	1536	1456	94.79		59.13
English Learners	1562	1394	89.24	10.76	12.32
Foster Youth	12	8	66.67	33.33	--
Homeless	462	398	86.15	13.85	6.03
Military	78	73	93.59	6.41	23.61
Socioeconomically Disadvantaged	915	802	87.65	12.35	8.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	752	632	84.04	15.96	13.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.