

Abbott Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | Abbott Middle School |
| Street | 600 West 36th Avenue |
| City, State, Zip | San Mateo, CA 94403 |
| Phone Number | (650) 312-7600 |
| Principal | Paul Belzer |
| Email Address | pbelzerl@smfc.k12.ca.us |
| School Website | https://abbott.smfcsd.net |
| County-District-School (CDS) Code | 41690396044796 |

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Abbott Middle School opened in 1954 and was named after school board member Pansy Jewett Abbott. Her passion for teaching and education were hallmarks of her career. Abbott is continuing her legacy by "Striving for Excellence," which is the school motto. Abbott's overarching goal for student achievement is that all students will make measurable progress in mastering grade level Common Core State Standards. The school's instructional program emphasizes twenty-first century learning goals including collaboration, creativity, communication and critical thinking. Abbott strives to develop each student's character and citizenship, and to teach students how to live a healthy life and maintain positive relationships with their peers. The school community encourages students to make positive contributions to their communities and to enrich their lives by becoming active participants in their own education as well as volunteering in community service projects. Our elected ASB along with Student Council meet regularly promoting ideas on how to create a more engaging atmosphere. The school encourages and supports active participation of parents and community organizations. With a sharp focus on closing the achievement gap, Abbott remains committed to preparing every student for success by attracting and maintaining competent teachers, allocating appropriate financial resources to ensure efficient and successful accomplishment of the District's mission, providing a safe, nurturing learning environment and by working together.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 231 |
| Grade 7 | 242 |
| Grade 8 | 217 |
| Total Enrollment | 690 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 45.5% |
| Male | 54.5% |
| Asian | 5.8% |
| Black or African American | 1.1% |
| Filipino | 3.6% |
| Hispanic or Latino | 63.9% |
| Native Hawaiian or Pacific Islander | 2.4% |
| Two or More Races | 6.3% |
| White | 16.4% |
| English Learners | 33.7% |
| Foster Youth | 0.3% |
| Homeless | 3.8% |
| Socioeconomically Disadvantaged | 47.7% |
| Students with Disabilities | 14.8% |

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.

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) | 30.00 | 78.60 | 469.60 | 88.13 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.50 | 1.31 | 2.30 | 0.43 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 1.31 | 7.80 | 1.47 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.00 | 10.48 | 25.50 | 4.79 | 12115.80 | 4.41 |
| Unknown | 3.10 | 8.28 | 27.50 | 5.17 | 18854.30 | 6.86 |
| Total Teaching Positions | 38.10 | 100.00 | 532.80 | 100.00 | 274759.10 | 100.00 |

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.

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) | 27.90 | 67.94 | 471.90 | 89.04 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 2.30 | 5.66 | 5.30 | 1.01 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.60 | 6.46 | 9.20 | 1.75 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 4.00 | 9.72 | 18.70 | 3.53 | 11953.10 | 4.28 |
| Unknown | 4.20 | 10.20 | 24.80 | 4.68 | 15831.90 | 5.67 |
| Total Teaching Positions | 41.10 | 100.00 | 530.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.50 | 2.60 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.50 | 2.60 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 2.00 | 2.00 |
| Local Assignment Options | 2.00 | 2.00 |
| Total Out-of-Field Teachers | 4.00 | 4.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.7 | 6.9 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.8 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

| 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 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, OpenSciEd and Carolina Biological Supply Kendall Hunt (2021) (SMFC Board Adopted in 2022) | Yes | 0 |
| History-Social Science | The following textbooks and materials were adopted as indicated below: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 TCI-Teacher's Curriculum Institute, (2019) (SMFC Board Adopted, 2019) | 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 |
| Visual and Performing Arts | N/A | | |

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. All of our comprehensive Middle Schools and Foster City Elementary now have two day custodians and multiple night custodians based 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 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 the month of January 2023 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 construction began last year 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 all schools and new drinking fountains with water bottle fillers District Wide.

Year and month of the most recent FIT report

January 2024

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 | | | Repaired major leak by portables. Installed new HVAC units. |
| Interior: Interior Surfaces | | X | | New flooring installed in room 37. Installed new Sheet flooring in restrooms by portables. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | X | | New Abbott Gym damaged by 2022 rain - Renovated New Abbott Gym in 2023. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Installed New Verkada security camera system. Uneven pavement. |

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.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 35 | 58 | 55 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 27 | 23 | 51 | 51 | 33 | 34 |

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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 | 746 | 713 | 95.58 | 4.42 | 34.69 |
| Female | 340 | 324 | 95.29 | 4.71 | 40.56 |
| Male | 406 | 389 | 95.81 | 4.19 | 29.82 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 43 | 43 | 100.00 | 0.00 | 76.74 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 27 | 26 | 96.30 | 3.70 | 44.00 |
| Hispanic or Latino | 479 | 450 | 93.95 | 6.05 | 20.67 |
| Native Hawaiian or Pacific Islander | 18 | 16 | 88.89 | 11.11 | 18.75 |
| Two or More Races | 49 | 49 | 100.00 | 0.00 | 63.27 |
| White | 124 | 123 | 99.19 | 0.81 | 60.98 |
| English Learners | 241 | 216 | 89.63 | 10.37 | 1.85 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 46 | 39 | 84.78 | 15.22 | 2.56 |
| Military | 38 | 37 | 97.37 | 2.63 | 24.32 |
| Socioeconomically Disadvantaged | 376 | 355 | 94.41 | 5.59 | 16.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 110 | 101 | 91.82 | 8.18 | 9.00 |

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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 | 746 | 724 | 97.05 | 2.95 | 23.10 |
| Female | 340 | 327 | 96.18 | 3.82 | 24.77 |
| Male | 406 | 397 | 97.78 | 2.22 | 21.72 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 43 | 43 | 100.00 | 0.00 | 72.09 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 27 | 26 | 96.30 | 3.70 | 23.08 |
| Hispanic or Latino | 479 | 460 | 96.03 | 3.97 | 11.96 |
| Native Hawaiian or Pacific Islander | 18 | 17 | 94.44 | 5.56 | 0.00 |
| Two or More Races | 49 | 49 | 100.00 | 0.00 | 40.82 |
| White | 124 | 123 | 99.19 | 0.81 | 44.26 |
| English Learners | 241 | 228 | 94.61 | 5.39 | 2.19 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 46 | 44 | 95.65 | 4.35 | 2.27 |
| Military | 38 | 37 | 97.37 | 2.63 | 8.11 |
| Socioeconomically Disadvantaged | 376 | 361 | 96.01 | 3.99 | 9.42 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 110 | 102 | 92.73 | 7.27 | 5.88 |

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 27.76 | 25.65 | 46.24 | 44.90 | 29.47 | 30.29 |

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 239 | 232 | 97.07 | 2.93 | 25.86 |
| Female | 113 | 108 | 95.58 | 4.42 | 26.85 |
| Male | 126 | 124 | 98.41 | 1.59 | 25.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 16 | 16 | 100.00 | 0.00 | 62.50 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 149 | 143 | 95.97 | 4.03 | 14.69 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 14 | 100.00 | 0.00 | 42.86 |
| White | 44 | 43 | 97.73 | 2.27 | 51.16 |
| English Learners | 71 | 67 | 94.37 | 5.63 | 1.49 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 21 | 20 | 95.24 | 4.76 | 5.00 |
| Military | 16 | 15 | 93.75 | 6.25 | 6.67 |
| Socioeconomically Disadvantaged | 118 | 113 | 95.76 | 4.24 | 12.39 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 30 | 93.75 | 6.25 | 10.00 |

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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 | 99 | 98 | 99 | 99 | 98 |

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.

2023-24 Opportunities for Parental Involvement

Parent Involvement Contact:
Name - Sahra Bautista-Leung
Email - president@abbottpta.org
School Phone - (650) 312-7600

Abbott has a very active PTA which meets monthly and supports teachers, students, parents and school programs. Abbott also has a School Site Council (SSC) consisting of twelve members that includes teachers, parents, staff and students. Quarterly meetings of the English Language Advisory Committee (ELAC) are held with parents of English Language Learners.

Many Abbott parents are invited and participate in other school activities, serving as volunteers during lunch time and at school events as well as sponsors of parent education events. Abbott communicates with students, parents and staff through its daily student bulletins, weekly staff bulletins/faculty meetings, weekly parent bulletins, via its newly redesigned school website.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 782 | 772 | 253 | 32.8 |
| Female | 355 | 350 | 116 | 33.1 |
| Male | 427 | 422 | 137 | 32.5 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 45 | 44 | 2 | 4.5 |
| Black or African American | 9 | 8 | 2 | 25.0 |
| Filipino | 27 | 27 | 4 | 14.8 |
| Hispanic or Latino | 504 | 499 | 203 | 40.7 |
| Native Hawaiian or Pacific Islander | 20 | 18 | 13 | 72.2 |
| Two or More Races | 47 | 46 | 6 | 13.0 |
| White | 126 | 126 | 22 | 17.5 |
| English Learners | 300 | 299 | 135 | 45.2 |
| Foster Youth | 3 | 3 | 2 | 66.7 |
| Homeless | 50 | 49 | 27 | 55.1 |
| Socioeconomically Disadvantaged | 395 | 390 | 172 | 44.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 121 | 119 | 62 | 52.1 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 3.65 | 5.88 | 0.01 | 1.17 | 1.81 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 5.88 | 0 |
| Female | 4.23 | 0 |
| Male | 7.26 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 2.22 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 7.41 | 0 |
| Hispanic or Latino | 6.55 | 0 |
| Native Hawaiian or Pacific Islander | 5 | 0 |
| Two or More Races | 6.38 | 0 |
| White | 3.97 | 0 |
| English Learners | 7 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 6 | 0 |
| Socioeconomically Disadvantaged | 7.09 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 10.74 | 0 |

2023-24 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 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 reviews each school's Safety Plan 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, 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).? ?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.

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 | 24 | 5 | 18 | |
| Mathematics | 27 | 3 | 16 | |
| Science | 29 | | 17 | |
| Social Science | 28 | 2 | 17 | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 10 | 16 | |
| Mathematics | 24 | 5 | 16 | |
| Science | 27 | | 18 | |
| Social Science | 26 | | 19 | |

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 | 21 | 15 | 14 | 0 |
| Mathematics | 23 | 7 | 13 | 0 |
| Science | 26 | 1 | 17 | 0 |
| Social Science | 24 | 6 | 14 | 1 |

2022-23 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 | 0 |

2022-23 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) | |
| Library Media Teacher (Librarian) | 0.5 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | 10,986 | 3,980 | 7,006 | 102,168 |
| District | N/A | N/A | 10,301 | \$92,584 |
| Percent Difference - School Site and District | N/A | N/A | -38.1 | 9.8 |
| State | N/A | N/A | \$7,607 | \$89,574 |
| Percent Difference - School Site and State | N/A | N/A | -8.2 | 13.1 |

Fiscal Year 2022-23 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 and families, including: mental health clinicians, more counselors and Community Service Specialists.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$58,893 | \$54,215 |
| Mid-Range Teacher Salary | \$91,040 | \$86,843 |
| Highest Teacher Salary | \$115,774 | \$111,440 |
| Average Principal Salary (Elementary) | \$170,524 | \$140,851 |
| Average Principal Salary (Middle) | \$172,142 | \$147,065 |
| Average Principal Salary (High) | \$0 | \$142,189 |
| Superintendent Salary | \$253,500 | \$252,466 |
| Percent of Budget for Teacher Salaries | 34.28% | 33.16% |
| Percent of Budget for Administrative Salaries | 5.82% | 5.15% |

Professional Development

Professional Development – 2019-2024 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. Professional learning opportunities integrate content development and research-based instructional practices to meet the needs of all learners, especially English Learners, Students with Disabilities and Socio-economically Disadvantaged. 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.

Due to COVID-19 and the move to Full Time Distance Learning and Hybrid models, SMFCSD provided targeted Professional Learning and training on online components of our adopted curricula, Learning Management System and google meet and zoom. Integrated into these trainings were best practices for teaching in a virtual environment, such as use of break out rooms.

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. This year, many of these 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |